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Leisure education in career counseling

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Abstract

The interrelatedness of work and leisure roles should be viewed as having a significant part to play in the career development process. There remains the need to cultivate an understanding of the functions and contributions of leisure to career development and to learn how leisure may be employed as a campus resource in fostering student development. Many factors are influencing the need for better educated students on quality leisure skills. The nature of work in today's society has changed, and its ability to provide satisfaction to the worker has diminished. However, good quality leisure skills will lead to better satisfied and more adaptable workers. Addressed are several approaches counselors can take with students toward broadening attitudes, understanding, knowledge, and skills that will enable them to play a variety of life career roles successfully. Also described are several models of leisure counseling which offer viable components to the counseling process.

LEISURE EDUCATION IN CAREER COUNSELING

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by
Susan M. Schmitz Chizek
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Abstract

The interrelatedness of work and leisure roles should be viewed as having a significant part to play in the career development process. There remains the need to cultivate an understanding of the functions and contributions of leisure to career development and to learn how leisure may be employed as a campus resource in fostering student development. Many factors are influencing the need for better educated students on quality leisure skills. The nature of work in today's society has changed, and its ability to provide satisfaction to the worker has diminished. However, good quality leisure skills will lead to better satisfied and more adaptable workers. Addressed are several approaches counselors can take with students toward broadening attitudes, understanding, knowledge, and skills that will enable them to play a variety of life career roles successfully. Also described are several models of leisure counseling which offer viable components to the counseling process.

In today's society, leisure is a good example of an underdeveloped and misunderstood concept. Underdeveloped, in that most of us will never begin to understand the full potential that a well planned leisure knowledge-base can bring. Misunderstood, in that leisure is often looked upon as being an unproductive, lazy period of time.

The World Future Society held a national conference in Washington, D.C. in 1983 at which the significant changes that were emerging regarding the leisure role in American lives were discussed (McDaniels, 1984b). That conference focused on the connection between work and leisure and the growing need to draw leisure into the career development and counseling areas. It also focused on the changes in the nature of work and what effect this would have on leisure time. Challenges facing career counselors in the future were discussed, such as how to keep an increasingly better-educated labor force satisfied with "desirable jobs", particularly when employment is increasing more rapidly in areas that are lower in pay, have unattractive benefit packages, little job security and unfavorable opportunities for advancement. Leisure appears to be assuming an increasing importance for the average person (McDaniels, 1984b). As work potentially absorbs fewer hours and jobs become less desirable, supplemental ways of receiving satisfaction can be found through leisure pursuits (Cianni-Surridge, 1983).

Beginning in the 1960s, people employed in several different occupations (volunteer placement, therapeutic recreation and counseling, physical education and vocational counseling) concluded

independently that the public needed help to choose wisely from the widening selection of leisure time activities, and began to work on ways to do leisure guidance and counseling (Cooper & Robinson, 1987). Those early leisure counselors developed their own models and programs by trial and error and by borrowing from their experiences in various occupations. Thirty years later we are still struggling to integrate leisure counseling into our career planning offices. The lack of any major efforts to study leisure's forms, significance, and impact on society is only one problem facing leisure educators today (McDaniels, 1984b).

Additionally, there is the problem of not seeing work and leisure as complementary and interacting forces in one's life; instead, work and leisure are often viewed as dichotomous (McDaniels, 1984a). We struggle with the juxtaposition of work and leisure in the process of one's career development. There are those who feel that leisure is for its own sake, pleasant to anticipate and take part in. They view leisure as a separate entity in life, unrelated to work and other activities. McDaniels felt strongly that this work/leisure dichotomy simply needs to be eliminated, especially in today's society.

The lack of leisure education for students in their career decision-making process is a rising concern among career placement counselors. It has been reported that the value students place on leisure is a potentially influential variable in career choice (Cooper & Robinson, 1987). It is also found that college freshmen are much more oriented toward leisure and family instead of the initial

application for a job. Career development programs need to guide students in their leisure/work relations.

The purpose of this paper is to serve as a guideline for career counselors in educating students about leisure's role in their career decision-making process. This will be accomplished by: clarifying the meaning of leisure-related terminology; portraying the historical perspective of leisure; identifying factors influencing the need for a better educated society on leisure and by discussing the many functions leisure has to offer individuals and society. Additionally, several approaches to career/leisure counseling will be outlined. Finally, four models of the career/leisure interrelatedness will be demonstrated that have been used to aid students in their career decision-making process.

