

**A PHILOSOPHICAL AND ETHICAL EXAMINATION OF PRACTICES IN
DEVELOPING LEISURE PROGRAM GUIDELINES USING THE
BABY BOOMER COHORT**

A Dissertation

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Lynda J. Cochran

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Major Professor: Sharon K. Stoll, Ph.D.

AUTHORIZATION TO SUBMIT

ABSTRACT

Baby Boomers, those born specifically between 1946 and 1964, represent a generation that consists of nearly 76 million Americans. By the year 2011, the first wave of America's boomer generation will turn 65 years of age. By this date, nearly all boomers will have entered or will be entering the life of retirement and leisure, bringing with them their varied life experiences, life values, and life expectations. Given the foreseen impact of the baby boomer generation, it is imperative to examine the philosophical worthiness of current and future practices of recreation professionals when developing leisure program guidelines for the boomer cohort.

The purpose of this philosophical study is divided into five sections: (a) the need to explore the baby boomer cohort in relation to leisure programming, (b) a critique of current programming practices that typically do not use a systematic method of examining a cohort or developing guidelines, (c) development of a systematic format to examine a population that would be beneficial to leisure programming, (d) evaluation of this specific cohort, which is thought to be different, would be beneficial for future leisure planning in order to provide necessary leisure programs for this population; and (e) since guidelines do not exist, development of guidelines directed toward baby boomers in particular would be necessary and the right thing to do.

The importance of this study lies in the future demand of our leisure participants. Current practices of leisure programming may be problematic for the baby boomer cohort. Recreation professionals should adopt a different philosophical lens when providing leisure programming. In result, this study provides a paradigm of five main parts: (a) valuable information gleaned from current literature in the form of non moral values, (b) an instrument

designed to assess the relatedness of these non moral values to the boomer population and the recreation professional, (c) hands on responses from the boomer population and recreation professionals regarding non moral values, (d) a different philosophical lens necessary for leisure programming, and (e) written guidelines based upon a different philosophical lens and non moral values which may serve as an aid in leisure programming by recreation professionals.

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I believe our lives are filled with adventures and these adventures are what make us who we are. Over the last ten years, as a recreation professional, I have had several great opportunities and challenges which have allowed me to impact the lives of our military with positive leisure experiences. I feel this current adventure, culminated into this dissertation, is one that has made me stronger as a person, more acute as a recreation professional, and has reaffirmed my passion for leisure in our lives. This experience has been unbelievable and I could not have done it without a few key individuals:

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I am blessed with the support, laughter, and memories of several friends and colleagues. Each of you brings a unique contribution to my life and to this adventure. I thank you for being who you are and for always believing in me.

DEDICATION

For my grandparents Betty Jean Brown and Joseph A. Cochran

In fond memory of Warren A. Brown and Barbara F. Cochran

The way you live your lives has been a constant inspiration.

You take each moment as it comes and you live life graciously.

You have given me great courage, determination, and will to become
the best person you believe I am meant to be.

Thank you!

Also,

To the recreation professionals and baby boomers in our society-

May the endless benefits of leisure find your lives and fulfill them unimaginably.

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CHAPTER ONE

Introduction

Who are the Boomers?

The return in 1946 of millions of WWII soldiers from battlefields and military units, combined with the desire of married couples to start a family, resulted in the largest generation (1946-1964) born in history, the baby boomer generation¹. Other explanations for the baby boom include the positive economic climate, the changing social values of post-war society, and the acceptance of large family size and status (Morias & Goodman, 2002). Eventually, the introduction of birth control, increased education of men and women, deferred marriages, and an increase of women in the workforce lead to the end of the baby boom (Drucker, 2002; Freedman, 1999; Gillon, 2004).

Baby boomers, those born in the United States, represent a generation that consists of nearly 76 million people² (Dychtwald & Flower, 1990). This generation has gained the attention of demographers, politicians, marketers, and social scientists over the last 50 years. Baby boomers are the most-educated, influential, and prosperous generation in United States history³. This study will not address the millions of baby boomers born in Canada and throughout Europe and Asia during this same time frame.

Boomers have not only lived through history; they helped make it. When it comes to baby boomers, they have redefined every period of their lives and revolutionized society⁴(Dychtwald, 1999; Smead, 2000). Boomers have participated in a variety of life experiences from the Cold War to Vietnam, the Civil Rights and Women's Movements, a sexual revolution, Elvis, the Beach Boys, hula hoops, home freezers, minivans, and to a pop culture which speaks for itself.

In the year 2011, the first wave of America's baby boomer generation will turn 65 years of age. By this date, nearly all of the 76 million boomers will have entered or will be entering the life of retirement and leisure, bringing with them their varied life experiences, life values, and life expectations. As a group in general, boomers are known to work hard, play hard, and spend hard ⁵(Ziegler, 2002). They are demanding. Boomers are said to expect value for their money; they want quality products, and they expect convenience⁶. According to Dychtwald (1999), "The baby-boom generation is about to transform into the largest elderly population in human history, changing how everyone lives, large and small" (front cover). All of which will directly affect recreation and leisure professionals especially in leisure programming.

As a "demand driven" profession, the opportunity for recreation professionals to enhance relationships and experiences between an individual and the environment is profound (Thompson & Cruse, 1993). In order to maximize the benefits derived from leisure, recreation professionals must be prepared to deliver a wide range of leisure opportunities and to serve a whole new set of demands created by the boomer generation. It would appear that this will require a change in traditional attitudes about the needs and desires of older participants. No longer can it be assumed that bingo, church services, and van rides to view spring flowers will represent the collective leisure interests of the baby boomers in retirement. It appears that in the future, recreation professionals will have to increasingly think in terms of active, vibrant participants rather than mere recipients of services. In addition, leisure services and experiences once considered to be appropriate only for younger adults may increasingly be sought by a "new" generation of retirees, the baby boomers (Backman & Backman, 1993; Beland, 2004). The future of leisure for the baby boomers thus begins with examining

existing leisure programming practices and then developing a different leisure programming philosophy for this active, educated, and unique cohort.

Leisure Programming

Leisure programming is the process of planning and delivering leisure experiences to an individual or a group of individuals by a recreation professional (Edington, Hudson, & Ford, 1999; Farrell & Lundegren, 1983; Rossman, 1995). Leisure programming refers to the entire comprehensive set of programs that an agency offers and not just to one specific leisure experience (Carpenter & Howe, 1985). It should be noted that though the term *recreation* has a different meaning than the term *leisure*, often recreation is used in programming with the same context as both terms are related to one another. Being a good leisure programmer highly involves the ability to systematically identify and meet the leisure needs and interests of various participant age groups and ability levels. The delivery of quality programs and enhancement of well-being is primarily done through some form of leisure delivery system or agency.

No one way of planning or conducting leisure programming exists. Historically, recreation programmers have used various approaches, theories, and strategies to plan and deliver leisure programs to its participants. In addition, adoption of a philosophical framework by the recreation programmer should contribute to the establishment of values and goals that work in harmony with the leisure delivery system or agency (DeGraaf, Jordan, & DeGraaf, 1999). As a result, maximum quality leisure services should then be delivered.

Over the next decade, it is predicted that the 76 million American baby boomers will continue to redefine retirement and leisure⁷. Today, the implications of this aging society are significant for recreation professionals, making the planning and delivery of leisure programs

all the more challenging. Recreation professionals must immediately anticipate the impact of this unique generation and begin to plan accordingly. One possible means for planning is to evaluate the effects of the socio-demographic factors of culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income on leisure lifestyles. Unfortunately, current leisure programming approaches appear not to take such into consideration.

In fact, the activities and services offered by various recreation and park systems today are not too different from those provided a half century ago. Granted there have been some innovations in the actual delivery of services and the content of programs but for the most part, recreation and park agencies continue to do what they have done in the past. The innovations which have occurred have been largely in response to modifications in financial realities rather than resulting from the profession's insight or the changing nature of expressed public demands (Mundy, 1998). The problem with this traditional practice lies in addressing the interests of leisure participants, specifically, the baby boomer generation, and understanding their unique set of beliefs and characteristics.

Impact of Leisure and Retirement on Boomers

Leisure plays an important role in one's life. Since leisure can be a meaningful alternative to work (Godbey, 2003), as well as, provide an opportunity for important interaction with significant others, it is also crucial for one's self-concept and sense of well-being (Kelly, Steinkamp, & Kelly, 1987). Though some may choose to work for financial or social reasons, the majority of boomers appear to be preparing for the next period in their lives. Boomers appear to realize work may have provided their income, but it is the

experiences derived during leisure, which enhances their personal well-being (Bammel & Bammel, 1992).

Compared to previous middle aged generations, boomers are better educated, with a higher occupational status resulting in more discretionary income and improved health in their later years (Godbey, 1997). From a programming perspective, "...we may anticipate the growing demands for recreational resources which are utilized by physically fit, health-conscious consumers who happen to be of retirement age" (Todd, 2004).

Baby boomers in general seem to be intent on feeling young, being healthier, and living longer. It appears boomers will be influencing a shift in thinking with an emphasis on leisure not just as a means of relaxation or play, but also as a means for continued growth⁸ (Dychtwald & Flower, 1992). As a group, it is believed that boomers are determined, limits are not recognized and in general, they are not allowing the aging process to impact their lifestyles negatively.

It is predicted that maintaining an active lifestyle will be fundamental to boomers as they enter retirement. Most boomers will be striving to maintain their youth physically and mentally and view retirement as an active period in their lives (Gardner, 2001). As Americans continue to live longer and healthier, there has been an increased demand for recreation and park facilities, programs, and services. It would appear that the boomer generation will demand more than what our current senior centers and retirement communities are providing. It is speculated that these facilities "...simply are not going to unleash the talent or capture the imagination as this dominant population enters the next stage of their lives", (Freedman, 1999, p. 22). If what we know about boomers is true, the traditional senior center will have to break out of its isolation to meet the demands of the baby boomer generation. Therefore,

senior centers will be compelled to develop a large range and scope of adult-focused recreational activities targeted at a program philosophy that entails the psychological, educational, physiological, social, and demographic interests of this cohort. It would seem logical for the recreation professional to recognize these demands and meet them. If research is correct, boomers will be unlike any generation served in leisure today.

Need for a Different Programming Philosophy

Considering that present leisure programming processes are using traditional approaches and considering that boomer expectations have, and will continue, to press for a redesign of the way we look at aging and retirement, and given the foreseen impact of the baby boomer generation on retirement and leisure, a different philosophy appears to be needed. Adopting a different philosophical lens for recreation programming would appear to be essential for success not only for the leisure participant but also for the recreation professional. Recreation professionals must first (a) consider specific value structures of a new cohort, and then (b) have an awareness of external opportunities and challenges which will foster innovation and positive response to serving a new cohort of participants, (c) understand and begin to create programs and services that are responsive to an unusual aging society, and as Schein (1992) points out, finally (d) foster their agencies and program services with learning as a key element; where evolution is the norm and change is accepted as commonplace.

The future of leisure program planning will challenge recreation professionals to rethink how programs are delivered to an aging, dynamic, and active population. Without adopting a different lens, a baby boomer lens, recreation professionals will not be able to

adequately meet the needs of this diverse generation. Further, without this lens, the boomer cohort will not receive the quality of leisure that they desire and deserve.

Setting the Problem

Leisure programming gives us some direction; however, the common practices of leisure programmers appear to be problematic in regards to the boomer generation. Typically, recreation programmers have focused on the content and technique of a program, often adopting past or related ideas, rather than developing a conceptual basis of leisure services (Mundy, 1998; NRPA, 2004; Todd, 2004). Though these current practices of leisure programming are based upon past theoretical frameworks and approaches and if what is written and forecasted about boomers is correct, a new way of doing business in leisure programming should be examined, for example, reviewing non moral values and perhaps developing a new tool to better understand, describe, and prepare written guidelines for boomer leisure needs during their retirement. It would appear that understanding a cohort's particular culture and leisure demands, the impact of their aging on society, their retirement values, their leisure pursuits and values, as well as their economic level and discretionary income would be important factors in developing leisure programming.

Thus it is that a conceptual, philosophical examination might show that a better way to do programming would be to examine each new cohort, learn about their non moral value structures, examine present programming systems, and then consider if an alternative format might be beneficial in leisure programming and in writing program guidelines.

Problem Statement

The purpose of this study is:

1. To philosophically and ethically argue that recreation professionals should examine such variables as culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income of any cohort when developing written guidelines for leisure programming and services.
2. To examine one specific cohort, the baby boomers, in relation to traditions, culture, history, philosophies, and values as applied to leisure interests through the normal lens of current leisure programming practices. Specifically,
 - a. Examine current events and published literature to describe the leisure need projections of the baby boomer generation.
 - b. Develop an instrument: (a) to describe the coherence of current published information about society's perspective of boomers, (b) to describe the leisure values through the lens of a baby boomer, and (c) to evaluate the knowledge of recreation professionals regarding the baby boomer generation in order to validate the need for a different programming philosophy.
3. To provide recreation professionals with a philosophy of leisure programming through the lens of the boomer cohort, and
4. To offer written guidelines for providing leisure programming and leisure services to the baby boomer generation.

Definition of Terms

These definitions are to serve the reader and to provide a basis of understanding the subject.

1. Baby Boomer Generation: The sudden large increase that occurred in the birth-rate following World War II, an estimated 76 million Americans born between 1946 and 1964 (Gillon, 2004).
2. Cohort: A group of people who have lived during the same time period, therefore, having mutual interests and needs (Foret, Carter, & Benedik, 1993).
3. Leisure: A way of life marked by a sense of freedom and independent choice, an individual's opportunity for achieving self-actualization, to participate in an activity of one's choice and at one's own pace, and leisure involves any amount of free time (Godbey, 2003; Henderson & Ainsworth, 2001; Kraus, 1997).
4. Recreation: Organized activity with the purposes for restoration of the wholeness of mind, body, and spirit, it presupposes some other activity that tires, depletes, or deteriorates that wholeness (Kelly & Freysinger, 2000).
5. Retirement: To give up an office, occupation, or career, because of age; to withdraw to a place of privacy, shelter, or seclusion (Random House Webster's Dictionary, 1996).
6. Value: A relative worth placed on an object or experience (Frankena, 1973).
7. Moral Value: Relative worth placed on human relationships (Frankena, 1973).

Methodology of a Philosophical Study

This is a philosophical study in which the focus will be on specific philosophical processes. Philosophy is the deliberate and rational attempt to understand the whole and the sum of one's experience, in both its objective and subjective aspects, with a view for more effective living (Dyal, 1999). In using philosophy to guide an approach to leisure programming and to baby boomers, we must ask if the current approaches are good and how these approaches are affecting individuals' experiences and outcomes. As applied in the

present study, we must efficiently, deliberately, and rationally examine the problem at hand. Presently, we view leisure programming as one distinct part of the leisure process, something we do to better the lives of our participants; unfortunately the present method may not meet the needs of this new cohort, the baby boomers. Rather, we should be viewing leisure programming more holistically and more subjectively (Kretchmar, 1994; Meier, 1995). To be effective in this case, we should want our leisure programs to be good for our participants, going beyond the common practices of leisure programmers, and attempt to examine this cohort through a different philosophical lens.

Philosophy also drives such questions as: Is the approach to leisure programming true, real, and good? (Charles, 2002; Kretchmar, 2000; Meier, 1995; Sartre, 1995). Why is leisure programming real and important to our leisure values? What do we know about leisure programming that can benefit a participant's whole life? As exemplified above, statistics and common sense tell us the current methods to leisure programming appear to be in need of reassessment and the underlying philosophic thought and purpose behind what we do as recreation professionals should be placed under a critical lens.

When considering the interrelationship of philosophy and leisure programming, it is clear that philosophy should inspire programming practices. Philosophy raises questions about what we do and why we do it, and goes beyond individual cases and phenomena to treat questions of a general nature. Philosophy is a more reflective and systematic activity than common sense, and its power lies in its ability to enable recreation professionals to better understand and appreciate the activities of everyday life (Elias & Merriam, 1995).

Therefore, this study using the problem statement is divided into six parts:

1. Provide a philosophical/ethical argument that will examine present theories and reasoning to develop protocol for leisure program guidelines. In-depth examination of the values of leisure and recreation, leisure programming, leisure constraints, leisure motivations, and life satisfaction will occur (Chapter 1 and 2).
2. Establish that the cohort of baby boomers, as identified by societal norms and traditions, are indeed distinctive, self-motivated, having no limits and is unlike any other generation (Chapter 2).
3. Develop an evaluative tool, the Cochran Baby Boomer Quiz-1 and Cochran Baby Boomer Quiz-2 to evaluate the leisure interests and knowledge of baby boomers and recreation professionals (Chapter 3).
 - a. To evaluate the accuracy of societal norms in relation to baby boomer's knowledge of self.
 - b. To evaluate the accuracy of societal norms in relation to recreation professionals and their knowledge of baby boomers.
4. Provide a different philosophical lens for recreation professionals when providing leisure programs and services to this new cohort (Chapter 4).
5. Offer written guidelines specific to leisure programming and the baby boomer generation based upon the results of the Cochran Baby Boomer Quiz and current literature (Chapter 5).
6. Describe implications of the present research to the recreation profession (Chapter 6).

