TO:  PRESIDENT ALBERT W. BROWN
FROM:  THE FACULTY SENATE
RE:  X

1. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the fitness of)
   III. Other (Notice, Request, Report, etc.)

SUBJECT:  Academic Major in Recreation and Leisure

The Academic Major in Recreation and Leisure was reported by the Chairman of the undergraduate Academic Policies Committee of the Faculty Senate. The proposal passed.

Signed
Date Sent: 2/29/72

TO:  THE FACULTY SENATE
FROM:  PRESIDENT ALBERT W. BROWN
RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a) Accepted. Effective Date 2-29-72
b) Deferred for discussion with the Faculty Senate on
   c) Unacceptable for the reasons contained in the attached explanation

II, III. a) Received and acknowledged
   b) Comment:

DISTRIBUTION: Vice-Presidents:

Others as identified:

Distribution Date: 2-29-72
Signed: (President of the College)

Date Received by the Senate:
DEPARTMENT OF
RECREATION AND PARKS

Proposal for an Academic Major
Bachelor of Science/Arts in Recreation and Leisure

Department of Recreation and Parks
State University College at Brockport
Martin A. Nagy, Chairman

October, 1971
In 1962 the Faculty Senate of the State University of New York College at Brockport approved a major program in Recreation and Parks. At that time the rationale included a statement that "the purpose of the Department of Recreation and Parks of the State University College at Brockport is to develop leadership in the area of community recreation and parks administration. The broad education of competent recreational leadership is based upon full utilization of the college resources in natural and social sciences, health and physical education, the humanities, and the fine arts."

The orientation of the Department major in Recreation has been largely professional, as well as traditional, and the curriculum has been accepted as a second major, to be paralleled by an academic major. Since its inception in the Fall of 1959 the program has attracted increasing numbers of students, and by Fall 1971 there are over two hundred identified major students in the curriculum. These students are predominantly upper-division, many of whom entered Brockport as freshmen, but about 50% are upper-division transfer from two-year colleges including nearly a dozen from Canisius. As of September, 1971, twenty-six graduates of the curriculum are employed in municipal recreation, therapeutic recreation, industrial recreation, New York State Parks, and Armed Forces recreation, mostly in administrative posts, and some are continuing graduate study in recreation.

Brockport is one of 114 four-year colleges in the nation with a major in Recreation, and one of just 65 programs which include Parks Management.

Staff:

The Department of Recreation and Parks is staffed with three full-time and three part-time faculty, all with degrees in Recreation or allied fields:

Marvin E. Ruggles: A.B. Canisius College 1956, M.A. New York University 1958, Ph.D. Pennsylvania University 1968; Professor and Chairman of Department of Recreation and Parks; Ed. D. Dissertation: Principles and Functions of Student Leadership Training; College Administration; College Physical Education; Social and Human Relations; and Recreation Leadership and Administration.

Steven B. Higginbotham: B.S. State University College at Cortland, M.S. in Recreation Administration at Michigan State University, post-graduate at Western New York University; Assistant Professor Recreation; teaching experience in physical education and recreation at State University Colleges at Geneseo and Brockport; experience in recreation, youth work and administration, established camping, Senior-Senior Recreation, recreational organization.

Steven G. Buss: B.S. Boston University, M.S. Springfield College, Ed.D. Administration under Ray P. Boston University; completed A.A. 1973; assistant professor of recreation; municipal recreation and parks administrative experience in New Hampshire and Massachusetts; teaching experience in Recreation at Springfield College and Boston University; social agency recreation experience; recreation research.
The faculty resources of other disciplines, departments and facilities are called upon frequently to enhance the quality of instruction in specialized areas of knowledge.

Facilities
- 3 gymnasia
- 2 swimming pools
- 4 bowling alleys
- 3 basketball courts
- 25 acres athletic fields
- 1 field house
- Fisher Campus with pool, radio, primitive camp

Community Resources
- City of Rochester, Bureau of Recreation
- Recreation Commission in towns of Monroe County
- Social agencies in Monroe County, cities, towns, and towns between
- Industrial recreation programs in Rochester
- Rochester area nursing homes and hospitals
- Rochester area commercial recreation enterprises