Leisure terminology

In the literature of career counseling, many authors have developed working definitions for various leisure-related terminology. The following definitions are intended to clarify the terminology set forth in the remainder of this article.

Leisure. Time free from work or duties; relaxation, rest, and repose (Super, 1984). A relatively self-determined activity that includes experience available due to discretionary time, income and social behavior; the activity may be physical, intellectual, volunteer, creative, or some combination of all four (Loughead, 1989; McDaniels, 1984b; Peevy, 1984). It is less externally structured and more personally controlled. It is pursued for intrinsic and largely psychological satisfaction (Loughead, 1989). It

is freedom from constraint, an opportunity to choose, time left over after work or as free time after obligatory social duties have been met (Russell, 1983).

Career. The totality of work and leisure one does in a lifetime (McDaniels, 1984a).

Career Development. The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the careers of individuals over their life span (McDaniels, 1984a).

Career Counseling. The process that assists individuals in building life styles that support optimal levels of growth and development, personal health and satisfaction, and social contributions (Hunt & Weiner, 1983). Leisure counseling. The process that occurs when a trained counselor helps students of any age to determine their present leisure interests, attitudes, and needs and then assists them in choosing offwork pursuits that are practical, satisfying, available, and unharmful (Edwards, 1984). It is the notion of assisting individuals to gain greater satisfaction from their leisure through some intervention (Hunt & Weiner, 1983).

History of leisure

In studying the history of leisure, objects have been discovered which appear to be evidence of crude primitive games. Also discovered were cave drawings that appear to depict people dancing (Loesch & Wheeler, 1982). It is clear that these activities were not essential for the survival of prehistoric people and may in fact have been the simple beginnings of leisure. It is probable,

wrote Russell (1983), that leisure began with primitive cultures when the pressures for sustenance, security and basic needs were removed, or in celebration after a kill or during inclement weather. Leisure, in a historical perspective, is not new. In fact it is an ancient idea. It has been identified with elitism and class privilege, particularly since the early Greek and Roman civilizations.

Russell also found in his research that leisure became associated with high culture, social standing and political status. The Egyptian civilization and the Assyrian and Babylonian cultures included many leisure activities that were primarily of the upper strata in society: the nobility, the military and religious leaders. Their activities included horse racing, wrestling, boxing, archery, arts, dance, music, drama, hunting, warfare and lavish entertainment. In ancient Assyria and Babylon, there were royal estates and parks, zoological and botanical gardens and large formal gardens of geometric designs.

But leisure was not solely for the elite. In early Greek society, the Olympic Games, the stadia, gymnasia, extensive gardens and the open air amphitheaters for festivals all illustrated the range of leisure pursuits and the range of public facilities provided. While in the early days all citizens were encouraged to participate and compete, the spirit of amateurism gave way to specialist performers, commercialization and mass spectatorship and led from the amateur to the professional. Greek leisure ethic showed that leisure can be an essential opportunity for the development of man and the unity of body and mind.

According to Russell (1983), at the height of Greek civilization the growing professionalization of sport, public entertainment and competitions, contrasted with the leisure ethic that intelligent use of free time was the purpose of life. Aristotle defined leisure as time free from the necessity to work. Leisure lead to aesthetic, spiritual, or intellectual enlightenment through a search for understanding. Leisure was a time set aside for creativity and learning. But with the fall of Greek civilization, leisure changed drastically, from occupying an exalted status in the lives of the citizens to a position of practical usage during the late Roman Empire (Hayes,1984).

To the Romans, leisure was important for fitness in order to perform duties. Sports were practiced for maintaining physical fitness and for war. Leisure was utilitarian rather than aesthetic (Russell, 1984). Baths, amphitheaters and arenas were constructed for the benefit of the mass of the population. Gambling and drinking were common (Loesch & Wheeler, 1982).

In direct contrast to the Roman ideal of leisure, the Middle Ages preached hard labor, good works and self-deprivation. As a reaction to the extremes and debased activities of the Romans, the church prohibited most kinds of leisure activity, except those relating to worship and religious observance. Work was glorified; idleness was evil.

Following the Middle Ages came the days of the Renaissance, when the populace continued to participate in both religious and secular festivals. During this period, the development of printing made literature available to a wider public. Previously, it had only

been available to those who studied in monasteries, universities and aristocratic homes. This was the beginning of leisure activities for the masses that served as an aesthetic and intellectual means of enlightenment. The discovery of print opened up new avenues for more people to take advantage of their leisure time.