Significance of the Study

The boomer population is the force behind the “changing” demographic picture of society today and researchers have forecasted their impact on the future (Gillon, 2004;

Godbey, 2003; Parkel, 2003; Toffler, 1990). Future projections about the baby boomer generation have been written by several authors; Dychtwald (1999), Dychtwald and Flower (1990), Foot and Stoffman (1996), Freedman (1999), Godbey (1997), and Taylor (2004). Other sources of information, research studies published in the last ten years, supports the need to review such areas as leisure motivations, leisure constraints, life satisfaction, leisure stress, and leisure repertoire in terms of leisure time and activities, for the baby boomer generation (Iwasaki & Mannell, 2000; Mannell & Zuzanek, 1991; Raymore, Godbey, Crawford, & von Eye, 1993; Trottier, Brown, Hobson, & Miller, 2002; Weissinger & Bandalos, 1995).

However, current research lacks (a) investigation of the accuracy of societal norms to the knowledge and the preparedness of recreation professionals in providing leisure programs and leisure services specific to the baby boomer generation, (b) identification of specific leisure interests by baby boomers, and (c) any programming guidelines for this cohort.

The diversity of the baby boomer generation combined with their persistent aim for high potential will continue to reshape every phase of their lives. Recreation and park providers, as well as other professionals, need to fully understand this generation in terms of culture, socio-demographics, and economics in order to make responsible future decisions regarding facilities, programs, and services⁹. Though much of leisure programming is based upon past theories or processes, the future cannot be based on past practices. O'Sullivan (1991) reminds us that boomers were the first generation with little leagues and playgrounds as their birthright and thus they will view play and movement as an essential element of their retirement leisure. Therefore, as recreation professionals, it is our responsibility to continue providing boomers leisure opportunities, as they will demand it and expect it. The need for

recreation professionals to adopt a different philosophical lens and written guidelines for the baby boomer cohort is profound.

In summary, the significance of this study predominately lies in five areas: (a) the need to explore the baby boomer cohort in relation to leisure programming, (b) a critique of current programming practices that typically do not use a systematic method of examining a cohort or developing guidelines, (c) development of a systematic format to examine a population that would be beneficial to leisure programming, (d) evaluation of this specific cohort, which is thought to be different, would be beneficial for future leisure planning in order to provide necessary leisure programs for this population; and (e) since guidelines do not exist, development of guidelines directed toward baby boomers in particular would be necessary and the right thing to do.

Further, the more diverse the population served, the more diverse leisure program structures must be. The recreation profession exists to provide a service so that people might have more meaningful leisure experiences and impact upon quality of life. To measure against this objective, recreation professionals must recognize the diversity of interests, lifestyles, and age groups they serve and program accordingly. If the recreation and park industry desires to continue development of its own body of knowledge and to maintain their viability as a profession, it must integrate different philosophical understandings, a baby boomer lens, into its methods and techniques of programming. Relying on past approaches will not sustain the demands of this new cohort or the success of recreation professionals.

All endnotes in this study are current literature points and non moral values used in the development of the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2. See Chapter Three for further detail.

¹ Aging and Society Value, Question 1.

² Culture Value, Question 12.

³ Culture value, Question 13.

⁴ Retirement Value, Question 15.

⁵ Leisure Value, Question 5.

⁶ Retirement Value, Question 16.

⁷ Retirement Value, Question 6.

⁸ Leisure Value, Question 14.

⁹ Leisure Value, Question 24.

CHAPTER TWO

Introduction

The purpose of this chapter is to philosophically and ethically argue that recreation professionals should examine such perspectives as culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income of any cohort when developing written guidelines for leisure programming and services.

A Philosophical Argument

The use of the terms philosophical/ethical for this study represents a very systematic way of championing a certain cause. Unlike common arguments which often appear to be no more than, a test of wills and in some cases clever wit, philosophical/ethical arguments have a very narrow meaning for a philosopher or an academician. A philosophical/ethical argument is a singular unit of logic, containing facts or premises which purport to be claims of truth. It is often thought that a philosophic conversation about recreation or any issue in leisure and recreation is a kind of vague existential imperative, however, the method and its shape of doing philosophy is often indeterminate (Kretchmar, 1994, 2004). Such does not have to be because the central areas of philosophic inquiry: metaphysics, epistemology, ethics, aesthetics, and social and political philosophy can be examined as parts or within the whole of any study (Frankena, 1973). For example, one important part of philosophy in recreation and leisure might be construed as applied metaphysics and applied ethics in which important issues are examined, such as: Should this process be followed? Is this the right program to develop? Why is it the better program? For this study, an appropriate point of entry into the philosophy of recreation includes questions about the nature of leisure and its relation to all

aspects of leisure professionals and even programmers, and setting a premise: that recreation professionals, at this time, do not meet the needs of the boomer cohort and current practices of leisure programming do not consider non moral values of a cohort.

A premise is a condition that can only be true or false. Thus a premise acts as a point of fact in determining the point of the argument. That is, if we argue that it is unfair to segregate individuals of color in schools, then we must give a logical argument that follows certain premises. For example: All humans deserve to be educated fairly and without discrimination. All people regardless of color are humans. All people deserve to be educated fairly and without discrimination. A premise can be considered acceptable if it meets one of two criteria: (a) if the premise is the conclusion of a different and sound argument, and (b) the premise is true by definition (Woodhouse, 1980). A premise can only be true or false. In the above case, all people are humans, is true by definition. The premise, all humans deserve to be educated fairly and without discrimination, is based on the conclusion of a different, sound argument: for example, in this case, we could use Jeffersonian democracy demanding free education for all (Tozer, Violas, & Senese, 2001).

The premises will direct us to an end point, called a conclusion. The task at hand in this study is to offer both a premise and facts to support the position that the common practices of writing guidelines for leisure programming and services is highly flawed and in the case of baby boomers, completely misses the point. In this case, if we find our premise to be true, the conclusion will force an alternative format to soliciting information about baby boomers and to develop guidelines from that information. An ethical argument is a sub case of a philosophical argument. A philosophical argument is focused on ethical issues or points of reflection. For this study, ethical and philosophical shall be interchangeable.

Why a philosophical/ethical argument, rather than just an argument? A philosophical/ethical argument follows the same logical format as a logical argument, but infuses “good” as its trump card. That is, any practice or organization should ask the question, “What is good about this practice or organization?” Good in this sense refers to the non moral good produced by the practice of the organization. What is a non moral good? (Drucker, Hammond, Keenery, Raiffa, & Hayashi, 2001; Frankena, 1973; Gough, 1997; Josephson, 2002; Kretchmar, 2004; Lumpkin, Stoll, & Beller, 2002; Midgley, 1991). A non moral good is usually an objective quality or an objective, concrete thing. My kayak is a good kayak because it floats. My kayak is a good kayak because I paid a lot of money for it. My kayak is a good kayak because my parents bought it. My kayak is a good kayak because I built it myself. Thus we can see that non moral goods are individual and selective (Frankena, 1973). Further, a non moral good can be the social benefits of leisure, or the physical fitness that is accrued from the activity, or even the feeling of general good will from practicing in leisure activities (Kretchmar, 2004).

What one person considers good in a non moral sense is highly different than what another might find important. Interestingly, non moral goods are directly tied to moral goods (Lumpkin, Stoll, & Beller; 2002). A moral good has to do with specific moral qualities or duties. That is, one should be fair, one should be honest, and one should be responsible. The qualities of how we treat one another are about moral good. Moral good is the bases of law in America and we believe that we have an obligation to be fair and equitable in the distribution of non moral goods (Frankena, 1973; Gough, 1997; Kretchmar, 2004; Lumpkin, Stoll, & Beller, 2001).

If then leisure activities are good in a non moral sense, then there is an obligation to distribute the non moral goods, i.e. participation in activities and so forth, in some sort of a fair, honest, responsible, and respective practice. In the present case, if leisure programming and services are good in the non moral sense because they provide activities for a population in which benefits occur, then recreation professionals have a moral duty to provide these services to all individuals in the same manner. The key here is: How are the guidelines for leisure programming developed? Do programmers honestly and responsibly examine all relevant data and material in developing programs? and Do recreation programs provide for just and equitable distribution? Most importantly, is our premise true or false?

The following few pages will offer a discussion of the non moral values of leisure and recreation, discuss the non moral qualities of leisure programming, and then offer an argument to support our premise that present practice does not lend itself to equitable distribution of the non moral goods and that present practice should use a different lens to be more inclusive and focus on other perspectives as: culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income.

Non Moral Values of Leisure and Recreation

Leisure.

Leisure is an important element in the lives of most people but the term “leisure” has different meanings to different people under different circumstances. As Mannell and Kleiber (1997) confirmed: “...one of the longest standing problems researchers have had is agreeing on how to define and measure it...” (p. 7). Therefore, like many aspects in the broad field of recreation and leisure, there is no simple definition that has common meaning for everyone.

Leisure has been associated historically with the thinking of Plato and Aristotle who saw leisure as a product of selective disengagement, relaxation, contemplation, and private enjoyment (Kleiber, 1985). Leisure has also been described as “the basis of culture” where celebration and affirmation ensure its continuance and where the ritualization of playfulness offers new cultural forms (Pieper, 1965).

The study of leisure has primarily evolved into three basic approaches: time, activity, and state of mind (Godbey, 2003). First, the approach of leisure as free-time is evident as far back as Veblen (1967) in which he stated leisure is “...non-productive consumption of time” (p. 46). This element of time refers to that outside of work and time which is unobligated. Brightbill (1960) supports this notion by stating, “Leisure is time beyond that which is required for existence, the things we must do biologically to stay alive, and subsistence, and the things we must do to make a living. It is discretionary time, the time to be used according to our own judgment or choice” (p.4). A model by Kelly (1972), based upon the writings of such authors as Dumazedier (1967), Marcuse (1964), Marx (1964), and suggests leisure is best represented when one participates without constraints (freely) and the activity is independent of work.

Second, leisure may be viewed simply as an activity. Leisure may be a group of activities that are either voluntary or pleasurable (Godbey, 2003). The meaning derived from these activities may vary per individual lifestyle, culture, attitude, or interests. Kelly (1996) promotes (a) leisure as what we don’t have to do, and (b) leisure as an activity chosen in relative freedom for its qualities of satisfaction. These activities may be sedentary or active.

In other research, support of relative freedom from obligation is traditionally regarded as the essence of leisure (deGrazia, 1964). Meaning, the element of relative freedom *from* one

activity provides an opportunity to *act* in freedom that otherwise might not occur (Kelly, 1987). However, according to Neulinger (1981), the possibility also exists for one to be at leisure even when at work. For example, leisure can be work when one is engaged in an activity for which one is obligated or paid money. Further, the free-time activities chosen by many retired Americans could easily be redefined as work (Conner, 1992). These activities may include pursuing careers in the field of their hobby, volunteering with community organizations, or coaching local sports teams.

Third, leisure may be viewed as a mental and spiritual attitude toward existence or a state of mind (Pieper, 1965). This refers to the intrinsic, internal state of an individual. DeGrazia (1964) presents leisure and free-time as two different elements. He states “...Anybody can have free time. Not everybody can have leisure...Free time refers to a special way of calculating a special kind of time. Leisure refers to a state of being, a condition of man, which few desire and fewer achieve” (p.5). In addition, other social psychological leisure scholars have focused on leisure as a state of mind or attitude, either transitory or as a way of life (Iso-Ahola & Mannell, 1985; Kraus, 2001; Neulinger, 1974).

Leisure, whether it is viewed as free-time, activity, or state of mind, provides unlimited opportunities for relaxation, self-improvement, cultural interaction, and family stability. Additionally, leisure is a “...means for escape, innovation, complexity, excitement, and fantasy” (Edginton, Jordan, DeGraaf, & Edginton, 1995, p. 33).

Economically, leisure has also been described as an economic good, where demand is a function of consumers’ preferences, amount of disposable income, and the costs associated with a specific recreational experience (Laverie, 1998; Weissinger & Bandalos, 1995). For example, the numerous business and commercial operations that caters to the leisure and

recreational needs of society in terms of facilities, services, or equipment. Full understanding of the interaction of supply (the leisure good) and demand (the leisure participant) along with resulting levels of satisfaction derived from it, can additionally be seen as a means to managing or maintaining one's psychological and physical well-being (Smale & Dupins, 1995).

At the same time, participation and benefits of leisure can contribute to several different lifestyle elements. Many individuals take part in leisure for social reasons and stimuli avoidance as shown in the following three studies. First, Iso-Ahola and Park (1996) and Iwasaki and Mannell (2000), proposed that leisure can be an important means for helping people cope with stress and for maintaining or improving their health. Second, as one continually strives to avoid boredom, measurement of this element in leisure has been made by Ragheb and Merydith (2001) in which a test was developed (the FTB scale). Based upon the resulting factor structure, four subscales for measurement were developed and labeled as: (a) lack of meaningful involvement, (b) lack of mental involvement, (c) slowness of time, and (d) lack of physical involvement. Third, the measurement of a perceived value of a service is important to the returning participant (Petrick, 2002). Without understanding what program or service is working or not, the recreation professional is not fully addressing the benefits of leisure available to the participant.

Therefore, we can argue that given the non moral benefits and meanings leisure has, for the purpose of this study, it is best to define leisure in a composite fashion as a way of life marked by a sense of freedom and independent choice. Further, leisure includes an individual's opportunity for achieving self-actualization, to participate in an activity of one's

choice and at one's own pace, and leisure involves any amount of free time (Godbey, 2003; Henderson & Ainsworth, 2001; Kraus, 1997; Shaw, 1985).

Recreation.

The word recreation may be used more specifically than that of leisure. The act of recreating, or the state of being recreated; refreshment of the strength and spirits after work, amusement, diversion, sport, as means of a pastime, are all definitions of recreation (DeGraaf, Jordan, & DeGraaf, 1999; Rossman, 1995). Recreation is considered an activity through which leisure may be experienced and enjoyed. Recreation is an organized activity with the purposes for restoration of the wholeness of mind, body, and spirit; it presupposes some other activity that tires, depletes, or deteriorates that wholeness (Kelly & Freysinger, 2000).

Recreation consists of activities or experiences carried on within leisure, usually chosen voluntarily by the participant either because of satisfaction, pleasure or creative enrichment, and personal or social values to be gained from them (Kraus, 1997). For some, recreation may also be perceived as the process of participation or the emotional state derived from involvement. Due to the extensive range of available recreation activities, categories are often used as a means of simplicity. Such categories include: arts and crafts, dance, games and sports, hobbies, outdoor recreation, reading, social and spectating events, and voluntary service (Kelly, 1996). Together, the non moral values and benefits of recreation and leisure are endless, creating countless opportunities for participation by baby boomers and an increasing demand of recreation professionals.

*Additional Non Moral Leisure Values and Leisure Needs**Non Moral Leisure Values.*

When something is important to us, when it is viewed as worthwhile, desirable, or consequential, such a thing is said to have value. Values permeate society and influence all aspects of life. They can be viewed from a societal, group, or individual perspective. When values relate specifically to leisure or leisure activities, they can be referred to as leisure non moral values. Leisure non moral values play an important role in deciding how we view leisure and the types of activities for which we choose to participate. When considering non moral leisure values, we are considering those abstract categories associated with leisure for which we have strong feelings. Non moral leisure values can be defined as "...personal assessments of the worth or utility of leisure" (Jeffres & Dubos, 1993, p. 205). In selecting leisure activities, some people place value on feelings of excitement, some place value on perceptual freedom, some value self-expression, others place value on personal growth. These in turn are a reflection of attitudes that support these non moral values.

An example of the non moral values people hold for leisure is suggested by the pioneering work in leisure motivation by Beard and Ragheb (1980). In developing a scale to measure leisure motivations, which are directly affected by values, Beard and Ragheb originally identified six categories of leisure motivations. In a subsequent study (Beard & Ragheb, 1983), these six categories were reduced to four: (a) Intellectual: expand interests, satisfy curiosity, and expand knowledge; (b) Social: be with others, interact with others, belonging; (c) Competence Mastery: challenge, achievement, competition; and (d) Stimulus Avoidance: relax physically, relax mentally, relieve stress, escape. Beard and Ragheb (1983)

also developed an instrument with intentions to assess the psychological and sociological reasons for participation in leisure activities.