Directions
Since 1966 there have been significant changes both in the mission of the
college at Brockport and in the field of Recreation; as a college of Arts and Science,
the college seeks to prepare its students for living and the constructive responsibilities
of life with a broad and deep academic foundation upon which the students may
develop professional competence; the field of Recreation has developed a rich
liberrarian, supported by increasingly competent research, leading to the recognition
of leisure and leisure phenomena as prime issues in our society. With these
goals in mind, the Department of Recreation and Parks feels that it is appropriate
to modify the statement of mission and purpose. In keeping with the broad missions
of the College of Arts and Science, this statement of purpose is refined and revised
as follows:

The purpose of the Department of Recreation and Parks, State University College
at Brockport, are: to plan and implement the continuous development of undergraduate
and graduate curricula in the study of recreation
and leisure phenomena; through these curricula, to develop the breadth
and depth of understanding of the role of leisure essential to the recognition, classification, analysis, and solution of leisure problems; to cooperate with departments, faculties, and other agencies in providing more expert services when requested in the areas of leisure and leisure services; to serve the community through direct consultation and the development of personnel for leadership in leisure services; to stimulate and conduct leisure and recreation research; and to interpret to students and the community through various media, a philosophy of leisure and a functional understanding of leisure behavior.

In recognition of the changes within the college and the field of recreation, and to implement the revised purposes of the department, an academic curriculum leading to a Bachelor of Science/Arts degree in Recreation and Leisure is proposed.

THE CURRICULUM IN RECREATION AND LEISURE

Marion Clowser, in a paper prepared for the American Academy of Political and Social Science in 1954, stated, "If leisure is in time available for choosing, recreation is one major activity chosen for such available time." Dr. Harold Heyer, University of North Carolina, at the same APA meeting, commented, "Recreation is a major segment of leisure. Recreation is a field of life and, as the leisure age becomes more and more reality, it assumes a place of greater significance, standing along with health, work, welfare, and religion in bringing "human wholesomeness to men." (Leisure in America: Presidential Address (1954), American Academy of Political and Social Science, 1954).

The study of leisure phenomena is the rallying point for leisure and recreation concerns in a post-industrial society. This is reflected in the organization of curricula at the University of Oregon with its new Center for Leisure Studies, the University of Illinois with its re-formed Department of Leisure Sciences, and the University of Southern Illinois with its establishing a Center for the Study of Leisure. In all three institutions the academic and research units concerned with recreation are considered to be engaged in a study of leisure and its need of such wide scope as to be more adequately described with the term "leisure" in the title.

The Department of Recreation and Parks now proposes a curriculum which, instead of studying recreation as a profession, concerns itself with the study of man and his leisure and the cultural phenomena associated with leisure. The curriculum is designed to develop breadth and depth of understanding of leisure and recreation essential to the recognition, classification, analysis, and solution of leisure phenomenons and problems, and to relate recreation to the solution of such problems. (See Appendix II)

Significance of the Study of Leisure

The ease of any society is determined by the quality of its leisure activity. Aristotle, in the Politics, set forth the hypothesis that leisure is in the focus when everything revolves, and he defined leisure as "the first principle of all action." Man, through discovery, invention, and technology, faces increasing leisure and discretionary time. The answer in which this increasing quantity of leisure is used, the impact of leisure upon human behavior, and the effect of leisure or human values may determine the quality of civilization.

It has been estimated that by the year 2,000 AD will have 600 million more hours of leisure than in 1954 (Clowser); population may exceed 300 million, with 60% living in suburbs; 60% will have an income of $20,000 or more have a...
three or four hour work day per week. The quality of civilization, the ability of society to cope with the cultural, social, and economical problems associated with increasing leisure, will be determined by the extent of man's knowledge and understanding of these leisure phenomena.

The use of leisure is a final test of civilization, and when man has responsible security and leisure he can seek cultural and spiritual values that he could not in a self-centered world. Leisure time rather than work time has become the area for self-preservation and self-realization. Leisure, not necessity, is the mother of invention. Societies where the necessity for food is primary, do not have the time or energy for basic invention. Among those who support and promote this belief are the following:

Charlesworth, James C. President, the American Academy of Political and Social Sciences

"The wise use of leisure is genuine education and is its own reason for being...we must formulate an indigenous philosophy of leisure which is compatible with our economic income, our cultural pluralism, our fetish of equality, and our social intelligence."


"Only leisure can rehabilitate the over-stressed mechanism of the mind."

Kate, Hugh B. Education Continuation Center, Athens, Georgia

"Previously we created institutions primarily to serve man's minimal needs for food, clothing, shelter, and security, but now we must recognize the same institutions so that they will meet his needs in the face of an increasing allotment of leisure."