Loesch & Wheeler (1982) noted that, by the time of the Industrial Revolution, people were being forced into the cities, from the country and small villages where they lived, because of economic hardships. The rapid growth of industrialized cities brought people hope for work and survival, but it also brought cramped living space and little time to enjoy leisure. Recreation areas were not planned, and life for the common man had reached a low ebb.

Today, we are reminded that the concept of leisure is intimately related to the historical and cultural context in which it is used (Kando, 1980). The ancient Greeks saw leisure as a spiritual ideal. In subsequent civilizations, leisure gradually began to embody idleness, then a waste of time, finally sin. Today, our culture defines leisure primarily as recreation, because we have rediscovered the utility of sports and other recreational activities. This is our cultural conception of leisure, still essentially utilitarian. However, Kando observed that leaders of world governments in the last years of the 20th century have come to recognize the purpose of leisure posed by Aristotle. Aristotle felt that people must be capable of handling leisure. The provision of an external opportunity for leisure is not enough; it can only be fruitful

if man himself/herself is capable of leisure and can occupy and direct his/her leisure intelligently.

Factors influencing leisure

Understanding the history of leisure can help career counselors to advise their students wisely. Counselors can expand on that knowledge by identifying factors which influence the leisure/career decision-making process students are facing today. Several factors influencing the need for greater career/leisure education include: changing patterns of employment, age of automation, stress, lack of leisure knowledge, law enforcement and the Protestant Work Ethic

Changing patterns of employment. The work structure and composition of the work force are becoming more varied to fit the employee (Loughead, 1989; Sundal-Hansen, 1985). Several futurists and other social scientists suggest that our higher technology has increased the amount of leisure time for most non-professional workers dramatically (Bright, 1988). Computerization and robotization of our workplace has reduced the total number of jobs requiring skills that provided personal satisfaction to the worker. Technology has restructured our work patterns so that people are working less (Cianni-Surridge, 1983). Additionally, employees are seeking greater management sensitivity in order to increase their job satisfaction and, therefore, their productivity (McDaniels, 1984b). Many workers want more leisure and at times that are more appropriate to them.

Several patterns which provide for more leisure time include:

1) flex-time, where people work variable hours that are more

compatible with their personalities and life styles (Sundal-Hansen, 1985; Loesch & Wheeler, 1982; McDaniels, 1984b); 2) shared jobs, where two persons divide a position (Sundal-Hansen, 1985; Cianni-Surridge, 1985; McDaniels, 1984a); 3) part-time employment (Sundal-Hansen, 1985; Cianni-Surridge, 1985; McDaniels, 1984a); 4) flexible benefits, where workers can choose from a variety of monetary and other forms of remuneration and family-work linkages; 5) shorter workdays and work weeks, including abolition of overtime (Cianni-Surridge, 1985; Loesch & Wheeler, 1982; McDaniels, 1984a); 6) longer and more frequent vacations (Loesch & Wheeler, 1982); 7) earlier and better financed retirements (Cianni-Surridge, 1983); 8) better health and increased life spans (Loesch & Wheeler, 1982; Hayes, 1984); 9) more leisure time and in more appropriate time periods.

Many workers would like extended periods of time for renewal and self-fulfillment. Individuals are valuing both work and leisure time and want both of these experiences to be meaningful (Hayes, 1984). McDaniels (1984b) found that more changes are expected in both workers and the work place in decades to come. More varied patterns of work styles will permit more leisure. More and more people will seek a reasonable balance between work and leisure in their careers.

Age of Automation. The rapid advancement of technology has brought many changes to the work place (Loesch & Wheeler, 1982). Many occupations are becoming less self satisfying, both physically and psychologically. Leisure has become a compensatory and escapist mechanism to counteract the alienation, fatigue, boredom

and trials of automation in daily work (Russell,1983). People are experiencing dependence, submission, frustration and conflict at work. If they do not adapt to these conditions, psychological withdrawal, apathy and indifference occurs.

Bloland (1984) wrote that too many individuals have become and will continue to become victims of our current Age of Automation. People feel that they are living meaningless, empty lives. They have become victims of burnout and stress and are developing pathological, addictive or unhealthy habits. Opportunities for people to take pride in their work have diminished.

Additionally, Hunt & Weiner (1983) warned that a less than promising job market, existing within a tight economy, should alert career counselors and students to the probability that certain types of glamour jobs may be unattainable. Therefore, psychological satisfactions will need to be sought outside work. The work/market ideology of American society often views the worth of an individual through his/her employment (Loughead, 1989). However, the nature of employment work in our society has changed and its power to give satisfaction to workers has diminished. Almost everyone works for organizations whose survival is dependent on profit and efficiency. Work has come to designate the needs of production, profit and bureaucratic relations, not the needs of the people who do the work. The needs of the individual have become subordinate to the needs of the organization.