There are other non moral values that can be associated with leisure. For many people, one of the principal values of leisure is the opportunity to experience freedom, to be in control of one's choices. This is sometimes referred to as self-determination (Deci & Ryan, 1995). Another important non moral value associated with leisure is the opportunity for intrinsic satisfaction. Underlying many of the values of leisure is a desire for intrinsic reward (Iso-Ahola, 1999). Even though the present study is focused on non moral values, some social-psychological research has argued that leisure needs drive participation.

Leisure Needs.

Needs and values are obviously closely related. However, needs are described differently by a philosopher and a social psychologist. The philosopher focuses on the abstract value whereas the social psychologist focuses on what is perceived to be a psychological process. The philosopher would argue that values come before needs while the social psychologist may not agree. In order to review the literature completely, social psychological needs will be discussed. For example, social psychologists argue that we place great value on those items that we need to survive. Relating more to leisure, Iso-Ahola (1980) cites several studies which indicate that most human beings have a strong need for affiliation with other people. He argues that when a person's circumstances isolate them from others, it is likely that leisure activities meeting the need for social interaction will take dominance over other needs.

Some needs are more essential than others as suggested by Abraham Maslow. Maslow is known for establishing the theory of a hierarchy of needs, writing that human beings are

motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be satisfied. According to Maslow (1987), there are general types of needs organized in priority or importance to survival. Only when lower order needs are met can one attend to the higher order needs. Maslow emphasizes that as long as we are motivated to satisfy these cravings, we are moving towards growth, toward a state of self-actualization. Leisure ranks at the highest level, that of self-actualization (Kraus, 1997). On the other hand, Iso-Ahola states, “Apart from homeostatically motivated behavior, human actions are motivated by subjectively defined goals and rewards” (Iso-Ahola, 1980, p. 230).

Researchers have identified several needs that could be met by leisure experiences making it difficult to narrow in on just one or a few elements (Barnett, 1995; Iso-Ahola, 1999; Thornton & Collins, 1986). Nineteen factors were originally identified as leisure needs by Driver, Tinsley & Manfredi (1991). For example, it is reasonable to say that leisure activities can meet a person’s need for personal freedom, self-expression, or intrinsic motivation. When these needs were re-organized into related groups, smaller and more general needs were identified. These seven general needs are:

1. Self-Determination: the need to make choices.
2. Optimal Arousal: the need to experience the most appropriate level of physiological stimulation.
3. Perceived Freedom: the need for being free to make choices.
4. Competence-Affectance: the need to demonstrate a skill.
5. Affiliation/Social Interaction: the need to interact with other people.
6. Stimulus Avoidance: the need to relax, to be away from stress or stimulation.

7. **Intrinsic Satisfaction:** the need to experience the intrinsic reward that comes from doing an activity.

Consistent throughout the literature of similar work was that of Crandall (1980), Iso-Ahola and Allen (1982), Kabanoff (1982), and Kelly (1983). Together, the philosopher's non-moral leisure values and the social psychologists leisure needs serve as the basis for further understanding of: (a) leisure programming, (b) leisure theories, (c) leisure constraints, (d) leisure motivations, and (e) life satisfaction among various age groups.

(A) The Nature of Leisure Programming

At the simplest level, leisure programming is the process of providing opportunities for recreational participation to the public at large, to selected clients or to target audiences (Rossman, 1995). For example, this includes a variety of activities such as sports, games, hobbies, arts and crafts, music drama and dance, or social events. Programs, however, are not an end in themselves. People are the true reason for the existence of leisure-service agencies and should be considered the focal point of their services. This notion is supported by Edginton, Compton, and Hanson (1980), in which "...programs are the tools of the recreation and leisure professional- the vehicle for service delivery. Through the use of leisure programs, values are formed, skills are developed, and processes are learned" (p. 25).

Leisure programming has traditionally implemented a number of different types of approaches (Carpenter & Howe, 1985; Edginton, Hudson & Ford, 1999; Farrell & Lundegren, 1983). The most common are:

1. Traditional Approach: This program is built primarily on the basis of what has been done in the past, based on the notion it has been popular, successful, and should be continued.

2. Current Practices Approach: This approach relies heavily on copying what is being done in other communities, including adopting new fads in recreation programming. For example, following practices that are highlighted through professional literature, presentations at conferences and observation of programs elsewhere.
3. Authoritarian Approach: The recreation director and administrators make all programming decisions with respect to activities and program design. This is based upon their professional and personal judgments often resulting in a standardized set of program activities throughout an entire community.
4. Expressed-Desires Approach: This method relies on survey, interviews, or interest checklists which indicate what participants would like to have offered in leisure programs. The assumption is their expressed wishes will heavily influence the selection of program activities offered.
5. Programming by Objectives: The uses of performance or behavioral objectives as a guide for program development.
6. Prescriptive Approach: Most often found in therapeutic recreation programs, involves deliberate, systematic planning by experts to meet the social or personal needs of participants. Leisure programs and services are usually “prescribed” by the programmer on the participant rather than by choice.
7. The Cafeteria Approach: In direct contrast to the prescriptive approach, a large selection of varied offerings are available to the potential participant who is able to select the activity that seems most appealing based on free choice.

Beyond this, one should further recognize that recreation programming involves more than simply planning and carrying out group activities based upon one approach. It

encompasses a number of other important details. Edginton, Hudson, & Ford (1999), identify a basic programming model which consists of key elements in the programming process as: (a) pre-program design elements, (b) needs assessment, (c) determining agency requirements, (d) identification of community and agency resources, (e) creating a benefits structure, (f) setting goals and objectives, (g) program design elements, and (h) program implementation elements. Similar models are evident in DeGraaf, Jordan, & DeGraaf (1999) and Rossman (1995).

Nevertheless, much of our professional literature today on programming and the delivery of recreation services still deals with the “hows” and “whats” (content and technique), not with the “whys” (conceptual basis) of our services. More often than not the literature is a discussion of the techniques used by a particular recreation agency in promoting and sponsoring a given program, rather than a discussion of the agency’s philosophy and rationale for the provision of that service or set of activities.

Recreation programming is a process. Programming begins with the information and knowledge about its participants by the recreation programmer themselves. For example, one cannot effectively provide children’s games without first understanding what children want or like. That is, skeet shooting for adults would not be appropriate for children. This concept is imperative as the impact of baby boomers on retirement begins. One cannot effectively provide leisure services leading to participant benefits without first understanding the nature of their character and their culture. Further, one cannot rely solely on one programming approach or the standard programming methods previously stated.

Such present practice and approaches do not lend themselves to equitable distribution of the non moral leisure goods presented. Since the emergence of the baby boomer generation

in the 1960s, there has been a dramatic change in the non moral values held by Americans. As society ages, recreation programmers should be more inclusive and focus on other non moral values and perspectives such as: culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income when developing programs. Presently however, leisure program development has relied on often archaic leisure theories to support various approaches when offering leisure programs, and most often these theories are difficult to apply to the real world.

(B) Leisure Theory

There are many theories about the way in which programs should be organized. Since the early 1960's, numerous theories have been developed to help explain the work of recreation programmers. Theory may be defined as a principle or collection of principles that possibly explain some behavior, a means to clarify the relationship between a particular proposition, statements linking abstract concepts to empirical data, and premises to account for data (Rudestam & Newton, 2001). In leisure, Bammel states "Theories of leisure behavior explain how leisure relates to other aspects of human experience" (Bammel & Bammel 1992, p. 186). Understanding leisure theory allows a recreation programmer to better understand the meaning or purpose of the participants' leisure activity choice or involvement in order to create environments for said experiences to occur. Leisure theory is the underlying structure of what we do as recreation professionals. The following six leisure theories give perspective about what recreation professionals are suppose to use as their guiding philosophical lens for understanding and providing leisure activities or services.

Aristotelian Theory.

Aristotle saw leisure as "the goal of all human behavior, the end toward which all action is directed" (Aristotle quoted in Bammel & Bammel, 1992, p. 187). Leisure in this sense is reflection on oneself, and one major prerequisite for this is the freedom from obligations and necessities of life. Aristotle supposed that the best part of a human being is reason, which has two functions: a practical and a theoretical one, and "...to be a complete, well-rounded human being, you need to exercise both of these functions" (Bammel & Bammel, 1992, p. 18). Therefore only solitary contemplation would not be enough to achieve leisure as one can only be virtuous by taking action in society and vice versa, action without reflection cannot be leisure either. Aristotle felt that leisure has nothing to do with time, it is a state of mind and is a total antithesis to the time-concept.

Aristotle offered a highly idealistic view of leisure, and excluded activities such as "...pleasures of the flesh" (Bammel & Bammel 1992, p. 17) from true leisure. One should note that most of today's leisure activities, such as, watching television or gambling would not be regarded as leisure by Aristotle. Rather, leisure would be political discussion or engaging in social activities like demonstrations. If leisure must have cognitive reflection, it is doubtful that Aristotelian leisure theory exists for much of our present population (Gibson, 1993). Therefore, it can be concluded that a major part of our modern society is not exercising Aristotelian leisure, some do but perhaps it misses the point and other theories would be better at discussing the phenomenon of leisure.

Compensatory and Spillover Theory.

According to Parker and Paddick there are two different types of relationships between work and leisure: spillover and compensation (Parker & Paddick, 1990). Together,

the two theories, of compensation and spillover, state an existing relationship between work and leisure. The main idea of the compensatory theory is leisure as a compensation for the demands of work. This theory can explain some of the leisure behavior seen in modern society. For example, people in exciting jobs often seek relaxation after work. On the other hand this theory cannot explain why the school teacher becomes a sports trainer in her free time or why a dentist is also a passionate watchmaker (Bammel & Bammel, 1992).

This spillover theory is the antithesis to the compensatory theory. It states "Leisure somehow parallels or results from work activity" (Bammel & Bammel, 1992, p. 190). It suggests that work has a strong impact on one's personality and therefore also determines one's leisure behavior. This means that a teacher gets used to teaching so much that he cannot help continuing it after work, such as in the above example of becoming a sports trainer after hours. These two examples equal an approach to leisure which is contextual in nature. As presented by Kelly & Freysinger (2000), leisure is embedded in habits, relationships and social arrangements like work. The spillover theory also explains some parts of modern leisure behavior. Many people do leisure activities similar to their work in their free time; some even regard their work leisure. The argument here is that individuals will choose leisure activities that correspond in some way to the things they enjoy daily at their job; that basically we choose the same sorts of activities that reflect our basic nature. But like compensatory theory, spillover theory can only explain parts of modern leisure behavior, whereas, more variables are possibly involved. A few of the other theories are briefly touched upon here:

Dumazedier's Theory.

A French sociologist, Joffre Dumazedier (1967), established leisure as an activity used by people in order to fulfill three main functions. These are:

1. Relaxation: providing individual recovery from fatigue. For example, after a hard day at work, one goes fishing to replenish the soul.
2. Entertainment: deliverance from boredom, such as attending plays and operas to escape daily life.
3. Personal Development: liberation from daily routines, thoughts, and actions. For instance, one collects stamps and learns about history, culture, and society.

Dumazedier argued that leisure is more important than work and leisure is a primary goal in life.

Kelly's Leisure Types.

According to Kelly (1987) different kinds of leisure exist depending on the amount of free choice one has and the meaning of the activity itself. Meaning can be either intrinsic (self) or social (to be with others) while freedom may range from high to low. Kelly developed four leisure types:

1. Unconditional Leisure: chosen for its own sake. For example, one is a water skier because of the speed, the water, the sky, and the challenge.
2. Recuperative Leisure: (a) makes up for some deficit or loss and (b) purpose is for rest and relaxation, such as sitting alone and enjoying a good book.
3. Relational Leisure: the desire to be with others. For instance, being a member of a bridge club. It is not the game so much as the opportunity to be with others.
4. Role-Determines Leisure: satisfying the expectations of others. An identifiable example would be that one is a member of a competitive polo team because one's family has always been on a polo team.

Neulinger's Paradigm.

Created by an American psychologist, Neulinger (1981) perceived freedom as a primary factor in determining characteristics that distinguish between leisure and non-leisure. Primary factors in his paradigm include criteria of perceived freedom and intrinsic motivation. There are six levels in Neulinger's paradigm (1981) that are referred to as "states of mind" with pure leisure being the highest form:

1. Pure Leisure: unconditional. For example, when asked why he wanted to climb Mount Everest, George Mallory (1923) said, "Because it's there."
2. Leisure-Work: experiences are both intrinsically and extrinsically rewarding. An example as recreation professionals: We are river guides because we enjoy seeing participants happy and experiencing all that nature offers, additionally, we get paid for having fun.
3. Leisure-Job: satisfaction from external payoffs, such as one is able to win trophies or money.
4. Pure Work: non-leisure but pleasurable. For example, one makes a product which helps others and it makes us feel good as a good because we are making something good.
5. Work-Job: meaningful job but externally motivated. Seen as: I save lives, I am a fireman, I get paid well.
6. Pure Job: necessary and external rewards, opposition to leisure. One example: I get paid well for what I do.

Flow Theory.

The concept of flow also suspends attention to a particular state of mind in which one becomes so involved that nothing else seems to matter; the moment of optimal experience and engagement. Csikszentmihalyi undertook a series of studies to examine the dynamics of

enjoyment and the nature of activities that “...appear to contain rewards within themselves, which do not rely on scarce material incentives” (Csikszentmihalyi, 1990, p. 5). He examined people who were deeply involved in activities which required time, effort and skill, yet produced little or no financial award, social status or other recognizable forms of extrinsic reward. In general, his findings indicated that the fundamental motivation for involvement in such activities was the enjoyment inherent in doing the activity itself. Furthermore, his research suggested that enjoyment is a state of being characterized by a “...feeling of discovery, a challenge overcome, a difficulty resolved...” (p. 181). Csikszentmihalyi expands by stating such a condition occurs when an individual experiences a matching of personal skills with “...physical or symbolic opportunities for action that represent meaningful challenges” (p. 181).

Flow can occur either as work or leisure. Flow essentially consists of eight components to explain experiences (Csikszentmihalyi, 1990):

1. Activity is challenging and requires skills.
2. Action and awareness merge.
3. Concentration on task at hand.
4. Loss of self-consciousness.
5. Clear goals and feedback.
6. Sense of control.
7. Transformation of time.
8. Autotelic experience; an end in itself.

Some activities lend themselves to flow. Immediate feedback, commensurate challenges and skills, and clear goals are all precursors to flow. Lack of these makes flow

difficult to achieve. For others, flow tends to result in personal growth. By engaging in flow, your skills develop, requiring greater challenges to maintain the balance needed for flow. An example of flow in leisure might be the long distance lap swimmer who meets the water and the water meets the swimmer (Buber, 1970). Because the swimmer views the water as an extension of self, and because of the nature of swimming, the body in motion through the caressing water develops a communication between the water and the swimmer. Time ceases to be, laps add up, self concern fades; the swimmer and water are one. Flow is at its zenith.

On the other hand, many leisure and work experiences provide little potential for flow experiences to occur (Godbey, 2003). An example of this is watching television. This activity occupies the mind undemandingly. Flow is hard to achieve without effort. Flow, whether in creative arts, athletic competition, engaging work, or spiritual practice, is a deep and uniquely human motivation to excel, exceed, and triumph over limitation (Debold, 2002).

Summary of Leisure Theory

The theories mentioned above lack empirical research that could verify them, and some only propose one hypothesis. One single theory will never be able to offer a general explanation of human behavior, particularly in regards to leisure. However, when all of these theories are synthesized we come much closer to a social-psychological explanation of leisure behavior. This explanation lies in the main components of free choice and intrinsic motivation (Kleiber, 1999). Unfortunately, the theories of why individuals participate in leisure activity appear to miss the mark in giving us concrete direction in developing guidelines for leisure programming. Thus it is that programmers have a tendency to develop programs based on what others have done, as shown in the traditional program approach. Further, present programming philosophy for senior citizens is still based largely upon the traditional or

current practices programming approach (NRPA Congress, 2004). The problem with this practice is that it fails to give direction on the present boomer generation which is our senior generation of tomorrow. According to Drucker (2002), "...we need to make ourselves and our businesses information literate. That job will begin with the individual. We must become the tool users. We need to look at information as a tool for a specific job, which few people do" (p. 54). Thus, even though theories give us moments for pause, recreation programmers need to become information and culturally savvy about the boomer generation.