"A heavy obligation rests on institutions of higher education. They are responsible for creating leaders for the new program (use of leisure). We must have an adequate theory on which to base policies and programs. We must have faith that when a man keeps a theory before him he eventually will make progress."

Gollister, John Commissioner of Indian Affairs, Dept. Interior, 1933-45

"Fullness of life through leisure: This is a problem and an opportunity of eternal human nature."

Butler, Walter, President, United Automobile Workers

"...leisure is not just rest, nor just recreation, not just idly sitting on your hands to kill. In the age of automation, leisure for more and more Americans will become the center and meaning of life itself. We have to develop a strategy to get the most out of leisure, in terms both of self-development and self-fulfillment and in the over-all improvement of the quality of American life."

Vladi, Paul Sterling Professor of Philosophy, Yale University

"A realistic program regarding the use of leisure time takes account of the nature of men's interests and abilities, what is that the conditions permit, and what facilities can and will be provided."

"Leisure, then, is the time when men can be at their best, making it possible for them to make the most of their day as excellent as possible, not by isolating one to work with pure test or efficiency, but by enabling one to give new value and perhaps a new objective to whatever is done. The good life is a life in which a rich leisure gives direction and meaning to all else we do."
The Catholic Church views leisure time as an occasion for wholesome recreation not merely in the narrow sense of the word but also in its broadest sense — as an opportunity for a fuller family life, for worship, for cultural, social, and spiritual growth, for the development of the whole man."

The authors of the preceding quotations agree that leisure is a growing concern of modern society, that leisure presents many problems worthy of study, and that intelligently conceived solutions to these problems are essential to the liberation and self-realization of men. There is also agreement that there exists a need to develop leadership for recreation, one of the major uses of leisure. Paul =ls, speaking before the AARSH in 1964, said "The enterprise of making use of leisure time requires not only those who will participate in it, but those who make it possible through work. The altering of conditions and, particularly, the provision of facilities require the concentrated thought and energy of men who are interested in making maximal leisure time available to others. They must be supplemented by men who see to it that the time is used most advantageously. The former work to reduce the time and energy which the work of others consumes — thereby leaving a larger portion for leisure.

"The latter work at seeing that the time and energy thus made available are used well ... Their work involves knowledge of what men want and ought to want, what they can do and what they can be taught to do, so less than it involves a concern for the conditions and the facilities for the use of the time ... In industry, it is the executive branch and the market that decide what the worker is to do; in the world of leisure, one must turn instead to those who make their task to understand what a man is, ought to do, and ought to become." (Leisure in American Pleasure or Curse? Monograph #, American Academy of Political and Social Science, 1964, p.26). Appendix II contains further literature resources in the area of leisure and recreation.

**Perspectives in Recreation and Leisure**

A purview of recreation and leisure based upon past and current literature indicates the existence of a broad area of theory, knowledge, and research. This broad area may be studied from five different points of view, and these five perspectives become the strands about which the curriculum in Recreation and Leisure is woven:

1. **Historical and Philosophical perspective**
   The historical development of leisure and leisure phenomena, the development of philosophical attitudes toward leisure, and the development of recreation.

2. **Sociological perspective**
   The relationship of social structure to leisure, the effects of leisure on social structure and values, and recreation as a social activity.

3. **Behavioral perspective**
   Psychosocial and physiological drives and leisure, and the effect on human behavior of leisure and values, and leisure pursuits.

*Excerpts from Nash, J.R. Recreation: Pertinent Readings, Wm. C. Brown, Dubuque, Iowa, 1965*
5. Economic perspectives
Leisure phenomena and the work ethic, and the impact of leisure on the economy.

5. Cultural perspectives
Anthropological and comparative studies of leisure values and leisure activities in different cultures and subcultures.

The five perspectives are developed throughout the Recreation and Leisure curriculum beginning with one required core course in each perspective, continuing with a variety of elective courses in each perspective, and culminating in a community resources seminar during which Leisure Serving Agencies are studied, first-hand, from the basis of the five perspectives. Through a study of leisure and recreation focused upon the comprehensive approach encompassed by these perspectives the student is enabled to develop concepts of leisure as a foundation for culture, as a social function, as an effective factor in human behavior, and as a liberating or rehabilitating influence on the human state. These relationships are illustrated as follows:

[Diagram showing relationships among historical & philosophical, social, behavioral, economic, and cultural perspectives]

Foundations for Culture
Social Function
Affective Behavior
Liberating influence on human state
Leisure Concepts

Each of the four leisure concepts is described, and supported by the appropriate curricular perspectives as follows:

1. Participating for culture: leisure pursuits such as athletics, sports, dancing, bodily adornment, games, music and folklore are found in some form in every culture known to history and ethnology. This concept is explored and developed through the study of the historical and philosophical perspectives of leisure, the impact of social structure on leisure and the study of the leisure values and activities in a variety of cultures.