Stress. Almost everyone faces stress in some way or another in the workplace. One group that is particularly susceptible to

stress in their careers are the dual-career women. The dual career woman is a woman who chooses to work outside the home as well as raise a family. A global trend has seen the increased participation of women in the workplace (Sundal-Hansen, 1985). Dual career women are having difficulty finding leisure time (Shank, 1986). Their careers are often characterized by role conflict and overload. The strain and conflict frequently results in fatigue, emotional depletion and guilt. Dual career stress and strain is compounded by the fact that working mothers have the least amount of discretionary time, and what they do have is usurped on family demands. Working women often experience feelings of selfishness and moral conflict if they put their own needs before their family responsibilities. Often, relaxing and reading the newspaper without interruption brings on feelings of guilt.

Lack of knowledge about leisure. Super (1984) felt that some people in our society fear that technology has hurt humanism. But it is hoped that through leisure counseling, technology will free people to be more human. Today, we have come to see that work is not as satisfying to everyone as the work ethic would have it be. We recognize that many workers are underemployed, unemployed or are not satisfied with their work (Edwards, 1984). Hunt & Weiner (1983) found that the demand for and supply of meaningful work is psychologically not in balance. Individuals who have a hard time valuing leisure in general, or who possess a low level of leisure awareness and, therefore, a lack of skills and competencies, are usually unable to compensate psychologically for work that is unrewarding.

Many people are unable to cope effectively with increased amounts of leisure time (McDaniels, 1984b). People are threatened by a lack of inner resources for making effective leisure decisions. Faced with increased amounts of leisure time, people need to make decisions about how to spend it. Unfortunately, they are not familiar with guidelines, in the form of social traditions, for making such decisions. As a result, people are frustrated when confronted with leisure decisions.

Some argue that--abundantly available in many forms--leisure is too often squandered on spectator sports and unproductive entertainment (Super, 1984). The new leisure class has not learned the value of leisure and has not been helped to find, in their newly-gained free time an opportunity for self-fulfillment rather than for self-feeding.

Leisure education should be a critical issue in schools (Mundy & Reardon, 1984). Current trends show that students will have more nonwork years than work years in their lifetime. This trend is expected to continue or even accelerate during the student's lifetime. Leisure time will be, either a source of boredom and discontentment, or it will be a source of enrichment. This will depend on the individual's learning about and preparing for work and leisure.

Law enforcement. Another factor influencing the need for improved leisure counseling is derived from law enforcement authorities (Hayes, 1984). They see many crimes and delinquent behaviors occurring during leisure time. Any money spent on proper leisure counseling could reduce substantially the number of dollars

spent on crime prevention and the rehabilitation of criminals. Many individuals who are not well prepared to handle their free time are bored and will often seek excitement to pass their time. In so doing, they will gain their pleasure at the expense of others and of society.

Protestant Work Ethic. McDaniels (1984b) wrote that many people view leisure as nonproductive activity. The prominence of the Protestant Work Ethic reinforces the idea that expended effort should produce something. Since leisure is typically viewed as nonproductive, people feel guilty and ashamed about the amount of time they spend being nonproductive.

People are feeling a lack of self-development and self-fulfillment during leisure time. The Protestant Work Ethic reinforces the idea that the place to improve or enhance one's self is, in work. As work time decreases, so do opportunities for self-fulfillment. The result is feelings of stagnation and uselessness. People are made to feel that they have lost some of the meaning in their lives.

Functions of leisure

After counselors have developed a strong understanding of factors influencing the need for a society better informed about leisure, they should focus attention on the many functions leisure has to offer both individuals and society. Loughead (1989) felt that leisure time need not be sinful or wasteful. It can be filled with activity which is satisfying because the person has more freedom to be an individual and because it can contribute to the welfare or happiness of others. Leisure experiences can be chosen to enhance

the meaning of life rather than simply to fill time. Conceptualizing leisure in a positive manner provides individuals, and the career development profession, with a broad-base of resources to enhance life/career satisfaction. Understanding the functions of leisure is an important step for career counselors in building a strong knowledge base about leisure. Leisure has several functions to offer: complementary, supplementary, compensatory, relaxation, safe trial-and-error, self-discovery and dynamics of leisure activities.