Current programming often relies on data about constraints and motivation, rather than on the non moral values than come through participation in leisure. Much research has focused on why individuals do not participate, or for that matter, what constraints exist for leisure. Boomers defy everything society has set forth before them and everything that has been written about baby boomers argues that they will not follow standard theory or practice. If this statement proves true, programmers have a duty to offer activities that will catch the non moral interests and needs of this cohort. Considering that much of current literature is very much directed toward leisure constraints, leisure motivations, or life satisfaction, and to be fair, perhaps a brief review will give some information that will support arguments that a different view of leisure programming is needed.

The Present View of Leisure Research

(C) Leisure Constraints.

Research on leisure constraints has grown steadily over the past several years, representing a coherent body of literature that has evolved and changed with new and emerging understandings. Leisure constraints has become a distinctive sub-field of leisure studies (Jackson, 1991). Leisure constraints were originally conceptualized as a mechanism

for better understanding barriers to activity participation (Buchanan & Allen, 1985; Jackson & Searle, 1985; Searle & Jackson, 1985a, 1985b). Jackson (1988) articulated this focus, suggesting that “Constraints per se are best viewed as a subset of reasons for not engaging in a particular behavior” (p. 211). Most of the research on leisure constraints has used some aspect of activity participation as the dependent variable to be explained.

A classic model of leisure constraints was presented by Crawford, Jackson, and Godbey (1991). Later proven in a study, these leisure constraints do exist in a hierarchy and provides the first empirical support as leisure constraints were proposed in 1991 (Raymore, Godbey, Crawford, & von Eye, 1993). The constraints model identifies three primary sources for leisure barriers: structural, interpersonal, and intrapersonal. According to the authors, structural barriers are factors which intervene between leisure preferences or choices and actual participation. Examples given include financial resources, available time, and climate. Interpersonal barriers involve the interactions and relationships between individuals; the inability to locate a suitable partner for participation would be an example. Intrapersonal barriers reflect psychological states and individual attributes such as stress, anxiety, depression and socialization into (or away from) specific activities. Intrapersonal factors may result in interpersonal barriers if they affect the nature of the relationships and interactions (Crawford, Jackson, & Godbey, 1991).

Other studies have challenged the assumption that leisure constraints necessarily restrict or inhibit leisure participation (Kay & Jackson, 1991; Raymore, 2002; Shaw, Bonen & McCabe, 1991). These studies suggest that threats to participation are often successfully overcome; if that is so, perceived constraints may not prevent actual participation in an activity. The suggestion that people can confront and negotiate leisure constraints (Jackson,

Crawford, & Godbey, 1993; Jackson & Rucks, 1995) implies that constraints are not static and stationary; they actively shape and transform our leisure expression by interacting with preferences and patterns of behavior.

However, many discussions have extended well beyond the original purpose, proposing that leisure constraints can help us understand broader factors and influences that shape people's everyday leisure behaviors. Leisure constraints have been used to explain changing trends in leisure preferences over time (Jackson, 1990a; Jackson & Witt, 1994) and to understand variation in leisure choices and experiences for different segments of the population (Henderson, Stalnacker, & Taylor, 1988; Jackson, 1990b; Jackson, 1993; Jackson & Henderson, 1995; McGuire, Dottavio, & O'Leary, 1986; Shaw 1994).

For example, Jackson and Henderson (1995) examined the leisure constraints of women and men along with the context of personal and situational circumstances which may filter the effects of constraints among men and women. The results indicated that women are more constrained in their leisure than men. The authors feel that "...using men and women, not in comparing one directly to another but in seeing how the context of gender influences leisure, is a useful way to analyze leisure data and better understand the meaning of leisure" (p. 50). Therefore, recreation professionals should consider the values that any generation carries with them by gender or as a group, and those differences among the segments within those generations (Braus, 1995).

Leisure constraints were never intended as a universal framework for explaining all of leisure behavior. As previously shown, leisure constraints are an integral part of understanding leisure motivations. Leisure constraints can help recreation professionals understand differences in leisure behavior between subgroups of our society and broader

contextual variables that shape people's leisure choices. One study recently examined the relationship of constraints and motivations together (Alexandris, Tsorbatzoudis, & Grouios, 2002). The results indicated there were no relationships revealed between interpersonal and structural constraints and motivation, and between constraint dimensions and extrinsic motivation. It is then suggested that intrapersonal constraints act as de-motivating forces for individuals. This supports elements of the hierarchical model of leisure constraints (Crawford, Jackson, & Godbey, 1991), and further clarifies the role of motivation in the model. In regards to the baby boomer cohort, the approach of using leisure constraints to understand their leisure values and choices probably is not applicable due to the nature of the boomers in which limits are not recognized nor do they have a lack of motivation to prevent their participation in leisure or other life activities. If boomers are what is described of them, studying their constraints would be moot.

Leisure Constraint Tools.

Much of the research on leisure constraints has been grounded in survey data specifically designed to assess the existence of constraints and their impact on actual behavior. Quite often this research entails questionnaires which examine why people do not engage in activities in which they otherwise expressed interest. An example of this is in the tool used by Raymore, Godbey, Crawford, and von Eye (1993). A series of 21 statements, with seven each pertaining to each a leisure constraint (intrapersonal, interpersonal, structural) was developed in which subjects were asked to first, list five leisure activities they enjoyed most, then second, respond to the statements by agreement or disagreement. Subjects were adolescents in high school. The statements were intermixed and alternated order of positive and negative notion in order to reduce response bias. Though this tool was specifically geared

toward participation in a new activity, it is possible to measure constraints in existing activities. The authors support this by stating “The use of a common framework would enable researchers to more accurately map differences in constraints as they relate to new activities versus previous activities or specialization” (p. 112).

On the other hand, a few studies have been grounded in qualitative data from everyday experience (Bialeschki & Michener, 1994; Frederick & Shaw, 1995; Henderson, 1996; Mannell & Zuzanek, 1991). Emphasis on a qualitative approach in leisure constraints research allows for a broader understanding of the different types of constraints on leisure as well as resulted behavioral outcomes. Mannell and Zuzanek (1991) present an argument in favor of qualitative research in which “...survey methods are limited in their ability to provide information on the nature of constraints as they operate in the context of daily life” (p. 338). Therefore, interviews, a popular qualitative research method, were used in their study to focus on factors that constrain leisure choices in the context of daily life. Further, the use of interviews allows the researcher to possibly obtain a more complete and accurate picture of the factors responsible for what is being studied than what is available with the use of survey research. This method was also used in the other studies as well as another common qualitative technique, journaling.

As can be seen, leisure constraints give a leisure programmer little concrete information. Leisure programming encompasses a multitude of approaches and relies on varied research to aid in understanding cohorts. Perhaps if the programmer studies motivational theory, a clue would be available to use and develop programs.

(D) Leisure Motivation

Motivation is considered an integral part of the leisure experience (Iso-Ahola, 1979; Neulinger, 1974) and is defined as the force that initiates, directs, and sustains behavior (Petri, 1981). Though the majority of founding motivational research occurred 20 years ago, it is still considered relevant today. Understanding leisure motivations allows recreation professionals to understand their participants and the effectiveness of leisure programs and services.

Leisure motivation can be referred to as the energy that initiates, directs, and sustains leisure involvement. The research literature on motivation traditionally considers different types of motivation which are posited to lead to particular outcomes (Crandall, 1980; Mannell & Kleiber, 1997; Parker, 1976). All three studies present the basic components of leisure motivation as (a) needs or motives, (b) behavior or activity, (c) goals or satisfactions, and (d) feedback.

Iso-Ahola (1980), renowned leisure social psychologist, developed a model to help explain what counts for our leisure choices. This model makes it clear that the influences to our leisure choices are “hidden” to our awareness while others are “open” to our perception. In addition, there are situational influences that result from the specific situation in which the leisure behavior occurs, and broader social/cultural influences that reflect societal norms and expectations. Hidden factors include: biological factors and early socialization, as well as one’s need for optimal arousal. Open factors include: intrinsic motivation, perceived freedom, and competence, and of course, one’s leisure needs (and values). Another perception of leisure motivation is shown through the self-determination theory.

Self-Determination Theory.

This theory can help assess respective consequences of different types of motivation. Self-determination theory maintains that there are three broad types of motivation: intrinsic, extrinsic, and amotivation (Deci, 1980; Deci & Ryan, 1985, 1987, 1991). Each represents varying degrees of self-determination, in which intrinsic motivation is the most self-determined type and amotivation the least self-determined. An individual is said to have intrinsic motivation when he or she engages in an activity for the fun or pleasure experienced while doing the activity (Iso-Ahola, 1980). Intrinsically motivated leisure behaviors occur without tangible rewards, and are engaged in because of interest in the activity itself rather than the outcome. Additionally, intrinsically motivated behaviors are optimally challenging. For example, playing cards because it is fun. The activity is seen as an end in itself as opposed to a means to some end, in which the latter case is seen as the activity to be extrinsically motivated (Kabanoff, 1982).

This perception is supported several researchers: (a) Kleiber (1999) feels the critical components of leisure consist of free choice and intrinsic motivation, (b) Rossman and Schlatter (2000) define leisure as "...an experience that is most likely to occur during an engagement that is freely chosen for the intrinsic satisfaction inherent in participating in it: (p.7), and (c) Edginton, Jordan, De Graaf, and Edginton (1995) discuss leisure as a means of seeking balance in our hectic lives. This balance comes from free choice and motivation. Extrinsic motivated factors are done for external reasons, such as money, social norms, and obligations (Iso-Ahola & Weissinger, 1984). Presented by Deci and Ryan (1985), extrinsic motivations can be further divided into two subtypes: self-determined extrinsic motivation (engaging freely in an activity) and non-self-determined extrinsic motivation (participating in

a leisure activity due to fear of peer rejection). In both cases, a person engages in an activity for reasons other than the activity itself. Finally, amotivation occurs when individuals are unable to perceive the motives underlying their actions. They experience a loss of control and a sense of alienation (Pelletier, Fortier, Vallerand, Tuson, & Blais, 1995).

The continuum of motivation proposed by Kilpatrick, Herbert, and Jacobsen (2002) is similar to Deci and Ryan (1995) in which it suggests that individuals may advance from subordinate levels of motivation to upper levels of motivation. This progression is referred to as internalization, and reflects the way in which individuals adapt to and embrace principles and behaviors that are not initially intrinsically engaging. An example would be a sedentary man who was amotivated to exercise. An unexpected, life-threatening health concern could provide him with another-determined extrinsic motive (fear) to begin participation.

Continued participation could help this other-determined extrinsic motive evolve into a self-determined extrinsic motive (physical fitness). This self-determined extrinsic motive could lead to enjoyment of the activity thereby evolving into an intrinsic motive. By going through this socialization process, the individual experiences internalization (Kilpatrick, Herbert, & Jacobsen, 2002).

Several studies using self-determination theory have supported the heuristic value of this approach (Deci & Ryan, 1985, 1991). This theory has been a useful research framework in various life domains, such as interpersonal relations, education, work, sport, and leisure. Research using motivation as a theoretical framework has also been carried out with youth (Ryan & Connell, 1989), adults (Blais, Sabourin, Boucher, & Vallerand, 1990), and the elderly (Losier & Bourque, 1993; O'Connor & Vallerand, 1990; Vallerand & O'Connor, 1989, 1991).

Vallerand and O'Connor (1991) found that elderly individuals living in nursing homes that provided high levels of self-determination reported more intrinsic motivation and self-determined extrinsic motivation than those living in nursing homes where the environment was more constraining. The perception is then that leisure constraints may act as determinants of leisure motivation and, respectively, enhance or undermine self-determined motivation toward leisure.

Another study by Losier and Bourque (1993) examined the possibility among the elderly that perceptions of leisure opportunities and perceptions of leisure constraints would affect leisure motivation, which in turn would determine leisure satisfaction. Leisure satisfaction was also expected to predict leisure participation. As a result, perceptions of leisure opportunities and of leisure constraints were indeed significant determinants of leisure motivation. However, all of the above studies were focused on different historic periods and with different cohorts. Considering the baby boomer generation, one questions the merit of these studies to this cohort. However, in order to give a complete and balanced review of all literature available in leisure programming, a discussion of leisure motivation tools is also necessary.

Leisure Motivation Tools.

The use of inventory scales as a means for measuring leisure motivation has been developed and studied by researchers. Beard and Ragheb (1983) investigated some 103 leisure motivators, being grouped under four generic factors: intellectual, social, competence mastery, and stimulus avoidance. As a result, a successful instrument for assessing leisure motivations was developed. Further, the development of a theory-based instrument to measure individual differences in the disposition toward intrinsic motivation in leisure behavior was

conducted by Weissinger and Bandalos (1995). The result was the 24-item Intrinsic Leisure Motivation (ILM) Scale. However, this scale was not intended as a diagnostic tool nor was it designed for individual assessments. Though this scale has many research implications, the most appropriate are in studies which test relationships among theoretical variables, which study the interaction of dispositions, and leisure-relevant interventions or situational aspects of leisure behavior (Weissinger and Bandalos, 1995).

(E) Leisure and Life Satisfaction

As society ages, a primary concern of recreation professionals is the potential relationship of leisure and life satisfaction as older adults reach retirement. Recreation and leisure participation has long been noted to have a positive impact on the overall quality of life and the levels of life satisfaction as reported by older adults (Baack, 1985; Ragheb & Griffith, 1982). Leisure satisfaction is defined as the positive perceptions or feelings which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices (DiBona, 2000).

Baack (1985) found considerable support for activity and social interaction as major factors related to life satisfaction in seniors. Ragheb and Griffith (1982) focused on the contribution of leisure activity participation and leisure satisfaction to life satisfaction of older individuals. They researchers produced data that suggested leisure satisfaction (the meaning, attitude or quality of leisure) contributed much more to the life satisfaction of seniors than did simple leisure participation. Howe (1985) wrote "...the higher the frequency of participation in leisure activities, the higher the life satisfaction; the more the leisure participation, the higher the leisure satisfaction and the greater the leisure satisfaction, the greater the life satisfaction" (p. 18). This supports findings by Ragheb and Griffith (1982).

This finding is consistent with the conclusion reached by Russell, R. (1987) whose results indicated that frequency of participation in recreation activities has no significant relationship to life satisfaction in retirement, but satisfaction with recreation activities does have a significant and positive relationship even when compared to the variables of gender, age, marital status, income and mobility. Other studies produced additional evidence which suggests that personally satisfying recreational activities can have a positive effect upon the perceived life satisfaction of retirement-aged individuals (Kelly, Steinkamp, & Kelly, 1987; Mishra, 1992; Riddick & Daniel, 1984). In contrast, Salamon (1985) found evidence that indicated affiliation, not active involvement, was more positively related to life satisfaction. This finding suggests that life satisfaction is far too complex of a concept to be simply defined by a single variable or theory, however, this theory has added much to the leisure body of knowledge. However, none of these studies focused on baby boomers, therefore, few can be predictive of the baby boomer cohort.

Life Satisfaction Tools.

Elements of life satisfaction can include health, socioeconomic status, and degrees of social interaction, leisure attitude and education. Measurement may also include by age and gender. The Leisure Satisfaction Scale (LSS) was designed to provide a measure of the extent to which individuals perceive that certain personal needs are met or satisfied through leisure activities (Beard & Ragheb, 1980). This tool also used a likert scale for measurement of six components:

1. Psychological
2. Educational
3. Social

4. Relaxation
5. Physiological
6. Aesthetic

The Leisure Satisfaction Scale is still used in research today (Trottier, Brown, Hobson, & Miller, 2002). On the other hand, researchers may design a variety of likert scale questions of their own with the purpose of addressing demographic items, range and frequency of leisure activity, measurements of perceived deficits such as health, and social interaction scope and frequency (Kelly, Steinkamp, & Kelly, 1987; Mitra & Lankford, 1999; Riddick & Daniel, 1984).

The Leisure Diagnostic Battery (LDB) is another tool for measuring leisure and life satisfaction. Often used in therapeutic settings, perceived freedom is the main component within this instrument (Ellis & Witt, 1994). Results by patients have provided information useful to recreation therapists in designing appropriate intervention strategies.

As current literature presents, leisure constraints, leisure motivations, and life satisfaction have been studied in terms of youth, adolescents, and the elderly; persons over the age of 65 years. Studies specific to the baby boomer generation, during their adult years or nearing retirement, is lacking. It is said boomers remain optimistic about retirement. They look forward to spending time with family, pursuing hobbies and interests, and enjoying leisure (AARP, 2004). Drawing conclusions from activity inventory tools or constraint statements may not be fruitful with this generation.

The predicted leisure interests of baby boomers are largely due to their demographic detail, attitudes, and income levels (Ziegler, 2002). Thus, development and implementation of a tool used must capture their attention. It has been argued boomers will not be captured by a

series of checklists, likert scale questions, or open ended questions as traditionally found in leisure research. Perhaps what is needed is a different lens to capture information about boomers. Perhaps a tool should be developed that will flesh out information. Do baby boomers agree with information that is said about them? Do they match the non moral values and demographic details that are stated by society?