2. Leisure, a social function: a social function may be defined as an activity that is an integral part of the life of any society and one that is invariably present in social relationships and organizations. Leisure, as a social function, meets these criteria. The nature of the leisure pursuits in any particular society is determined by the historical development of the society and its philosophical attitudines toward leisure; the structure of the society and the recreational resources that are available; the behavioral self-actualizing needs of the members of the society; and the cultural leisure values and activities of the society.

3. Affective factor in human behavior: for the comprehensive development of the child, and for the maintenance of adult well-being, leisure pursuits have varied and almost limitless resources. Special values of recreation lie in the powerful psychological and physiological motivation of human beings to play and participate in leisure activities. Leisure activities may influence human behavior through the development of new interests and skills, opportunities for interaction with other people, activities leading to success and satisfaction, and enhanced physiological capacity and performance.

4. Liberating or rehabilitating influence on the human state: leisure opens the door to freedom, allowing man to pass beyond the barriers of social class, performance limitations, and restricted economy. Within the milieu of his culture, man's leisure activities may influence his relationships to social structure and values, free him from impairing psychological and physiological behavioral statuses, and achieve a wholesome relationship to the work ethic.
The pursuit of Recreation and Leisure through the identified perspectives and the development of Leisure Conglomets is directed toward the curricular purpose of the Department of Recreation and Parks, stated on page 1 of this proposal, to wit "...to develop the breadth and depth of understanding of man and his leisure essential to the recognition, classification, analysis and solution of leisure problems."

This proposed curriculum in Recreation and Leisure, leading to a Bachelor of Science in Recreation and Leisure as a major in the Department of Recreation and Parks in a 36 semester hour (major) program including 15 hours in foundations (9 required core perspectives), a 15 hour Community Resources semester, and a minimum of 6 hours and a maximum of 10 hours in departmental elective courses.

| Liberal Arts Core (all college students) | 30 hrs. |
| Foundations of Leisure Phenomena | 15 hrs. |
| Community Resources semester | 15 hrs. |
| Electives in leisure phenomena (minimum of 6 hours at 300-400 levels) | 24-42 hrs. |
| Free and guided electives | 120 hrs. |

The required courses from Foundations of Leisure Phenomena, as well as several elective courses, are offered at the 200 level. All other required courses and electives are 300 or 400 level, and major students will be required to take a minimum of 6 hours in upper-division electives. This strategy permits entry into the major as early in the student's career as is permitted by general college policy, distributing the academic load over five semesters. Transfer students from two-year colleges with programs in Recreation Supervision will in most cases have already and courses paralleling the 200 level offerings, and they may receive transfer credit for these and progress to the 300 level required and elective courses. It is hoped that students starting in Brockport as freshmen will make early entry into the Recreation and Leisure major by registering for 200 level required and elective courses as soon as possible, especially if the Liberal Arts core has been completed. Brockport freshmen and sophomores interested in Recreation and Leisure will be advised to elect studio and performance type courses in arts and crafts, theater, music and recreational sports.

The chart on "Perspectives in Recreation and Leisure" will help to clarify the continuity of required and elective courses and the Community Resources Semester:
The Community Resource Semester (15 hrs.)

The Community Resource Semester is to provide the upperclassman an opportunity to study and participate in a community's processes as it attempts to resolve leisure problems through the interaction of its resources and the provision of services. The semester has two objectives: first to relate and internalize the student's first three years of study through involvement with community processes; secondly to use this community involvement as a new springboard for in-depth study of leisure and the inter-related concepts of man/group/organization/society. The study of man and his leisure continues in the context of the real society.

The approaches of the five perspectives continue to serve as the foundation for study in the community resource semester. Each student, as he participates in the leisure services process, a community or social organization, studies in depth:

1. The historical and philosophical aspects of the community or agency, its purposes in the provision of leisure services, and its intended role in contemporary society.

2. The social organization and structure of the community and its agencies, the characteristics of the society receiving leisure services, and special population within the community and their leisure problems and needs.