Complementary. With the complementary function, the individual finds a close relationship between employment and leisure activities. The activity is either similar in interests and satisfaction to their employment or is related to their employment in that it extends into leisure pursuits and social situations. Leisure which relates to the vocational role is usually satisfying. Russell (1983) found that it is independent of work in form and content, but the need to take part is influenced by ones work.

Supplementary. With the supplementary function, employment and leisure activities are found in different fields (Loughead,1989). Leisure activities are chosen to enrich satisfaction levels that are inadequate in employment (Hess, 1984). This leisure experience is sought to restore the balance in one's life. There is usually a contrast between employment and leisure in terms of types of activities, personal association and physical or social settings. If the lack of fulfillment in work is extensive, leisure may become the major role in one's life. Supplementary leisure contributes to the

formation of an improved adult life style by a better balance between work and play.

Compensatory. With the compensatory function, leisure activities are chosen to escape or alleviate stress and tension that build up from employment or family life. These activities can be healthy ways of dealing with stress (Loughead,1989). Bloland (1984) saw it as making up for something missing in other phases of life. The leisure experience helps to overcome a satisfaction deficit (Hess, 1984). Loesch and Wheeler (1982) related the compensatory function of leisure to individuals trying to make up for deficits in their lives. During this function of leisure, an individual seeks mechanisms for attaining goals whose achievement is either not possible or only partially possible through other activities such as work, family or social life. In this regard, leisure serves to help people with alternative methods for achieving goals, fulfilling needs or actualizing desires.

Relaxation. The function of relaxation is primarily to restore energy. It also serves as a diversion from more active situations (Bloland,1984). Loesch and Wheeler (1982) found that people most often relate relaxing to leisure. They discovered that there are two major aspects of the relaxation function that occur. The first is identified as restoration, where an individual will participate in an activity to restore, regain or regenerate energy, particularly mental. Restoration activity usually occurs after an individual experiences either an intensive psychological or physical involvement. The second is identified as diversion, where the individual participates in a leisure activity in order to escape another activity. This, too, is

almost always a process of relaxation brought on by the intensity of daily involvement (Loesch & Wheeler, 1982).

Safe trial-and-error. Leisure performs an important function in one's life time development just by having an opportunity for safe trial-and-error (Loesch & Wheeler, 1982). Leisure can be easily rejected or maintained without repercussions, to people. It will allow people to be free to experiment with various learning and socialization activities.

Leisure, additionally, functions as a stabilizing factor throughout the transition processes people face in their life span. Leisure may facilitate the transition process by offering psychological escape. This psychological escape can serve as an established, satisfying leisure activity.

Self-Discovery. Gray and Ibrahim (1988) wrote that the leisure experience is much more than a casual, inconsequential time filler. Developmental activities can shape not only what one can do but also who one is. Self-discovery is the most intimate, the most difficult, and the most significant of all learning. It comes in subtle ways and in unexpected places. The leisure experience is a major source of self-discovery.

Dynamics of leisure activities. Leisure takes on many forms (Loesch & Wheeler, 1982). It can function through various situations: individual vs. group; intellectual vs. nonintellectual; competitive vs. noncompetitive; active vs. passive; physical vs. nonphysical; short-term vs. long term; vocation congruent vs. vocation incongruent; self oriented vs. other oriented; person

centered vs. product centered; high risk vs. low risk; expensive vs. inexpensive; essential vs. optional.

Finally, there are many more general functions of leisure other than those listed above. As Loughhead (1989) wrote, the use of avocational activities can strongly enhance life satisfaction. Leisure can contribute to self-worth, rest, rejuvenation, and improved personal health; it can add to our intellectual base, expand social contacts and increase income.

Individuals also need time for entertainment and personal development (Bloland, 1984). They need some experiences that will aid them in performing their jobs better. Russell (1983) wrote that while some persons regard leisure as being an opportunity for pleasure, others spend their leisure time in dedicated service, study, personal development and hard training. A classical understanding of leisure was that it consisted of activities which enlightened and educated free men. It can perfect man and may hold the key to the future. Leisure can function as an attitude of the mind. It can release the grip of today's automated society and release human energy for the exploration and free expression of truth, beauty and knowledge.

A general attitude is that leisure activities are nonproductive. This attitude needs to be changed so that the range of available leisure activities can be expanded. Career guidance will, therefore, need to address issues related to leisure in addition to work-related concerns. The expanding role of leisure would suggest that career counselors become more aware of how leisure can serve as a source of life satisfaction for individuals (Hunt & Weiner, 1983).