Overview of Leisure Research

The problem with all of the above instruments and theoretical information is that they appear to concretely miss the mark of giving direction in leisure programming and a philosophical framework for written guidelines using a specific cohort, the baby boomers. If boomers are going to redefine retirement as they have with every phase of their lives, then leisure programming for this cohort requires further in-depth understanding of boomer leisure interests along with retirement approaches and attitudes.

Leisure Interests and Retirement of Baby Boomers

As the baby boomer generation enters midlife, a new set of social and economic factors are beginning to impact their leisure time and activities (Thompson, Grant, & Dharmalingam, 2002). Boomers appear to know what they want from retirement. They are looking for a lively and entertaining experience during retirement (Stohr, Berger, Chapman, Dally, & Truesdell, 2004). It is said that boomers will use leisure opportunities to search for balance, lasting relationships, and spiritual values as well as treating leisure as a necessity¹⁰. (Belsie, 2001; “Boomers Regain Top Spot”, 2001). Their attitudes can be attributed to their sense of adventure, “breaking” the rules, doing things differently in ways that had not been done before (“Sailing Through Midlife”, 2004).

This is recognized as leisure continues to factor into boomers' expectations for retirement. An AARP Report (2004) supports this notion: (a) 70% of boomers have a hobby or special interest they will dedicate more time to, (b) 68% agree they will have more time for recreation during retirement, and (c) 51% expect to volunteer and devote more time to community service. If boomers hold true to form, they are also likely to spend the vast percentage of their assets on travel and leisure ¹¹(Taylor, 2004; Updegrave, 2004).

It is well known that Sun City, founded by Del Webb Corp in the 1960s, was the first to provide a destination of glorified leisure and the chance for endless play (Freedman, 1999). Here, a leisured lifestyle became the ideal for success in later life. Marketers suggest boomers have a renewed interest in leisure and entertainment as they have outgrown the materialism of the eighties and are focusing more on home and family life (Elias, 2001; Schonfeld & Furth, 1995). This may be reflected in gardening, cooking, do-it-yourself home improvements, and other serenity-seeking activities.

In contrast, many boomers appear to be interested in remaining in their own homes for the rest of their lives. Recent data from the U.S. Census Bureau shows that though many boomers consider moving to sunshine states, they are now remaining in their current location or relocating to the northwest and east coast areas which are closer to their families¹² (Morgan & Levy, 2002; "New Retirement Ideas", 2004). This allows boomers opportunities for community involvement, entertaining education, conservative government; and to fulfill their active lifestyles in fitness and recreation (Gardner, 2001; Smart, Lim, Dontinga, Markowitz, & Smith, 2002; Taylor, 2004). For many, retirement has become a cyclical blend of work, education and leisure (Streisand, 2004).

If boomers choose to reside in retirement communities, they will be demanding high-tech fitness centers, active recreational pursuits, diverse cultural programs, extensive walking trails, and college courses that are taught on-site (Armstrong, 2004; Kelly, 1993). Further, golf is no longer the mainstay feature of retirement communities¹³(Todd, 2004). Therefore, every industry providing leisure services will be affected by the aging baby boomer generation.

Prevailing studies of leisure and the elderly occurred during the 1980s. Several assumptions have been made when considering leisure programs and activities for older populations, those 65 years of age and older (Ginsberg, 1988; Glamser & Hayslip, 1985; Thornton & Collins, 1986). These studies tend to be descriptive, enumerating either the amount of time spent engaging in leisure activities, the variety or types of activities pursued, or the frequency in which people engaged in leisure. Since then, research conducted has also had similar characteristics (MacNeil, 1995; Mickelson, 1991) and has focused largely on the same age group. It is evident that our society is aging and in practical terms this means society's existing knowledge base must change in order to keep up. Although some projections have been made about the types of leisure services which may grow in demand as baby boomers age (MacNeil, 1991; Tedrick & MacNeil, 1991), the basis for predictions are intuitive rather than empirical.

Several studies have also focused on the need for recreation planners to be aware of the different leisure preferences, problems, and needs of the elderly population (Blanding, 1993; Siegenthaler & Vaughan, 1998; Tummers and Hendrick, 2004). However, available research on the specific leisure interests of baby boomers has been primarily made in regards to vacation homes, use of recreational vehicles, and active fitness vacations (Carey, 2001;

Parker, 1999; Smith & Tharp, 1995; Tsui, 2000). This does not express the depth or scope of leisure values and leisure activity interests of the baby boomer generation.

The government, the church, the military, the professions, and the schools have all been reformed in one way or another by the baby boomers. Baby boomers will be satisfied not simply with an affluent society but only with one that will fulfill the expectations that their self-confidence and sophistication have fostered (Freedman, 1999; Gillon, 2004; McDonald, 2001). The result will be a challenging environment for the recreation professional (Wickens, 2003; Ziegler & O'Sullivan, 2004). This challenge for recreation professionals will be not only to use existing approaches in leisure programs or services, but to largely understand and create new strategies that meet the needs of this diverse and changing aging population, the baby boomers. Because this population is wholly different, and because so much has been written about them, the current study argues that a different philosophical lens must be used to evaluate boomer values in order to philosophically understand and create new programs, as demonstrated in Chapter One.

A philosophical lens attempts to ferret out non moral values; it then can give us direction. Frankena (1973) lists six non moral values as having utility good, extrinsic good, inherent good, intrinsic good, contributory good, and final good. If we use Frankena's description in discussion of non moral values and examine the literature about baby boomers, we can find specific values or themes that support these non moral values of utility, intrinsic, extrinsic, inherent, contributory, and final good. For example, the literature discusses the utility good of healthy aging with the boomers (Dychtwald, 1999; Okrent, 2000) and how this good will be carried with the boomers as they move into retirement.

Second, the literature notes the intrinsic reward of retirement as not a sign for the end of life but a beginning. Extrinsic values of money and fame are noted through the literature, as well as both the inherent and intrinsic values of culture and leisure, and leisure pursuits. These six different utility, intrinsic, extrinsic, inherent, contributory, and final non moral values appear to better describe the new cohort and directly reflect who boomers are and where boomers are potentially going in their future.

Baby Boomer Non Moral Values

To consider a different lens, certain non moral values as noted and related to retirement and aging of baby boomers are emerging and are supported by current literature. These values give us some direction in analyzing the baby boomer generation. By analyzing and listing the present descriptive literature of baby boomers (Dychtwald, 1999; Freedman, 1999; Gillon, 2004; Smead, 2000), in addition to reading each critically, five non moral values seem to appear again and again to describe this population. Thus, understanding the non moral values of baby boomers would appear to be an essential element to successful leisure programming. If we develop and implement programs for this cohort based on elements other than those dominant in current literature, we, as recreation professionals, fail to understand the true nature of this cohort and the potential for leisure derived from their values. Therefore, the literature appears to support these five non moral values:

1. Culture and Leisure Demands: It is predicted that boomers will look to the recreation and park profession to give them the skills needed to enjoy many life-long hobbies and sports (Todd, 2004; Vine, 2004; Ziegler, 2002; Ziegler & O'Sullivan, 2004).

Recreation and park agencies customarily serving youth and few older adults will be called upon to accommodate to this new demand (Millerick, 2005).

2. Healthy Aging and Society: Having led America's health revolution, boomers are physically capable of working and producing much later in life than any previous generation simply because they've taken care of themselves, and continue into the next phase of their lives (Caudron, 1997, Gose, 2004; Greene, 2004). Thus the value of healthy aging and the effect of such on society is an important trend.
3. Retirement Values: Retirement is not a signal for the end of a work life, but it is a chance to pursue interests, change careers, or start a new business (AARP, 2004; Brotherton, 2002; DeWitt, 2001; Patel, 2002). Baby boomers are predicted to not go quietly into retirement. Much of the current literature focuses on this value.
4. Leisure Pursuits and Values: Baby boomers are seeking the fast-growing industry of adventure vacations. It is stated that they want high-quality experiences and have the discretionary income to support their demands ("Boomers Bypass Ho-Hum Vacations", 1997; "Plan, Don't Panic", 2004; Weagley & Huh, 2004). Thus the pursuits and values placed on them will be radically different.
5. Economic Level and Discretionary Income: Boomers are the first generation to be universally educated, given access to college, raised in a period of unprecedented prosperity and unparalleled expectations about the future ("Education, Income, Employment of Boomers", 2004; Gillon, 2004; Perry, 2000; "The Younger and Older Boomer Budget", 2002). Because of these criteria, this trend is a necessity to examine. Perhaps these non moral values can give us some direction about understanding leisure programming for baby boomers and perhaps these non moral values can help us to understand, study, and provide more about and for this generation. Further, perhaps recreation

programmers should consider these five non moral values when developing leisure programs or leisure services to this new cohort rather than relying on past and current practices.

The Recreation Professional and Baby Boomers

The recreation professional of today, whether involved as a municipal, private, commercial, or tourism organization, is concerned with the many and varied ideas about recreation and leisure. Recreation and leisure are important elements in the lives of every individual and family (Blanding, 1993; Godbey, 2003). Recreation professionals are increasingly faced with the need to develop a variety of experiences to suit their participants. Recreation and leisure programs encompass a wide variety of sports and games, travel and tourism, hobbies and the arts, entertainment, fitness pursuits, social activities, and outdoor recreation (Kraus, 2002). The opportunities for leisure services are unlimited and vary from programs for individuals to public or private services for corporations and government entities on land and at sea. A major concern for professionals in recreation is the vast scope of its opportunities, making it frustrating sometimes to decide what should have the highest priority, especially when resources and economics are limited.

As the population is dramatically increasing in age, recreation professionals need to be aware of the significance created by this increase. According to Blanding (1992), we must not ignore the fact that "...senior adults, especially those who have retired, may lead lives that are very predictable, safe and lack the challenges or demands that they once may have received from their careers" (p. 14). Baby boomers may currently be a dominant contributor to our aging society, but they are not the traditional senior. Boomers cannot be compiled into one category and be called senior citizens, though they may legally be of senior citizen age¹⁴(Ziegler & O'Sullivan, 2004). This is currently a common practice among recreation

practitioners and members of our society today as they struggle to find a place for baby boomers (NRPA Congress, 2004).

One must further consider that leisure behavior and preferences of boomers will be based upon their health status, the amount of available discretionary income, and lifestyle (“A Profile of Boomers”, 1993; Wellner, 1998; Ziegler & O’Sullivan, 2004). There will be different needs and expectations from the oldest to the youngest generation of baby boomers. It is argued that baby boomers are looking for self-fulfillment and examining their self-potential, therefore, they have become an ideal market for leisure products and services that offer education and challenge (Bales, 2001). Merging learning and travel in the form of adventure vacations is assumed to hold promising opportunities for both public and private leisure providers (“Active Vacations”, 2003). Most boomers are doers, not sitters. Further, adults between the ages of 39 and 58 (roughly the range of the boomer population) are 6 percent more likely than the national average to be involved in some type of sporting activity¹⁵(Fetto, 2000).

Boomers have different expectations, they are more indulgent, they do not seem concerned with added costs of leisure services, they will aim to volunteer, and they will be able to create things that work for them during retirement (AARP, 2004; DeWitt, 2001; Elias, 2001; Gose, 2004). Boomers enjoy individualized activities rather than group events and socializing within small groups or extended family circles¹⁶ (Todd, 2004). Additionally, the demand for equipment and services which are consistent with an active, recreation-oriented life-style will also be forced to not only expand but also accommodate for the diverse interests of its new participants, baby boomers (O’Sullivan, 2004; Todd, 2004). This includes facility

scheduling, programs offered, equipment, marketing techniques, and participant attitudes (NRPA, 2004; Ziegler, 2002).

Recreation and leisure is not limited to providing parks, programs, or facilities. It involves the dedication of community members to its mission. Therefore, it should be expected that the sheer number of boomers combined with their desire for leisure will be increasingly presented by expanding representation on recreation councils, commissions, advisory boards, and in professional organizations. Moreover, their political influence will effect policies and programs designed with interests of older adults in mind (Todd, 2004). Recreation professionals will need to redefine the industry as boomers redefine retirement. Of course, much of this is prediction for the boomer generation which has always shown to be unique and not driven by stereotypes.

For that reason, one might ask, “Are recreation programmers prepared for the future boom in their programs, their facilities, and their services?” and “How might one implement changes in programs, facilities, equipment, and more with a different cohort who values active lifestyles?” Both questions begin with the primary importance of determining the non moral values of this new cohort. Witt (1984) stated that "The ultimate acceptance of the parks and recreation profession will be based on the quality of services provided and our ability to anticipate and respond to changing trends within society" (p. 63). Hence, one must also ask “How can a recreation professional provide adequate programs, facilities, or services if they do not understand the population being served and have the ability to foresee the direction their agency may be headed?” The answer: If recreation programmers are not learning about their target population or the values associated, then an injustice to the profession and the community will occur.

The past solution for recreation professionals has been to study the heterogeneity of senior populations, and study their leisure attitudes, constraints, and motivations, as well as how a cohort uses leisure time to facilitate meaningful retirement experiences (Godbey, 2004; Thompson & Cruse, 1993). However, using the above methodologies to understand the present senior population probably will not be effective with the boomers. Researchers have formerly found much importance in the study of leisure constraints, leisure motivations, and the impact of leisure satisfaction in life among various senior age groups (Crawford, Jackson, Godbey, 1991; Jackson, 1993; Ragheb & Griffith, 1982; Russell, C., 1987; Vallerand & O'Connor, 1991). In spite of everything however, research with further details about boomers is currently not available. If all the literature is true, the boomer generation will not perceive leisure with the same limits as the older senior population, creating a need for a fresh approach to describe this population and offer new guidelines for leisure service management and leisure programming. It is essential for recreation professionals to have data, cohort specific, in order to adequately provide programs, services, and facilities. Thus it is argued that the non moral good that comes from leisure services must be distributed to all individuals, especially the boomers, in an appropriate manner.

Recreation and Park Program Guidelines

The impact of aging baby boomers combined with the need to understand their differences and implications as a generation is increasing evidence to suggest that tomorrow's older adults will be quite different than today's. Although the older population is dramatically increasing and most recreation professionals are aware of how significant an increase this is, many still have not taken the steps to prepare or do not know how to implement changes in their programs or facilities for the quickly aging boomer generation (NRPA Congress, 2004).

In the 1980s, the National Recreation and Park Association (NRPA) developed a series of annotated bibliographies for references to recreation, leisure, and aging (Tedrick, 1985). At the same time there were considerable reports on the need to develop recreation and leisure services for older adults (Beland, 1985, 1986, 1988). In 1990, the NRPA established a special division on aging. The National Recreation and Park Association's vision and mission statements place emphasis on the enhancement of the "quality of life for all people" through recreation and leisure services (NRPA, 2001). There are also several publications by companies such as Venture Publishing, Sagamore Publishing, as well as the National Recreation and Park Association that provide references aimed toward programming for the older adult population. Unfortunately most of this research is directed toward individuals over the age of 65 years. Again, research and literature aimed at the baby boomer generation, leisure interests, and recreation professional is lacking.

Recreation professionals are vastly interested in (a) the concepts and measurements of leisure satisfaction with life in later years, (b) motivations to leisure behavior, (c) frequency of leisure activity participation, (d) the extent to which a person is inhibited from leisure involvement, and (e) analysis of leisure services of participants in relation to program delivery. However, the current existing problem is two-fold. First, current available research focuses on the older adult; the adult aged 65 and older. Baby boomers may fit this legal older adult age group, but they do not have the same leisure interests as the generation before (O'Sullivan, 2004; Vine, 2004). Second, current available research does not focus on the recreation professional from a program and service delivery standpoint. Recreation professionals are mainly focused on what to call their programs or facilities and what times to offer them (NRPA Congress, 2004) rather than on what boomers leisure interests actually are,

agency preparedness, or management techniques. Providing recreation programs should be based on understanding the participants not only in terms of who they are but what they like to do, when they like to do it, and how they like to do it. Otherwise, leisure service providers are not meeting the mission of the profession or the demands of the baby boomer constituency.

The baby boomer generation is a different generation than any other. They are unique in regards to their pop culture, their values, their beliefs, as well as they are healthier, wealthier, and more educated than any other generation. Baby boomers have been labeled by society all their lives. Recreation professionals need to understand the baby boomer generation in regards to: (a) culture, (b) aging and societal impacts, (c) leisure values, (d) retirement values, and (e) economic and discretionary income level.