3. The impact of leisure services on the general and special populations served by the community and its agencies, the problems to be solved in leisure services, and the processes involved in solving these problems.

4. The relationships of community economics and leisure needs and services, the financial support of leisure activities, and the financial planning processes of the community and its agencies.

5. The cultural background, activities, and interests of the population being served, and the processes by which the cultural interests may be fulfilled.

The student time during the semester is divided among direct supervised participation in community processes providing leisure services and resolving leisure problems, faculty-directed seminars on leisure problems, and faculty-constructed courses of instruction appropriate to the community resource experiences.

ECE 467 The Leisure Setting
Study, analysis, and evaluation of leisure setting and resulting relationships between man, social institutions, physical and environmental resources. Emphasis is placed upon an understanding of the social and natural systems.

ECE 469 Human Resource Development
A study of human behavior as it affects internal human resource development within leisure serving organizations. A behavioral science approach will serve as a conceptual framework.
RSP 403: Current Leisure Problems and Issues
3 hrs.
A seminar for in-depth study of current leisure problems and issues.
Method of inquiry will include case study, incident process and re-
search findings.

RSP 503: Internship
6 hrs.
Directed involvement in social organizations providing leisure services.
Experiences will be designed to maximize the benefits of previous learn-
ing as the student attempts to study and resolve community leisure pro-
blems.

The organization of experiences in the Community Resources Seminar is based
upon an eight-week off-campus internship (RSP 404). Three weeks at the beginning
of the semester and four weeks at the end of the semester are devoted to on-campus
study in RSP 401 and 402, each meeting seven hours per week for the seven weeks,
for a total of 49 clock hours each in class time. RSP 503 is a seminar which meets
for 3 hours each week for the full fifteen weeks, which may be adjusted for those
students whose internship is remote from the Brookport campus.
<table>
<thead>
<tr>
<th>ECON 212</th>
<th>Introduction to Leisure Services</th>
<th>3 hrs.</th>
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<tbody>
<tr>
<td></td>
<td>Basic concepts of leisure and recreation; governmental, public, and private agencies serving leisure; opportunities for leadership in leisure services.</td>
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<tr>
<td>ECON 212</td>
<td>Leisure and the Industrial Society</td>
<td>3 hrs.</td>
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<td></td>
<td>The work/leisure ethic; leisure values in the industrial community; institutional responsibility for leisure services and relation to other institutions and public services; industrial planning for leisure.</td>
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<td>ECON 411</td>
<td>The Temporary Society</td>
<td>3 hrs.</td>
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<td></td>
<td>Leisure living in natural settings; family, day-, and resident camping as an evolving social phenomenon; participant purposes and motivations in temporary societies; leadership and internal organization of the temporary society.</td>
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<tr>
<td>ECON 412</td>
<td>Environmental Education</td>
<td>3 hrs.</td>
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<td></td>
<td>The enrichment of understanding of man and his relationship to the environment through out-of-doors experiences; the integration of cognitive areas in comprehensive direct-experience learning; unique contributions of camping and other outdoor experiences to environmental knowledge and understanding.</td>
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<tr>
<td>ECON 414</td>
<td>Leisure in the Therapeutic Setting</td>
<td>3 hrs.</td>
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<td></td>
<td>Leisure needs and life-patterns of the ill and disabled in treatment centers and convalescent institutions; structured and un-structured leisure in the therapeutic setting; relationships of leisure leaders, patient-residents, and medical personnel; leisure pursuits as they influence capacity and health.</td>
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<tr>
<td>ECON 416</td>
<td>Leisure and the Aging</td>
<td>3 hrs.</td>
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<td></td>
<td>Physiological, psychological, economical, and sociological aspects of aging, and characteristics of adults over sixty; leisure needs of the senior adult; evaluation of governmental and voluntary agency responsibility for adult leisure; leisure pursuits in the sub-culture of the aging.</td>
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<td>ECON 417</td>
<td>Therapeutic Uses of Leisure Occupations</td>
<td>3 hrs.</td>
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<td></td>
<td>Leisure activities for the maintenance of healthy levels of leisure within limitations of disability; physical and social skills directed toward rehabilitation; meeting direct needs of disabled individuals based upon specific abilities, interests, limitations, and psychosocial characteristics; physical and attitudinal barriers between patient and normal life.</td>
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</table>
RDP 413 Design and Outdoor Leisure Resources 3 hrs.

An introduction to spatial relationships and the design of outdoor spaces for social interaction. Emphasis is on a balance of aesthetics, function, and care.