Career/leisure counseling

As early as the 1940s, people began to conceptualize vocational behavior in a developmental perspective and to broaden the concept of work to include leisure as well as occupational activities (Mundy & Reardon, 1984). Today, an exploration of how various occupations might affect students' leisure needs would be an essential facet of vocational guidance programs (Burlew, 1989).

Although not always acknowledged or recognized, the notion of leisure has occupied a special niche in vocational interventions from the earliest days of the vocational guidance movement (Mundy & Reardon, 1984). As time for leisure keeps growing, leisure education in career counseling will become more important, particularly if people do not know how to handle productively this increase in leisure time (Burlew, 1989). Career counselors when guiding students considering various career options should not be limited to work-related issues and information.

It was often thought that if people simply knew about leisure activities and had the opportunity to participate, they would have satisfying, meaningful leisure life styles (Mundy & Reardon, 1984). However, that is not the case. Education for leisure requires awareness, knowledge, and skills, all as a part of career planning. Advising students on leisure activities involves helping the students know themselves better by unlocking and channeling their energies, becoming assertive, and by overcoming their fears, anxieties, and internal barriers (Neulinger, 1981).

By cultivating an understanding of the functions and contributions of leisure to career development, the career counselor is in a position to assist students in the utilization of leisure time as a means of choosing and preparing for a career (Bloland, 1984). Bloland saw two campus roles for leisure as being of most relevance to career development counselors. Career counselors can help students explore and evaluate leisure pursuits, both for on-campus participation and for eventual use after graduation, and can help students enhance or facilitate work-related skills and understandings, including self-knowledge. Bloland also suggested that career counselors should emphasize occupational awareness to students. They can do this by training students, through career planning, to: (a) explore vocations, (b) develop vocational competencies, (c) extend vocational skills, (d) participate in vocational apprenticeships, (e) extend vocational satisfaction, (f) learn use of compensation for lack of job satisfaction, (g) practice interpersonal skills, (h) escape from job-related tensions and, (i) learn the function of supplementary leisure as it relates to work.

The counseling process may be facilitated by focusing on specific personal aspects of the student's life style in a comprehensive manner (Hesser, 1984). The results of such information can help students appreciate the uniqueness of their leisure development while advancing exploratory efforts through the identification of personal leisure traits. Focusing on specific situational aspects of the student's life may be enhanced by placing leisure development within an environmental context.

An individual's career development may also be facilitated by the productive use of leisure time (Loughead, 1989). Career development aims and objectives can be facilitated through leisure activities for students. Career counselors can help students learn to: (a) gather self-knowledge, (b) develop vocational competencies and skills, (c) understand the world of work, (d) gather information about various occupations, (e) refine themselves in the work role, (f) develop teamwork and leadership abilities, (g) gain a sense of belonging, (h) develop a sense of competence and autonomy, and to (i) enhance one's self-concept.

McDaniels (1984a) offered several recommendations for blending the work/leisure relationship into a career guide for our universities. They included:

1) Combining work and leisure to be more holistic.

Professionals need to make genuine efforts to deal with people on the broadest possible scale. It is a time to incorporate as many factors into career counseling as possible: the physical, social, spiritual and cultural.

2) Combining work and leisure to be lifespan oriented. There is recognition of life after high school or college. Teaching and counseling should give rise to seeing the flow of leisure and work in the course of human life. The early and late stages of a 70-80 year life span is dominated by leisure activity. In between, there is a long period of work and leisure interaction which can be quite productive.

3) Combining work and leisure to be future oriented. The rapid pace of change in the second half of the 20th century has shaken

many of our American traditions and values. Currently, roles for families, education, work, and leisure are changing. The future is not likely to hold less leisure for people of all ages; rather, it may, from all indications, hold more. The need to integrate leisure with work in one's career development seems all the more important in order to face the challenges of life in the 21st century.

4) Combining work and leisure to be ever present. Of all the changes which have come about in the past 100 years, few have been as swift and steady as the increased acceptance of leisure as a way of life. Clearly, additional leisure has been legislated by moving holidays around to create longer and more favorable vacation periods. There is an ever-growing social acceptance of a variety of leisure roles.

Another important aspect of leisure/career counseling includes the technological component. Today, computer-based career guidance systems, such as SIGI and DISCOVER, explicitly include a leisure component in their career decision-making models (Mundy & Reardon, 1984). Frisbie (1984) found interest inventories to be regarded more and more as central in career planning. The chief advantage of leisure inventories is that they are easy to interpret. Leisure interest inventories are designed for, and lead to, leisure options.