The success of a recreation program, the management of an agency, the availability of a recreation facility or park service, combined with the foresight of recreation professionals are all secrets to success. Though we may have a variety of theories behind what we do, the end result is the same: We develop a process, which results in a product, which enables the interaction of participants to achieve some benefit through leisure (DeGraaf, Jordan, DeGraff, 1999). Recreation professionals must be invested in a new model that does not focus on constraints or like literature because the baby boomer generation will not be constrained, they will be motivated, by their value structure and their whole attitude is about meaning. Developing a different philosophical lens and providing guidelines for recreation professionals that focus on the examination of basic boomer knowledge, boomer leisure interests, and agency preparedness will allow for adequate management and delivery of recreation programs and services for a generation that has redefined every phase of their lives.

Chapter Summary

This chapter philosophically and ethically argues that recreation professionals should examine non moral values such as culture, aging and society, leisure values, retirement values, economic level, and discretionary income of any cohort in order to develop a philosophical lens. Thus, this philosophical lens should be used in developing written guidelines for leisure programming and services. Further, examination of the importance for recreation professionals to be aware and prepared for recreation programming specific to the baby boomer generation is described along with information on the lack of current adequate program and management guidelines as well as a fresh approach to leisure services for the baby boomer population.

It is imperative that recreation professionals recognize baby boomers as not having the same interests or non moral leisure values as our current senior population (O'Sullivan, 2004; Todd, 2004; Vine, 2004; Ziegler, 2004). Despite the number of resources currently available, there is still a lack in specialized publications specific to baby boomers and the leisure profession in terms of programs, facilities, and management for the leisure professional (NRPA Congress, 2004). As recreation professionals, the basis for our approach to leisure programming has been primarily based upon various elements: leisure values and needs, leisure theories, leisure constraints, leisure motivations, and the impact of leisure on life satisfaction. Together, these elements should help create a philosophical lens and leisure programming approach for the recreation professional. However, examinations of these same elements appear not to be applicable to the world of baby boomers. Hence, our premise appears valid: The common practices of writing guidelines for leisure programming are highly flawed, especially for the boomer cohort. What is now needed is the adoption of a

different philosophical lens and a new approach to leisure programming which should result in new written guidelines which consider the unique elements of the baby boomer cohort.

Peter Drucker once said, “The best way to predict the future is to create it” (O’Sullivan, 2004). Just as baby boomers have done in society throughout their lives, this is what leisure professionals must do to meet the needs of boomers. This study is designed to provide information on the baby boomer generation and their relationship to non moral leisure values during their retirement years. The review of literature presented here indicates that there is a lack of knowledge and available resources specific to planning for this generation’s leisure future. It would appear that our premise is supported and a new evaluative tool is needed to examine the non moral values of the boomers, and to use information gleaned from these values to philosophically use in developing leisure program guidelines.

¹⁰ Leisure Value, Questions 18 and 22, CBBQ, see Chapter Three.

¹¹ Discretionary Income Value, Question 20, CBBQ, see Chapter Three.

¹² Retirement Value, Question 23, CBBQ, see Chapter Three.

¹³ Retirement Value, Question 21, CBBQ, see Chapter Three.

¹⁴ Leisure Value, Question 25, CBBQ, see Chapter Three.

¹⁵ Leisure Value, Question 26, CBBQ, see Chapter Three.

¹⁶ Leisure Value, Questions 9 and 10, CBBQ, see Chapter Three.

CHAPTER THREE

Cochran Baby Boomer Quiz

To Evaluate Accuracy of Societal Norms

In reviewing the literature and in relating to the five non moral values noted throughout Chapter One and Two: (a) culture, (b) aging in society, (c) leisure, (d) retirement, and (e) economic and discretionary income level, one wonders if all the information about boomers is correct. Further, (a) do the boomers as a group actually play out these values? and if it is, (b) are recreation programmers knowledgeable about this cohort? These questions lead to the action of trying to establish a way to measure (a) and (b). Could we gather information about this population in a “fun” way because fun has been used to describe this new cohort (Dychtwald, 1999; Ziegler, 2002) as the baby boomers are said to balk at the status quo way of collecting data? If so, would this method give us new information, with a different lens, to help with developing recreation program guidelines? Thus, Chapter Three will use the non moral values noted earlier to provide recreation professionals with a philosophy of leisure programming through the lens of the boomer cohort. It seems appropriate to design an evaluation tool which captures the non moral values of the baby boomer cohort and which evaluates the knowledge base of recreation professionals. What follows is how the Cochran Baby Boomer Quiz-1 and Cochran Baby Boomer Quiz-2 were developed from a theoretic construct through to its application.

In order to do so, this chapter is divided into four sections. Section I describes: how certain non moral values appear to be captured in the literature about boomers and how the Cochran Baby Boomer Quiz was created from the literature and values described (I-a and I-

b). Section II describes how the Cochran Baby Boomer Quiz was created as a measurement instrument. Section III discusses how the Cochran Baby Boomer Quiz was administered to a random sample of baby boomers and recreation professionals. Lastly, section IV discusses how the latter was analyzed in relation to the non moral values noted in the Cochran Baby Boomer Quiz.

Section I: How Certain Non Moral Values Appear in the Literature

Nearly 76 million people in the United States make up the baby boomer generation which are those born from 1946-1964 (Poulos & Smith, 1997). Boomers have redefined the concepts of youth, early adulthood and middle age, so it's safe to say they'll recast retirement. In addition, their range and scope of adult-focused recreational opportunities are blossoming. As boomers age and near retirement, the total number of people age 65 and over will significantly increase, adding significant importance for recreation professionals to understand and provide adequate leisure programs and leisure services for this unique cohort.

When conceptualizing the most appropriate method for evaluating baby boomers and recreation professionals, two major areas were taken into consideration: (a) the history and background of the boomer cohort; the formation of this unique cohort and its characteristics, and (b) how this generation has impacted society throughout their every life phase. When developing a leisure program, regardless of theory or approach, the underlying factor is to philosophically understand the nature of non moral values within our participants, in this case, the boomer cohort. In addition, if non moral values were most important to boomers in their way of life then, and how they live now, then perhaps recreation professionals should examine those non moral values for the boomer cohort in leisure programming rather than rely on traditional methods or get lost in what to do with this exclusive cohort.

Of all the material published about boomers, nothing appears in relevant literature about whether this information is correct and nothing appears to examine if recreation professionals understand the non moral values of the baby boomer cohort in order to provide leisure programs. Thus a piece of the present study was to (a) survey a sample of the boomer cohort to evaluate whether the literature about their values is shared by them, and what they perceive their future recreation and leisure needs to be; and (b) survey a sample of recreation professionals to evaluate if they understand the so-called value structure of the boomers and their preparedness for the onslaught of this generation into their profession.

I-a: History and Background of Baby Boomers

In the United States, nearly 76 million children were born from 1946-1964. In Canada, there were 9.8 million births during this same time period (Most, 1996). Also, similar birth rates occurred in Europe and Asia which coincides with the end of WWII. One of the largest demographic age groups in United States history was then formed. Society has referred to this 18-year span as the baby boomer generation. For this study the word cohort is used for baby boomers. Defined by demographers, a generational cohort is "a group of people that are born over a relatively short and contiguous time period that is deeply influenced and bound together by the events of their formative years" (Meredith & Schewe, 1994).

Reasons for the end of the baby boom in the mid-1960s are harder to pinpoint. Factors often cited include expanded educational opportunities for young women, which encouraged them to defer marriage and child-rearing; increased participation of females in the workplace, and the widespread availability of oral contraceptives and other birth control methods ("The Baby Boomers", 2004).

Baby boomers appear to have a perception of themselves as being very different from other generations: A perception that has existed since childhood and deals largely with attitude, lifestyle, social roles, and political values (Braus, 1995; Rakoff, 2001). Sociologically, boomers are said to be defined by shared values and history. The boomer generation sees themselves as the beneficiaries of progress (Jones, 1980). They were raised in a period of unprecedented prosperity and unparalleled expectations of the future (Gillon, 2004). This appears to be shown through their continual lifestyle of free choice, the uninhibited search for what looked and felt right, and a desire to do things differently than their parent's generation (Dychtwald, 1999; "Old? Me?", 2004)

Further, baby boomers are said to be most readily distinguished from previous generations by their personal values. They appear to be open-minded about a wide range of political notions, however, they are also deeply patriotic, think for themselves, and are rarely hesitant to voice their opinions (Mills, 1987). In regards to economic issues, 51 percent of boomers are apt to describe themselves as more conservative than some may have thought yet continue to consider themselves quite socially liberal (Keating, 2004). The issue of free choice appears to be important as boomers continue to be pro-choice on the abortion issue, believe in the Equal Rights Amendment and want flexible work schedules and child care for their families (Gibson, 1993; Keating, 2004).

Baby boomers have made a statement in music, fashion, politics, women's rights, television, advertising, technology, and medicine (Gillon, 2004). The Vietnam conflict, the draft, and military deferment if enrolled in a university program kept many baby-boom men in institutions of higher learning. In addition, the desire for equality propelled many women of

baby boomer age into college resulting with the most educated generation ever (Gibson, 1993).

Finally, an obsession with fitness is said to be one of the main identifying characteristics of this generation. A significant number of boomers have taken fitness into their own hands by proving they are more physically active than previous generations (Bales, 2001). This is shown in the number of increased health club memberships for those aged 55 years and older over the past 12 years¹⁷ (Meisler, 2003). It appears boomers are not allowing the aging process to impact their life negatively. Boomers are said to feel they will live longer than prior generations as they are already implementing a healthy lifestyle into their retirement plans¹⁸, such as exercising and positive eating habits, and they continue to feel several years younger than their actual age (Okrent, 2000). A recent study by the American Association of Retired Persons (AARP) supports this notion as results show the mean age among baby boomers is age 47, however, the mean age that they feel is 40 (AARP, 2004).

I-b: Societal Impact of Baby Boomers

With such a large increase in births over a defined period of time, the baby boomer generation has importantly influenced the character of the U.S. population. Generalizations about all baby boomers cannot be made: the baby-boomer generation is diverse, and this diversity will continue when this generation reaches retirement age. It should be noted that there is a distinct difference between the younger and older boomers. In general, the baby boomers born between 1946 and 1955 have a different outlook on life than those born between 1956 and 1964 (Russell, C., 1987). The oldest of boomers were heavily influenced by the counter-cultural events that marked the 1960s with rebellion, idealism, and self-absorption as major components. Those born later came of age in the 1970s and are apt to be

more practical and balance seeking (Morais & Goodman, 2002). Together, baby boomers are the children of the first large-scale middle class in history (Naisbitt & Aburdene, 1990).

Boomers have created an unprecedented population explosion with the oldest of this generation reaching the age of 59 years during 2005. That means, 42 percent of boomers will be over the age of 50 years by 2005¹⁹ (U.S. Census, 2000). In fact, for nearly twenty years, policy makers, analysts, and social scientists have been concerned with the effect the baby boomers will have on the nation as they enter retirement. As the baby boomer generation grows older, the number of people in the United States ages 65 and over is expected to roughly double by 2030²⁰ (U.S. Census, 2000; Tummers & Hendrick, 2004).

Today, the median age of the U.S. population has risen to the highest point in history²¹ (U.S. Census, 2000). The current average age for men is 34.7 years and for women, 37.4 years, with the median age of the U.S. population at 36 years of age (The World Factbook, 2004). By the year 2050, the projected median age will be 41 (U.S. Census, 2000). By the year 2005, 42 percent of baby boomers will be over the age of 50 years²² (Ziegler, 2002). Moreover, that age group is forecast to grow from about 13 percent of the total population in 2000 to 20 percent in 2030 and remain above 20 percent for at least several decades thereafter (Administration on Aging, 2002). Likewise, the Bureau's population projection shows 18 million persons age 85 or older in 2050 (4 ½ percent of the U.S. population). This clearly reflects how boomers will impact our aging society.

Baby boomers in general have done better than any previous generation in terms of income and education, resulting in better overall life satisfaction²³ (Gillon, 2004). According to the fourth national survey of baby boomers conducted by Del Webb Corp., the median household income is 35 to 53 percent higher than their parents' generation and about 25 to 30

percent of baby boomers have four or more years of college education than generations before them (“Leading Edge Baby Boomers”, 2001). Women of the boomer generation want both careers and families whereas; men want to equal the achievements of their parents (Toffler, 1990). The income and educational leverage of this group translates into opportunities and expectations of retirement that could not previously be realized by society. However, according to U.S. Census data (2000), approximately 57 million boomers, roughly 70 percent, came from poor, working-class, or family business backgrounds.

The impact of baby boomers on the workforce is noticeable in the labor force median age. When boomers entered the workforce, the median age of the labor force decreased; as they aged, the median age of the labor force aged (Saltzman & Weiner, 1988). By 2025, the workforce will be older, with 40 percent of workers age 45 and over compared to 33 percent in 1998 (Bayer & Bonilla, 2001). The Bureau of Labor Statistics predicts the number of workers ages 25 to 44 will shrink by 2008, while the number of workers 55 and older will jump 4 percent annually, making them the fastest-growing age group (Sherrid, 2000).

While a number of studies have found that most boomers are not saving nearly enough for their retirement, others have reached much more optimistic conclusions. The average household income today for baby boomers ranges from \$56,500 to \$58,889 before taxes²⁴(“Demographic Profiles”, 2003). Research conducted by AARP (2004) projects that most baby boomers will be retired in 2030 and will receive Social Security benefits along with pension and asset income. Therefore, boomers will have a higher economic status than their parents’ generation and will still have at those ages (AARP, 2004; Butrica & Uccello, 2004). Despite these positive predictions, the number of boomers who will work during retirement for enjoyment or for needed income is increasing, with fewer boomers working for fun. Up to

80 percent of boomers plan to work in some capacity during their retirement years (Guthrie, 2004). Further, many boomers are looking to spend their retirement by starting new careers or continuing former careers but in a different fashion (AARP, 2004).

The baby boomer generation has also had a tremendous effect on public policy and society at large. This generation has changed the demand for public services by having a profound effect on schools, housing, health and community services, and the workplace (Nelson, 2004). Whether the baby boomers consciously participated in the changes or not, it is clear their generation has also been the first to experience new family and marriage lifestyles. In general, the pattern of family structure for the baby boomer generation compared to the prior generation can be summarized as: (1) fewer baby boomers were married, (2) boomers had children later in life, (3) boomers had fewer children, (4) high divorce rate dispersed the immediate family, and (5) there was an increase of employment opportunities for women (Hicks & Hicks, 1999; Mitchell, 1996).

As boomers enter retirement it is argued that they will not settle for what is offered, as they are expected to drive more choice and personal control in the services they receive (Purdum, 2002). Green (2004) argues that they will generally not tolerate stereotypes or ageism. They will expect stylish products to instill value beyond mere utility. They have left everlasting marks on society with extensive changes in the education system, growth and marketing within the economy, emergence in alternative life-styles, dramatic shifts in the nature and structure of families, and radical transformation in the nature of gender relationships. As their lives have indicated thus far, boomers will continue to leave everlasting marks on society as they enter a life of retirement and leisure.

Section II: Creation of the Cochran Baby Boomer Quiz

Much has been written about baby boomers and these two elements, history and societal impact of boomers, became the foundation for the Cochran Baby Boomer Quiz (CBBQ). The Cochran Baby Boomer Quiz was designed for two purposes: (a) to evaluate the accuracy of the written societal norms in relation to baby boomer's knowledge of self and (b) to evaluate the accuracy of societal norms in relation to recreation professionals and their knowledge of baby boomers. The materials for this study include two models of the Cochran Baby Boomer Quiz, CBBQ-1 (for boomers) and CBBQ-2 (for recreation professionals) which may be referred to in Appendices A and B.

In both models, CBBQ-1 and CBBQ-2, the first 26 multiple choice questions were developed from current literature and drew from the values and characteristics that make boomers who they are. As stated earlier, five distinct non moral values surfaced in the literature reviewed: (a) boomer culture, (b) aging and society, (c) leisure values, (d) retirement values, and (e) economic and discretionary income level. Specifically, the focus of the five values, ie: 26 questions, can be found and referred to in the literature and throughout this study in Table 1, p. 71, and marked with endnotes throughout Chapters One, Two, and Three.

Three additional questions in CBBQ-1 (questions 27, 28, 29) address the specific leisure needs of boomers and identify the leisure activities in which they participate. Question 27 was a five point likert designed question with 24 sub items each related from current typical leisure participation needs (Edington, Hudson, Ford, 1999; Godbey, 1997; Rossman & Schlatter, 2000). Question 28 was an open ended list question that asked specifically what leisure activities boomers *currently* participate in during their leisure time.