RDP 421 Management of Leisure Services 3 hrs.

Seminar and workshop treatment of management principles and practices and personnel administration. Various management skills will be developed. An overview of personality and motivation theories serves as a basic focus.

RDP 422 Leisure Organizations 3 hrs.

An examination and analysis of leisure organizations including theoretical concepts of organizational planning, goal-setting, executing, and evaluating. Study in mode of motivation and the impact of individual and group structure.

Laboratory or Professional (maximum 12 hrs.)

RDP 211 Fundamentals of Camping 3 hrs.

History and philosophy of camping; organization of established camping; principles and applied techniques of camping; supervision and counseling in established camps.

RDP 311 Environmental Management-Turf 3 hrs.

The study of soil and natural soil coverings; propagation, care and maintenance of turf areas; appropriate turf programs for park and recreation areas.

RDP 315 Environmental Management-Plant Materials 3 hrs.

An introduction to flowers, trees, shrubs, and other plant materials for park, recreation, and general landscape planting.

RDP 411 Problems in Management of Leisure Resources 3 hrs.

Management theories related to park and recreation resources, problems in the facilitation of leisure pursuits; study of policies and solution based upon best practices.

RDP 412 Outdoor Resources for Leisure Occupation 3 hrs.

Purposes and functions of park-lands; planning and design principles of space, scale, and aesthetics, and circulation for park areas; critical analysis of use/development balances.
APPENDIX II

The curricula is designed to develop breadth and depth of understanding of leisure and recreation essential to the recognition, classification, and analysis of leisure phenomena and problems, and to relate recreation to the solution of such problems. Students who choose to major in this program should develop a liberal background for such an understanding, an ability to reason clearly and creatively concerning the problems, and should they so elect, prepare for entry into the growing field of recreation and leisure services. Graduates of the program may use this body of knowledge in a variety of career possibilities including municipal recreation, industrial recreation, social and youth agency programs, therapeutic recreation, leisure research, two- and four-year college teaching in recreation, outdoor recreation, and parks administration.

The National Recreation and Parks Association conducted research on the manpower situation in 1967, and projected needs for manpower to 1980. The general picture is one of optimism, with needs for recreational personnel outstripping the capacity of the colleges to prepare such personnel.

In 1967 there were 139,956 full-time equivalent persons employed in the public, commercial and private sectors of recreation, and an additional 93,455 positions which were not filled for lack of qualified personnel. Approximately 65%, or 38,434 of these unfilled positions called for people with four-year college degrees.

Projecting to the year 1975, allowing for the growth in recreational needs as well as an increased capacity of colleges to prepare recreational personnel, there will be 78,050 fewer people than positions, and 69%, or 48,300 of these positions will require a four-year college degree. Brookings in one of 164 colleges and universities in the nation with a program to contribute to this need.

Assuming a reasonable national economy, there will be almost two jobs available for every graduate in recreation between 1975 and 1980.
The leisure theme is the subject of study and writing of many modern philosophers, educators, political scientists, economists, and sociologists. It is the concern of a number of learned societies and research organizations whose journals and monographs devote increasing attention to leisure phenomena. From the rapidly growing body of leisure-concerned literature this illustrative list has been selected:

Books


**References**


HSECA and ESFLM, No. V Quest, "The Leisure Enigma."

The American Academy of Political and Social Sciences; No. 4, "Leisure in American Blessing or Curse?" April, 1964.

**Journals**

Administrative Science

Annals of the American Academy of Political and Social Sciences

American Economic Review

American Journal of Sociology

American Sociological Review

Harvard Business Review

Industrial Relations

Journal of Urban Relations
Journal of Social Issues

Land Economics

Recreation and Parks

Social Forces

Social Problems

Sociology and Social Research

The Journal of Leisure Research, MRAA, Washington, D.C.