The Leisure Activities Blank (LAB) purports to be the "shining star" among leisure interest inventories. The LAB is the only leisure inventory published by a major test publisher and built on a factor analysis approach. Edwards' Constructive Leisure Activities Survey (CLAS) is another useful inventory. With revisions in 1980 to CLAS-

w it has over 500 items dealing with six general categories of leisure activities, social activities, sports and outdoor activities, arts and culture/collecting, learning and study, crafts and skills, and public service.

Finally, Edwards (1984) saw that the role of the career counselor is to assist the student in forming realistic goals and in acquiring practical knowledge for meeting those goals in the present and in the future. A shift of focus would require that career counselors know more about leisure, the factors that determine the selection of satisfying leisure pursuits, and the leisure counseling process, including interest inventories (Hunt, 1983). Career counseling needs to become aware of, and develop positive attitudes for, a wide range of leisure-related activities, events, and experiences (Mundy & Reardon, 1984).

The counselor should stand as the interpreter between the behavior conditions of the person and the leisure experience. They should act as a liaison between the community and/or the student's personal leisure resources and the essential nature (attitudes, values, self-concept, etc.) and circumstances (physical, mental, social limitations; economical; geographical; cultural; etc.) of the student.

Models

Several projects have been implemented in schools and universities that facilitate the process of placing a stronger emphasis on leisure education in career counseling. They are used as a guide to career counselors in the selection of programs that would

help them in educating their students on career/leisure decisions. The models are these: Service-Learning Project, career counseling goals, career development and leisure needs and interests.

Service-Learning Project. This model was illustrated by Mundy & Reardon (1984). The Service-Learning Project is a highly commended national model comprehensive career education program operated by the Upper Arlington Schools in Ohio. This program, began in the mid 1970s, was complex and effective, and integrates leisure development throughout the career education program. The treatment includes 58 components with leisure embedded throughout. Upper Arlington selected Service-Learning Projects (S-LP) as the mechanism to provide educational experiences which provide service(s) to the community and growth opportunities for students providing the service. These community-based activities were designed to promote self-awareness, interpersonal skills, a sense of responsibility, problem-solving, decision-making, and the like. Thus, Service-Learning Projects at Upper Arlington have incorporated leisure activities, though not specifically labeled as leisure, as educational activities for improved self, community, and occupational orientation.

Career counseling goals. This model is used to develop leisure counseling in career counseling goals (Edwards,1984). Counselors first go through several steps that are excellent tools for helping students seek knowledge about leisure. Initially, counselors pose questions through an interview that gives the student an opportunity to express feelings about education, work, play, home environment, friendships, religion, volunteering, and other important life facets

that have a bearing on the goals they hope to reach. Natural talents and learned skills are discussed, as well as limitations (financial, time, physical conditions, etc.) that may constrict the counselee's choice of activities.

The counselor then moves to an assessment phase where the data obtained in the interview will be used with detailed interest surveys to broaden the client's perspective and stimulate further thought. The first step in the Assessment has the counselor study the collected information about the client. In the second step the counselor uses the experience, knowledge, observation and intuition to estimate which interests the student prefers. The third requires the counselor to select activities based on the interview and to determine which ones are practical for the client's present circumstances. The fourth step is a selection of ways (as a performer, spectator, learner) and play (physical location) whereby the client pursues the selection activities. This step utilizes the extensive files maintained on current leisure, job, recreation, and education information.

Referral is the final step in the program. The student's leisure interests, aptitudes, attitudes, needs, skills, and general personality traits are mutually summarized by the counselor and students. The counselor presents specific activity possibilities for students to consider; these possibilities are based on mutual exploration in the course of the sessions. Students are encouraged to make their decisions after visiting the places and talking to the people who will be involved in the work/leisure activities being considered by the students.

Career development. A third model illustrates how leisure pursuits may be used to enhance career development, while taking into consideration individualized needs and interests (Loughead, 1989). Here the career counselors:

1) Identify student needs for information about: (a) themselves, (b) the world of work, (c) various occupations, (d) the lack of employability skills, (e) difficulty in making decisions, and (f) the identification of unfulfilled areas in one's life. The goal is to enhance one's self-awareness of needs so that steps toward resolution may be planned and taken.

2) Help students explore their values, beliefs, attitudes, and myths concerning leisure activities. The students may need to resolve internal conflicts which make it difficult for them to identify and pursue leisure activities that are meaningful.