*Table 1**Cochran Baby Boomer Quiz Non Moral Literature Values*

Value	Question	Key Words	Ref/Page
Culture	2	age of innocence	www.aginghipsters.com
	3	life satisfaction	p. 67
	12	76 million	p. 1
	13	education, influential	p. 1
	22	balance, spiritual values	p. 48
Aging and Society	1	1946-1964	p. 1
	4	median age in U.S.	p. 67
	8	boomers over age 50	p. 67
	17	ages 65 and older by 2030	p. 67
Leisure Value	5	work, spend, and play hard	p. 2
	9	individualized activities	p. 55
	10	small groups and family	p. 55
	14	relax, play, and growth	p. 5
	18	leisure as necessity	p. 48
	19	health club over 55 years of age	p. 66
	24	creating leisure programs	p. 12

Table 1 (continued)

Cochran Baby Boomer Quiz Non Moral Literature Values

Value	Question	Key Words	Ref/Page
Leisure Value	25	boomers not with seniors	p. 54
	26	involved in sport events	p. 55
Retirement Value	6	redefine retirement	p. 3
	11	dedicated to health	p. 66
	15	redefine retirement	p. 1
	16	quality, adventure activities	p. 2
	21	golf in retirement	p. 50
	23	retirement destinations	p. 49
Economic Value	7	median income level	p. 68
	20	spending assets on leisure	p. 49

Question 29 was an open ended question list that asked boomers what leisure activities they *would like to do* during their retirement. Further, questions 28 and 29 were developed to evaluate if current literature is correct or will boomers argue that they will not change what they currently do, and will continue to live an active lifestyle (Dychtwald, 1999; Ziegler, 2002).

For recreation professionals, additional questions in CBBQ-2 (questions 27-34) asked the recreation professionals to rate themselves, their staff, and their agency's on overall knowledge of boomers and preparedness for boomers in their facilities, programs, and services. Further, questions 35 and 36, matched with CBBQ-1 questions 28 and 29. The purpose of these questions was to note the recreation professional's knowledge of current baby boomers and how much they really knew about their present leisure practices and perceived future leisure practices. Lastly, demographic questions about age, gender, and location of residency are addressed in CCBQ-1 (questions 30, 31, 32) and in CBBQ-2 (questions 37 and 38).

II-a: Validity and Reliability

Validity.

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study's success at measuring what the researchers set out to measure (Trochim, 2005). In the case of the Cochran Baby Boomer Quiz-1 and 2, validity was established thorough the use of face and content validity. Face validity is concerned with how a measure appears and it essentially looks at whether the scale appears to be a good measure of the construct "on its

face" and, does it seem like a reasonable way to gain the information the researchers are attempting to obtain (Trochim, 2005). Since the Cochran Baby Boomer Quiz-1 and 2 were developed from current written information on baby boomers, it seems to meet the criteria of face validity. A normal population of individuals would say that based on its face the Cochran Baby Boomer Quiz-1 and 2 would appear to show validity. Even though face validity is a subjective call and usually is argued to be a weak measure of validity, in the case of the Cochran Baby Boomer Quiz-1 and 2 it is actually a strong statement of validity, because each statement is a one to one statement of what has been written about the boomers.

Additionally, the Cochran Baby Boomer Quiz-1 and 2 uses content validity, a check of the instrument's operation (ie: the content information), against the relevant content domain of the construct, that is the materials written about the boomers (Trochim, 2005). Content validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1979, p.20). Content validity is not a statistical property rather it is a matter of expert judgment (Vogt, 1999). Again, because the Cochran Baby Boomer Quiz-1 and 2 consist of a one to one statement, content validity is strongly established.

Reliability.

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials. Reliability helps us understand the consistency or repeatability of what is measured (Vogt, 1999). The purpose here is to help make good conclusions about the generalizability of the research to another population (Trochim, 2005). In order to measure the degree to which the obtained scores are consistent, both Cochran Baby Boomer Quizzes will measure internal-consistency reliability by use of Cronbach's Alpha (Light, Singer, & Willit, 1990).

Reliability of the Cochran Baby Boomer Quiz-1 and 2 was established by use of Chronbach's Alpha, which is one specific method of estimating the reliability of a measure. Chronbach's Alpha ranges from 0 to 1.0 (Stevens, 1999). Chronbach's Alpha results for the Cochran Baby Boomer Quiz-1 were .42 and .54 for the Cochran Baby Boomer Quiz-2 (Norusis, 2004). Even though these scores appear to be low for correlation, we must remember that both the Cochran Baby Boomer Quiz-1 and 2 consisted of either yes or no answers. With yes or no answers, we must realize that reliability is problematic and is difficult to capture. It does not mean it cannot be captured, just that more studies and greater samples must be examined. Also, a yes or no answer in this study has implications. Either the subject knew the answer or they did not. If reliability is low, we can assume that either the subjects did not know the answer, or the question was an unfair question of the knowledge domain. Which in the case of this study has great meaning; we want to learn if what is written about boomers is known by the boomers. Again, since the questions measure one for one information from a printed source, we are assuming that the questions are measuring what is stated.

Section III: Administering the Cochran Baby Boomer Quiz-1 and 2

III-a: Methods of Collection

The present study used survey collection methods as means of collecting data for the Cochran Baby Boomer Quiz- 1 and 2. The format of the CBBQ-1 and CBBQ-2 was based on practical application and evaluation by four experts in the field of Health, Physical Education, Recreation, and Dance (HPERD) who themselves, are baby boomers. This format of data collection has previously not been conducted in recreation research. Common collection methods tend to rely on series of checklists, likert scale, or open ended questions. While in

most recreation research, this has proven to be successful with populations at hand, however, addressing the baby boomer generation required a new approach. Baby boomers seek educational opportunity, challenge, and fun in what they do. The information presented in a quiz format allowed the researcher to collect pertinent information about the subjects, while not losing their interest in a long series of checklists, likert scales, or open ended questions which lend themselves to non-response. The same holds true for recreation professionals.

Subjects.

Two groups exist within this study: (a) baby boomers, those born between 1946 and 1964 and (b) recreation professionals. IRB approval was obtained for both groups through the University of Idaho Human Assurances Committee and all participants gave informed consent prior to participation in this study (see Appendix C).

Cochran Baby Boomer Quiz-1.

The participants are a convenience, self-selected sample. Inclusion criteria for eligibility to participate in the study included: (a) being born in the years 1946-1964, (b) residing within the United States, and (c) having a working knowledge of the English language.

Cochran Baby Boomer Quiz-2.

The participants are a convenience, self-selected sample. Inclusion criteria for eligibility to participate in the study includes: (a) to be currently working in the recreation and park field, (b) residing within the United States, and (c) having a working knowledge of the English language.

III-b: Administration of CBBQ-1 and CBBQ-2

Cochran Baby Boomer Quiz-1.

Data Collection for boomers resulted in 135 usable, completed surveys. All participants were born between 1946 and 1964. Data was collected over a two month time period in a rural, northwest community as well as a national recreation conference.

Cochran Baby Boomer Quiz-2.

Data collection for recreation professionals resulted in 118 usable, completed surveys. All participants are currently working in a recreation and park agency, serving on a park commission board, or meeting the needs of their community through similar organizations. Data was collected at a local state recreation conference and over a one week period at a national recreation conference.

Section IV: Data Analysis in Relation to Non Moral Values

Analysis of the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2 was by frequency of response and the use of descriptive statistics, specifically percentages. By using percentages we can describe how knowledgeable both the boomers and recreation professionals are about what is written about boomers. Because very little is known about what the knowledge base of the boomers is and what recreation professionals know about boomers and their leisure, descriptive statistics and descriptive analysis is most appropriate. When more is known, researchers can examine cause and effect measures.

IV-a: Cochran Baby Boomer Quiz-1

The first 26 questions were multiple-choice, each measuring a particular non moral value (see Table 1, p. 71). Percentages were examined based on least and most frequent

responses to evaluate the accuracy of societal norms in relation to baby boomer's knowledge of self.

Given the importance of non moral values, extended information on specific leisure values were also measured (CBBQ-1 question 27). This question consisted of 23 statements (numbered a-w) each corresponding into one of six categories of non moral values (see Table 2, p. 79). These non moral leisure value categories used were adopted from both leisure theories and the works of Beard and Ragheb (1980). Responses to this question were indicated on a likert scale which ranged from 1 (not important) to 5 (very important).

Categorical variables were used to further sort responses. This included by gender, male or female. Examination of data by gender is support by Gilligan (1982) in her renowned book, "In a Different Voice: Psychological Theory and Women's Development". Gilligan argues that women have a different caring perspective in how they view moral and non moral values. If Gilligan is correct, it would be appropriate to note the differences in questions of non moral values in boomers relative to their leisure participation (CBBQ-1 question 27). Gilligan's point may have merit with questions 1-26 (CBBQ-1), however, data analysis of these questions was to assess the knowledge of the cohort as a whole and not by gender. It does not appear to be meaningful to separate the sample by gender. As well, questions 1-26 in the Cochran Baby Boomer Quiz-2 are gleaned for recreation professionals by their knowledge about boomers and whether the recreation professionals are male or female is not relevant to their roles in developing leisure programs. The last two open-ended questions reflected the leisure interests of boomers now and their projections during retirement. The variety of responses were categorized and based upon frequency for least and most interest levels.

*Table 2**Specific Non Moral Leisure Values*

Value	Question	Statement
Competitive	a	To compete against others
	b	Because I am good at it
	c	To show others I can do it
	d	Improve skills or knowledge
	f	For a challenge
	g	For excitement
	w	For risk and adventure
Educational	e	To learn new skills and abilities
	j	To be creative
	v	To expand my intellect
Physiological	k	For physical health or exercise
	o	Relaxation of mind, body, spirit
Social	h	To keep me busy
	i	To help my community
	l	To be with my family

Table 2 (continued)

Specific Non Moral Leisure Values

Value	Question	Statement
Social	m	To do things with my friends
	n	To meet new people
	u	For cultural interaction
Relaxation	q	Something different from work
	s	To be alone
	t	To be away from family
Aesthetic	p	Simply for pleasure
	r	To enjoy nature

IV-b: Cochran Baby Boomer Quiz-2

The first 26 questions were multiple-choice, each measuring a particular non moral value (see Table 1, p. 71). Percentages were examined based on least and most frequent responses to evaluate the accuracy of societal norms in relation to recreation professionals and their knowledge of baby boomers. Next, there were eight questions addressing the personal opinion of the recreation professional in regards to personal, staff, and agency preparedness for boomer programming now and in the future. These questions were developed by the researcher as based upon personal recreation programmer experience and professionalism in the field. Responses varied from frequencies on a likert scale to open ended. The last two open-ended questions, as perceived by the recreation professional, reflected the leisure interests of boomers now and during retirement. The varieties of responses were categorized based upon leisure activity interests: art, crafts, dance, drama, music and rhythm, nature and outings, sports and games, educational activities, service activities, fitness and miscellaneous to include activities not represented by a category. These categories are commonly used by recreation professionals when designing leisure programs (NRPA, 2004). Responses were based upon frequencies for least and most interest levels.

Chapter Four will examine the results of the Cochran Baby Boomer Quiz and provide recreation professionals with a philosophy of leisure programming through the lens of boomer cohort.

¹⁷ Leisure Value, Question 19, CBBQ.

¹⁸ Retirement Value, Question 11, CBBQ.

¹⁹ Aging and Society Value, Question 8, CBBQ.

²⁰ Aging and Society Value, Question 17, CBBQ.

²¹ Aging and Society Value, Question 4, CBBQ.

²² Aging and Society Value, Question 8, CBBQ.

²³ Culture Value, Question 3, CBBQ.

²⁴ Economic Value, Question 7, CBBQ.

CHAPTER FOUR

Philosophical Lens

Introduction

The purpose of this chapter is to provide recreation professionals with information to help develop a different philosophical lens for leisure programming which can be used with any cohort, including the baby boomers. This has been done constructively through the examination of non moral values of the boomer cohort rather than focusing solely on their socio-psychological needs. Our premise suggests that a new evaluative tool needs to be developed in order to examine the non moral values of the boomers, and to use information gleaned from these values to develop a philosophy for developing leisure programs. Further, the use of a different philosophical lens should allow the recreation professional to (a) examine the values of the boomer cohort, (b) identify their non moral values, (c) recognize leisure activity interests, and then (d) develop leisure programming guidelines appropriate for this new participant population.

In order to accomplish elements a, b, and c as stated above, this chapter will be divided into five sections: Section I: Cochran Baby Boomer Quiz-1 (CBBQ-1) for boomers, Section II: Cochran Baby Boomer Quiz-2 (CBBQ-2) for recreation professionals, Section III: Overall findings summary of Cochran Baby Boomer Quiz-1 and Cochran Baby Boomer Quiz-2, Section IV: The use of a different philosophical lens, and Section V: A general philosophical paradigm and model for leisure program guidelines.

Section I, Cochran Baby Boomer Quiz-1, was administered to a convenience, self-selected sample of boomers, those born between 1946 and 1964, with residence in the United

States. This quiz focuses on the results indicated by boomers themselves which will be indicated in three areas:

1. Evaluation of the accuracy of societal norms in relation to baby boomer's knowledge of self as presented in form of non moral values.
2. Identification of boomer's socio-psychological needs for leisure participation.
3. The described leisure activities boomers participate in now and foresee during their retirement.

Section II, Cochran Baby Boomer Quiz-2, will focus on results indicated by recreation professionals. This will be in three areas:

Evaluation of the accuracy of societal norms in relation to recreation professionals and their knowledge of baby boomers.

An assessment of self and agency preparedness for leisure programming with boomers.

The described leisure activities recreation professionals feel boomers participate in now and foresee during their retirement.

This quiz was administered to a convenience, self-selected sample of recreation professionals who attended a one week national recreation conference. Further, all participants are currently working in a recreation and park agency, serving on a park commission board, or meeting the needs of their community through similar organizations.

Section III will provide a brief comparison of baby boomers and recreation professionals in regards to overall knowledge of non moral values and identified leisure activity interests. Section IV will present recreation professionals with a different philosophical lens for providing leisure programs and services to this new cohort. Lastly,

Section V will provide a philosophical paradigm and model for developing leisure program guidelines for any cohort.

Section I: Cochran Baby Boomer Quiz-1

Description of the Sample.

The survey participants consisted of 135 baby boomers with 100 percent of the participants born between the years 1946 and 1964. Of these, 54 were male and 81 female. The average birth year among participants was 1954.

I-a: Non Moral Values Findings

The Cochran Baby Boomer Quiz-1 had 26 multiple choice questions each measuring a particular non moral value (see Table 1, p.71). These are reflected in the current literature throughout this study. Percentages were examined based on least and most frequent responses in order to evaluate the accuracy of societal norms in relation to baby boomer's knowledge of self. Responses were not individually evaluated based on gender; male and female responses were combined as the purpose of this study was focused on the boomers as a cohort whole. A preliminary review showed no difference by group, thus, the data was run as a cohort on questions 126 (see Appendix D).

Boomer Culture.

Boomer culture was reflected in five questions (CBBQ-1 questions 2, 3, 12, 13, and 22). Overall, responses were in agreement with the societal norms and current literature of boomers with over 80 percent agreeing with the following statements (CBBQ-1 questions 3, 13, and 22):

Compared with other generations, boomers feel they have achieved more and have better overall life satisfaction.

Boomers are the most educated, influential, and prosperous generation in U.S. History.

Boomers are continually searching for balance, lasting relationships, and spiritual values.

However, 94 percent of boomers themselves did not know the age of innocence is generally associated with the age of the baby boomer generation, as well as, 80 percent of respondents did not identify the total population of boomers as consisting of 76 million Americans (CBBQ-1 questions 2 and 12). This indicates that boomers are largely unaware of the stereotyped label given to them by either society or the actual total size of their generation. Perhaps this is due to purposeful ignorance of stereotypes or just simple unawareness of the sheer numbers that make up the baby boomer generation.

Aging and Society.

These values consisted of five questions relating to the impact of aging boomers on society. Over 80 percent of boomers demonstrated competence in the following statements (CBBQ-1 questions 1 and 4):

1. The years 1946-1964 are considered the baby boomer generation.
2. The median age of the U.S. population has risen to the highest point in history.

This indicates that boomers are (a) aware what birth years are constituted as the boomer generation, and (b) due to their sheer numbers, as boomers age, society will then increasingly age.

The remaining two questions asked “What percent of boomers would be over the age of 50 years by 2005?” and “By 2030, how many people would be ages 65 years and older?” (CBBQ-1 questions 8 and 17). Results indicated that 72 percent of boomers incorrectly

identified the percent of boomers that would be over age 50 by the year 2005. On the other hand, 69 percent of boomers correctly identified that one in five people would be ages 65 years and older. Together, these questions reflect the magnitude of boomers as a cohort, on society today, and in the future. As results indicate, it is possible that boomers are simply more conscious of aging in society as a whole rather than within their own cohort despite the fact they consist of a largest portion of society or this lack of awareness is due to simple mathematical error.