NOTE: These journals and articles were sampled from a 229 item bibliography published in the Journal of Leisure Research, Vol. I, no. 1, Winter, 1969.
<table>
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<td>Amusements and Christianity</td>
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<td>Travel and touring</td>
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<td>Walking</td>
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<td>Mountaineering</td>
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<td>Sports - Primitive</td>
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<td>Ethnology of Recreation</td>
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<td>Public festivals</td>
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<td>Motion pictures</td>
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<tr>
<td>Amateur theatricals, negro minstrels, tableaux, pageants, etc.</td>
<td>125</td>
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</table>
Scientific recreations
Mathematical recreation
Parks and public recreations - theory, etc.
Camping, outdoor life
Hikes
Amateur and juvenile handicraft
Books and reading

Periodicals

Ace 1965
After Dark (Formerly Hall Room Dancing) 1961
Amateur Athlete 1966
Amateur Stage 1969
Amateur Wrestling Revue 1963
American Fencing 1968
American Fisheries Society/transactions 1967
American Fisheries Society/special publication 1966
American Fisheries Society/transactions 1945
American Forestry 1940
American Gymnastics and Athletic 1904-1908
American Journal of Physiology 1948
American Journal of Public Health and the Nations Health 1930 (incomplete)
American Journal of Sociology 1895
American Physical Education Review 1896-1929
American Micologicales Society/Journal 1956
American Rifleman 1966
Archery 1968
Arizona Highways 1969
Art Amateur 1936-1899
Arts and Activities 1952
Arts Magazine
Athletes in Action 1956
Athletic Journal 1921
Atlantic Naturalist 1958
Audubon 1943
Australian Fisheries 1967
Back Stage 1965
Ballleton, U.S.A. 1969
Basketball Review 1965
Ballet Today 1967
Billboard 1966
Bowling Magazine 1965
Boxing Magazine 1958
Canadian Association for Health, Physical Education, & Recreation/Journal 1965
Canadian Audubon 1957
Canadian Field-Naturalist 1930
Canadian Folklore 1964
Chase Life 1970
Children's Theatre News 1936
Coach and Athlete 1984
Coaching Clinic 1963
Commercial Music Makers Abstracts
Communities in Action 1966
Country Dance and Song 1958
Craft Horizons 1959
Creative Drama 1956
Critical Digest 1966
Cue 1966
Cumulated Dramatic Index
Daily Variety (current issues only)
Dance Magazine 1946
Dance News 1968
Dance Observer 1949
Dance Perspectives 1960
Dance Scope 1965
Dance World 1966
Drama 1958
Drama Roundup 1863-1899
Drama and Theatre 1962 (formerly First Stage)
Drama Review 1955
Drama Survey 1961
Dramatics 1958
Dramatist Guild Quarterly 1964
Education Theatre Journal 1949
English Dance and Song 1963
Ethnomusicology 1963
Family Coordinator 1966
Field and Streams 1966
Finger Lakes Trail News 1967
Fisheries Research Board of Canada/Journal 1958
Fitness for Living 1969
Football Clinic 1957
Gambit 1966
Great Lakes Newsletter 1966
Guide to Dance Periodicals
Gymnasium 1970
Health Education Abstracts
Health News 1954
Hockey News (current issues only)
International Federation of Physical Education/Bulletin 1963
International Journal of Health Education 1966
International Lacrosse Magazine 1964-1968
International Review of Sport Sociology 1966
International Theatre 1966
International Volleyball Review 1967
Journal of American Folklore 1939
Journal of Health, Physical Education and Recreation 1926
Journal of Health and Social Behavior 1960
Journal of Soil and Water Conservation 1960
Journal of Sports Medicine and Physical Fitness 1965
Skating 1953
Ski Magazine 1958
Soccer News (current issues only)
Sociology Abstracts 1963
Sociology and Social Research 1966 (Incomplete)
Spitticus 1969
Spiel in der Schule 1969
Sporting News (current issues only)
Sports Illustrated 1958
Square Dance 1969
Stage in Canada 1966
Sunset 1966
Testern 1969
Teatr (Polonia) 1967
Theatre der Zeit 1967
Theatre Arts 1966-1968
Theatre Crafts 1967
Theatre Design and Technology 1969
Theatre en Pologne 1969
Theatre News 1968
Theatre Notebook 1967
Theatre Research/Research in Theatre 1969
Theatre Survey 1966
Theatre U.S.A. 1965
Today's Health 1923
Today's Speech 1967
Track Technique 1965
Travel (New York) 1964
Vacation 1965
Venture 1966
Vittis 1968
Western Folklore 1962-1963
Wildlife Monographs 1967
Wildlife Review 1967
World Fisheries Abstracts 1968
World Yachting 1969
World Yachting Abstracts 1969
Yale Theatre 1968
Yeast Review of Soviet Physical Education and Sports 1966

In addition to this list are the library resources of the disciplines of Anthropology, Sociology, Economics, Political Science, Psychology, the Natural Sciences, and others as appropriate.
### Fall, 1972-73