3) Identify students' interests and activities presently engaged in to fulfill needs. (a) Survey past and current interests and activities. (b) Utilize established interest inventories. (c) Actively canvas the environment to generate and identify alternative employment and leisure pursuits which have the potential to satisfy unmet needs. After considering the goal and value of each alternative, one activity is chosen to pursue.

4) Facilitate students' participation in, and evaluation of, selected activities. Students may need: (a) assistance in locating or developing pertinent chosen activities, (b) support for increased risk taking behavior, (c) assistance with evaluating the satisfaction rating to fulfill their needs and (d) help in integrating the new

employment/leisure experience into their ongoing life/career development process.

Leisure needs and interests. The fourth model was described by Cashel and Krause (1984). It seeks to fulfill leisure needs and interests of students within the university structure. The goal of this process is to assist the students in becoming independently functioning individuals capable of assessing and fulfilling their leisure needs. The model consists of four phases and is based on a values clarification approach.

1) Identification of needs and skills. Students are first introduced to the concept of leisure and how it is important during their educational experience. They become aware that leisure is often taken for granted but can enhance the time that they spend on campus. Through the use of personal profiles, questionnaires, peer-led discussions during orientation, group discussions in the residence halls, plus personal contact with staff members, the students begin to establish a process by which they identify their leisure interests and skills and decide which past experiences they want to pursue and what new interests they would like to try.

2) Classification of needs and skills. Students further examine their leisure interests by classifying them as physical, mental, cultural, and social. It is emphasized that any leisure interest is important and can be developed. At the same time, professional staff identify and classify available resources across the campus in the same leisure modes, i.e. physical, mental, cultural, and social.

3) Participation. Staff assist the students in pursuing their needs and skills by directing the student to the appropriate place on campus. Students with similar interests can be introduced to an organization which sponsors activities in a particular area. When interests have campus-wide impact, program clusters are developed where a variety of groups and individuals are brought together to plan a series of programs around a common theme. Program cluster groups exist only as long as the planning, production, and evaluation of the event takes place. This maximizes the opportunities for many different students to become involved at any level of the programming process. The staff must remain flexible enough to meet the changing interests and needs of students.

4) Evaluation by staff and students must be ongoing and conducted at various levels. Activity areas must be assessed in terms of satisfaction for the participant. Quantity of students helped, in addition to the quality of the activity, is important. Evaluation can consist of informal contact, written evaluations, and/or group discussion.

Summary

As we have discovered from its history, leisure has offered many opportunities, from self-actualization for the Greeks to practical usage for the Romans. The concept of leisure is not new, but has its roots in pre-historic times. What begins to unfold from studying the historical perspective is a greater understanding of the importance of leisure in people's lives. Today, many factors point to the need for leisure education in our universities. Primary

indicators have shown that changing work patterns, technology, stress, lack of knowledge about leisure, greater law enforcement awareness, and the Protestant Work Ethic are all strong issues in today's society that point to improved leisure education.

By realizing the factors influencing leisure education, career counselors can assess the many functions that leisure has to offer students in their career decision-making process. Leisure can function in relation to work through three different styles: complementary, supplementary or compensatory. Leisure can facilitate happiness, creative expression, self-development, self-fulfillment, self-definition, recognition, autonomy, needs gratification and experimentation. It also can serve as relaxation, a safe period during trial-and-error, self-discovery and be dynamic in nature. Leisure can function as entertainment or as dedication to service, education or physical training.

Leisure is becoming increasingly important in society today. Students are already indicating an interest in their leisure pursuits as well as their occupational pursuits. Career counselors need to keep up with this trend. It is an issue that cannot be avoided. Career counselors should implement programs that will guide the student in their career/leisure development. Counselor's emphasis should be on formulating a blend of career/leisure activities on campus and relating these activities to future employment for students. Counselors may be helped additionally by the computerized interest inventories that guide the students into leisure areas that are the most compatible with their life styles. The primary objective of the counselor should be to help form

realistic goals and practical knowledge for the student. Counselors must understand the factors which influence leisure education and the multiple functions that leisure has to offer students in the present as well as their future.

Finally, by demonstrating four models of leisure/career interrelatedness, we can help career counselors to implement leisure education programs into their career planning goals. The learning environment on campus can be greatly enhanced by the possibilities that exist in off-duty activities. Campus leisure activities can make a direct contribution to the career decision-making process. By educating our students on quality leisure skills, they are given a greater chance for success in their careers and not just success in their jobs.

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