#### Recreation Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>REC 203</td>
<td>Org. &amp; Admin. Camping</td>
</tr>
<tr>
<td>REC 403</td>
<td>Leadership in Rev. Act.</td>
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<td>Field Experiences (A)</td>
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<td>NGS 313</td>
<td>Youth Serv. Org.</td>
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<td>NGS 415</td>
<td>Rec. in Hospitals</td>
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<td>NGS 426</td>
<td>Geriatric Recreation</td>
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#### Recreation and Leisure

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<tr>
<td>NGS 211</td>
<td>Fundamentals of Camping (V)</td>
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<td>Leisure and Society (V)</td>
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<td>Cultural Patterns (V)</td>
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<td>NGS 401</td>
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<td>NGS 413</td>
<td>Introduction to Leisure Care (V)</td>
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<td>Leisure in Therapeutic Setting (V)</td>
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<td>NGS 405</td>
<td>History &amp; Meaning of Leisure (V)</td>
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</table>

1. Three of the five core perspectives courses are offered.
2. Two pre-entry 200 level electives are offered.
3. Three upper-division electives are offered.
4. 25 sem. hr. credits are offered, compared to 25 on old curriculum.

---

### Spring, 1972-73

#### Recreation Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>REC 302</td>
<td>Philo. and Prin. Rec.</td>
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<td>REC 311</td>
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<td>REC 312</td>
<td>Admin. Indus. Rec.</td>
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<td>REC 412</td>
<td>Rec. on Outdoor Ed.</td>
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<td>REC 513</td>
<td>Therapeutic Rec.</td>
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#### Recreation and Leisure

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<td>NGS 303</td>
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</table>

1. Two of the five core perspective courses are offered.
2. Two pre-entry 200 level electives are offered.
3. Four upper-division electives are offered.
4. 26 sem. hr. credits are offered, compared to 25 on old curriculum.

10-22-71

Martin R. Rogers
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offering Term</th>
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<td>RSP 205</td>
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<td>RSP 301</td>
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<td>RSP 302</td>
<td>Human Resource Development</td>
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<td>RSP 303</td>
<td>Current Leisure Problems and Issues</td>
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<td>Internship</td>
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<td>RSP 422</td>
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<td>RSP 424</td>
<td>Environmental Management -- Turf</td>
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<td>RSP 425</td>
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<td>REP 419</td>
<td>Outdoor Resources for Leisure Occupations</td>
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Time allocation for proposed courses:

REP 201 History and Meaning of Leisure; 3 cr., 3 hr. lec/wk.
REP 202 Cultural Patterns of Leisure; 3 cr., 2 hr. lec-2 hrs. lab/wk.
REP 306 Leisure and Society; 3 cr., 3 hr. lec/wk.
REP 307 Leisure and the Behavior of Man; 3 cr., 3 hr. lec/wk.
REP 308 Leisure Economics; 3 cr., 3 hr. lec/wk.
REP 401 The Leisure Setting; 3 cr., 7 hr/wk. workshop for 7 wk.
REP 402 Human Resource Development; 3 cr., 7 hr/wk workshop for 7 wk.
REP 403 Current Leisure Problems and Issues; 3 cr., 3 hr. seminar/wk.
REP 404 Internship; 6 cr., 30 hr/wk. for 8 wk.
REP 212 Introduction to Leisure Services; 3 cr., 3 hr. lec/wk.
REP 312 Leisure and the Industrial Society; 3 cr., 3 hr. lec/wk, and field trips.
REP 411 The Temporary Society; 3 cr., 3 hr. lec/wk.
REP 412 Environmental Education; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 413 Leisure in the Therapeutic Setting; 3 cr., 3 hr. lec/wk.
REP 416 Leisure and the Aging; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 417 Therapeutic Uses of Leisure Occupations; 3 cr., 2 hr lec-2 hr. lab/wk.
REP 418 Design and Outdoor Leisure Resources; 3 cr., 2 hr. lec-2 hrs. lab/wk.
REP 421 Management of Leisure Services; 3 cr., 3 hr. lec/wk.
REP 422 Leisure Organizations; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 211 Fundamentals of Camping; 3 cr., 3 hr. lec/wk and 3 day field exper.
REP 314 Environmental Management-Turf; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 315 Environmental Management-Plant Materials; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 414 Problems in Management of Leisure Resources; 3 cr., 2 hr. lec-2 hr. lab/wk.
REP 419 Outdoor Resources for Leisure Occupations; 3 cr., 2 hr. lec-2 hr. lab/wk.