Leisure Values.

The non moral leisure values of boomers were addressed through nine questions. In regards to leisure programming, 93 percent of boomers are aware that recreation professionals should consider such factors as demographics, attitudes, education, and income. Over 75 percent of boomers agreed with the following statements (CBBQ-1 questions 5, 18, 19, and 25):

1. Boomers are known to work hard, play hard, and spend hard.
2. Boomers treat leisure as a necessity.
3. Health club memberships for those aged 55 years and older has increased over the past 12 years.
4. Despite their legal age and interests, boomers should not be grouped with seniors in leisure activities.

However, 52-56 percent of respondents do not know that boomers enjoy individualized activities rather than group events nor that those boomers prefer to socialize in smaller groups and typically stay within extended family circles (CBBQ-1 questions 9 and 10). At the same time, less than 10 percent of boomer respondents know that adults 35-54

(roughly the boomer age), are 6 percent more likely than the national average to be involved in some type of sporting event (CBBQ-1 question 26). Based on these results, it is appropriate to say that boomers agree with what is written about them and they also recognize they are not the traditional senior. Yet, boomers do not quite know the specifics about their group dynamics in terms of leisure participation which could be a reflection that such data is inconsequential or not anticipated in their leisure knowledge.

Retirement Values.

These five questions focused on the non moral retirement values of boomers and their retirement. Over 89 percent of boomers agree that they will redefine retirement as they have redefined every stage in their lives (CBBQ-1 questions 6 and 15). Where residing during retirement, 65 percent of boomers appear not to recognize the Northwest and Eastern regions of the United States as becoming more of a retirement destination than in the past (CBBQ-1 question 23). When playing during retirement, 56 percent of boomers agree that golf is no longer considered the mainstay feature of retirement communities (CBBQ-1 question 21). Finally, boomers indeed are seeking high quality, adventure, and self-fulfilling experiences (72 percent), as well as boomers will remain dedicated to health, wellness, and exercise throughout retirement as evident by 89 percent of respondents (CBBQ-1 questions 16 and 11). Overall, responses given by boomers are consistent with current literature in which boomers have considered their retirement years to be the next stage in their lives to redefine as well as the healthy lifestyle they have had and marked society with will continue to carry them throughout retirement.

Economic Level and Discretionary Income.

As evident in two questions about boomer economic level and discretionary income, 54 percent of boomers do not agree that the median income level of this age group per individual is \$50-\$60K or that boomers will spend the vast majority of their assets on travel/leisure (CBBQ-1 questions 7 and 20). The results given by boomers in these values are not in agreement with the current literature which then indicates boomers feel they have either a higher or lower economic level (more specific detail was not addressed), as well as, they will spend their money on healthcare, investments, or areas other than travel/leisure.

I-b: Extended Information on Leisure Values of Boomers

In order to identify specific non moral leisure values the Cochran Baby Boomer Quiz-1, question 27, was designed. Responses were analyzed by gender, male and female. Leisure non moral value categories identified included: (a) competitive, (b) educational, (c) physiological, (d) social, (e) relaxation, and (f) aesthetic values (see Table 2, p.79). Results will be presented by these categories. The likert scale ranged from 1 (not important) to 5 (very important) while percentages were examined based on least and most frequent responses.

Male Boomers.

Question 27 had a total of 54 male responses (see Appendix E).

(a) Competitive Values: Over 33 percent of male boomers surveyed feel participation in leisure activities to fulfill competitive values is important. This is reflected in such statements as: because I am good at it, to improve my skills or knowledge, for a challenge, for excitement, and for risk and adventure (CBBQ-1 questions 27b, d, f, g, w). In the same category, 40-53 percent of male boomers feel their participation for purposes of competing

against others or to show others I can do it, is not important (CBBQ-1 questions 27a and 27c). Therefore, male boomers appear to be competitive in terms of self rather than for reasons of proving oneself to peers.

(b) Educational Values: Male boomers had a strong response to participation in leisure activities for education. Examples are: to expand my intellect and to learn new skills or abilities (46-51 percent). In terms of being creative, 35 percent were undecided (CBBQ-1 questions 27e, j, v). Male boomers appear to strive for education in leisure however, inclusion of creativity is not distinctly apparent.

(c) Physiological Values: True to what is stated in literature about boomers, participation by male boomers leisure activities for this value was very important with scores of 42 percent for relaxation of mind, body, spirit, and 48 percent participating for physical health or exercise (CBBQ-1 questions 27k and 27o).

(d) Social Values: Male boomers indicated that leisure participation for meeting social values was important. Examples include: to be with my family (37 percent), to do things with my friends (38 percent), and to meet new people (31 percent). Other social areas of importance involved helping my community (33 percent), cultural interaction (30 percent), and while 27 percent used leisure to keep busy, another 27 felt that this was only somewhat important (CCB-1 questions 27h, i, l, m, n, u). Results are supportive of current literature.

(e) Relaxation Values: As work can consume our time, respondents highly consider leisure participation for means of relaxation to be very important. Boomers want to do something different from work (37 percent) however, 48 percent feel that leisure participation to be away from family is not important. Interestingly, 28 percent of male boomers participate in leisure to be alone, whereas, 18 percent consider this not an important factor in

their leisure participation (CBBQ-1 questions 27q, s, t). It seems that male boomers strive for relaxation in leisure activities, however, they do not necessarily have to be alone to achieve this value.

(f) Aesthetic Values: Participation in leisure simply for pleasure, was favored as very important by 48 percent and to enjoy nature received a 63 percent (CBBQ-1 questions 27p and 27r). This holds true to form that boomers view leisure activity for relaxation, play and continued growth (CBBQ-1 question 14).

As a whole, male boomers appear to participate in leisure for reasons that are highly consistent with their unique characteristics and values as a cohort as well as the various societal norms give to them throughout their lives.

Female Boomers.

Question 27 had a total of 81 female responses (see Appendix F).

(a) Competitive Values: Over 33 percent of female boomers feel participation in leisure activities to fulfill competitive values is important. This is reflective in such statements as: because I am good at it, to improve my skills or knowledge, for a challenge, and for excitement (CBBQ-1 questions 27b, d, f, g). In terms of risk and adventure, female respondents were close in response with 28 percent feeling this was not important and 27 percent felt it was important (CBBQ-1 question 27w). In the same category, 54-59 percent feels that participation for purposes of competing against others or to show others I can do it, is not important (CBBQ-1 questions 27a and 27c). Therefore, female boomers appear to be competitive in terms of self rather than for reasons of proving oneself to peers. Further, female boomers do not necessarily have to experience risk and adventure during leisure participation.

(b) Educational Values: Female boomers had a strong response to participation in leisure activities for education. Examples are: to expand my intellect, to be creative, and to learn new skills or abilities, all receiving 40 percent and higher response of importance (CBBQ-1 questions 27e, j, v). This is consistent with current literature and societal norms of a cohort which is highly educated and continually strives learn, even during leisure participation.

(c) Physiological Values: True to what is stated in literature about boomers, participation in leisure activities for this value was very important to female boomers with scores of 53 percent for relaxation of mind, body, spirit, and 45 percent participating for physical health or exercise (CBBQ-1 questions 27k and 27o).

(d) Social Values: Female boomers indicated that leisure participation for social needs was important to them in terms of doing things with their friends (38 percent), cultural interaction (36 percent), and helping their community (27 percent). Leisure participation with family was very important with a 40 percent response. When it comes to leisure as a means of meeting new people, 29 percent of female boomers felt it was important while 27 percent noted they were undecided. Interestingly, 23 percent of female boomers feel that participation in leisure to keep busy is not important while 27 percent feel it is (CCBQ-1 questions 27h, i, l, m, n, u). Therefore, female boomers appear to participate in leisure activities for social reasons but it is not a deciding factor in their decision to participate.

(e) Relaxation Values: Boomers highly consider leisure participation for means of relaxation to be very important. Boomers want to do something different from work (39 percent) however, 51 percent feel that leisure participation to be away from family is not important. Interestingly, 30 percent of female boomers view participation in leisure to be

alone as an important factor, whereas, 18 percent feel this is only somewhat important (CBBQ questions 27q, s, t). It seems that female boomers strive for relaxation in leisure activities, however, they do not necessarily have to be alone to achieve this value.

(f) Aesthetic Values: Participation in leisure for terms of simply for pleasure was favored as very important by 60 percent and to enjoy nature received a 50 percent (CBBQ-1 questions 27p and 27r). This also holds true to form that boomers view leisure activity for relaxation, play and continued growth (CBBQ-1 question 14).

As a whole, female boomers also appear to participate in leisure for reasons that are highly consistent with the unique characteristics and values as a cohort as well as the various societal norms given to them throughout their lives by society (Henderson, 1996; Henderson, Stalnaker, Taylor, 1988).

Summary of Specific Non Moral Leisure Values.

For the most part, male and female boomers have similar leisure values as identified throughout question 27 of the Cochran Baby Boomer Quiz-1. Given the five categories identified as leisure values and given the fact that there were more female responses than males, noticeable categorical differences were: (a) competitive: women consider participation in leisure for risk and adventure as less important (28 percent) than 40 percent of men who identified this as important; (b) educational: men are undecided about participating in leisure for purposes of creativity (35 percent), while women consider this important at 44 percent; (c) physiologically, men and women both seek physical health, exercise, and relaxation of mind, body, and spirit throughout their leisure experiences; (d) socially, both men and women scored similarly; (e) relaxation: values were similar for men (48 percent) and women (51 percent) for importance, as well as they agree that leisure to be away from family is not an

important leisure value; and (f) aesthetic: leisure values for pleasure and to enjoy nature were high for both male and female boomers, above 50 percent. Clearly, in one way or another, these specific leisure non moral values are of importance to baby boomers and their leisure participation. As this data indicates, recreation professionals should highly consider these participation values in order to adequately design and provide leisure facilities, programs, and services for the baby boomer cohort.

I-c: Leisure Activity Interests for Boomers

As with any cohort, boomers have a variety of leisure activity interests. The Cochran Baby Boomer Quiz-1 asked baby boomers to identify the leisure activities that they *currently* participate in during their leisure time as well as what leisure activities *they would like to do* during their retirement. This question was asked in open-ended format allowing the respondent to write any and all leisure activities they participate in or would like to. This question was analyzed in terms of traditional leisure categories: art, crafts, dance, drama, music and rhythm, nature and outings, sports and games, educational activities, service activities, fitness and other to include activities not represented by a category. Responses were based upon frequencies for least and most indicated interest in leisure activities. There were 135 complete responses. This section will be presented individually by question and then will be compared with recreation professional's assumptions in a closing summary, Section III.

I-1c: Leisure and Boomers Now.

The following categories are presented from highest response to lowest. Individual activities are noted within each category to represent leisure interests by boomers.

1. Sports and Games: High activity interest was shown in walking (38 percent), bicycling (27 percent), Skiing (15 percent), and Golf (13 percent). Other activities of interest (less than 5 percent) include riding ATV's, gambling, winemaking, and horseback riding.
2. Nature and Outings: High activity interest for boomers was expressed in gardening (31 percent), hiking/backpacking (30 percent), camping (15 percent), fishing (12 percent) and boating (canoe/kayak) had an 11 percent response rate. Additional activities noteworthy of interest are berry picking, bird watching, hot springs, farmer's market, and climbing.
3. Educational Activities: Boomers expressed interest in reading (53 percent), computer games (4 percent), and taking college courses (2 percent).
4. Crafts: With 13 percent response, sewing (knitting, quilting, needle point) was the highest. Other activities as cooking/baking (8 percent), photography (6 percent), and home improvement or antiques had 2 percent leisure interest.
5. Other: This category included travel (30 percent), and social activities with friends or family (23 percent). Note that movies had 15 percent response while shopping, dining out, and car trips received only 3 percent interest.
6. Music and Rhythm: Musical interests for boomers include listening to music (13 percent) and other areas were playing an instrument or in a band, participating in choral groups, or writing music, all at 7 percent.
7. Drama: Theatre was the only noted activity of interest at 16 percent. Concerts and cultural events received a 3 percent response.

8. Fitness: Working out in a gym, taking a yoga or pilates class, and lifting weights were all fitness activities of interest with 16 percent response.
9. Service Activities: Leisure interest was expressed in terms of volunteer leader or coach, and civic involvement (9 percent).
10. Dance: American dancing was of interest by only 3 percent.
11. Art: Activities such as painting and drawing were of interest by only 8 percent.

As a whole, the top 10 leisure activities boomers currently participate in (presented in order of popularity) are:

1. Reading
2. Walking
3. Gardening
4. Travel
5. Hiking
6. Biking
7. Social
8. Movies
9. Camping
10. Sewing or Music

Further, based upon these findings, recreation professionals might consider examining their current leisure programs for inclusion of these top ten activities as well as consider implementation of them if not already doing so.

I-2c: Leisure and Boomers in Retirement.

As boomers enter retirement, a world of leisure activities will present itself. Of the total responses, 60 percent of boomers feel they will continue to participate in the same leisure activities during retirement as they do now. Additionally, there are six categories of distinct interest as noted by boomers. These are presented from highest to lowest with activity examples noted.

1. Sports and Games: Was the top choice category (34 percent) with new activity interests in surfing, playing bridge, paragliding, learning to fly, rafting, running a marathon, tennis, swimming, and skydiving.
2. Travel: Specifics on travel were not inquired, but regardless, 32 percent of boomers showed additional interest in pursuing travel or having more travel during their retirement.
3. Nature Outings: This had a 25 percent interest level with activities noted in boating (canoe/kayak), camping, fishing, hiking and backpacking, river running, bungee jumping, climbing, and hang gliding.
4. Crafts: Boomers remain interested in crafts (11 percent) through cooking, community classes, or glass fusion.
5. Education: Owning their own business, creative writing, learning a new language or going back to school were all leisure activities in education with 9 percent interest.
6. Music: While many desire to continue with current leisure interests in music, 5 percent of boomers expressed an interest in learning how to play an instrument during retirement.

In summary, given the fact that 60 percent of boomers said they will continue current leisure activities during retirement, and several new activities were noted, there were no additional notations made with interest to arts, dance, drama, service, or fitness activities.

Section II: Cochran Baby Boomer Quiz-2

Description of the Sample.

The survey participants consisted of 118 recreation professionals. Of these responses, 61 were male and 57 female. The average birth year among participants was 1958. All participants were serving recreation and leisure by means of (a) currently working in a recreation and park agency, (b) serving on a park commission board, or (c) meeting the needs of their community through similar organizations. Data was collected over a one week period at a national recreation conference.

II-a: Non Moral Values Findings

The Cochran Baby Boomer Quiz-2 had 26 multiple choice questions each measuring a particular non moral value, exactly as the Cochran Baby Boomer Quiz-1 (see Table 1, p.71). These are reflected in the current literature throughout this study. Percentages were examined based on least and most frequent responses in order to evaluate the accuracy of societal norms in relation to recreation professionals and their knowledge of baby boomers. A preliminary run of data showed no differences by gender on questions 1-26, or questions 27-34. Therefore, all data was run as one group (see Appendix G).

Boomer Culture.

Boomer culture was reflected in five questions within the Cochran Baby Boomer Quiz-2. Overall, responses were in agreement with the societal norms and current literature of

boomers with over 70 percent agreeing with the following statements (CBBQ-2 questions 3, 13, and 22):

1. Compared with other generations, boomers feel they have achieved more and have better overall life satisfaction.
2. Boomers are the most educated, influential, and prosperous generation in U.S. History.
3. Boomers are continually searching for balance, lasting relationships, and spiritual values.

However, 88 percent of recreation professionals did not know the age of innocence is generally associated with the age of the baby boomer generation, as well as, 70 percent of respondents did not identify the total population of boomers as consisting of 76 million Americans (CBBQ-2 questions 2 and 12). This indicates that recreation professionals are largely unaware of the stereotyped label given to boomers by neither society nor the actual total size of boomer generation. In order to adequately provide leisure facilities, programs, and services understanding boomer culture and the sheer number of boomers would be important for recreation professionals.

Aging and Society.

These values consisted of five questions relating to the impact of aging boomers and their effects on society. Over 60 percent of recreation professionals demonstrated competence in the following statements (CBBQ-2 questions 1, 4, and 17):

1. The years 1946-1964 are considered the baby boomer generation.
2. The median age of the U.S. population has risen to the highest point in history.
3. By the year 2030, 1 in 5 people will be ages 65 years and older.

This indicates that recreation professionals are (a) aware what birth years are constituted as the boomer generation, and (b) due to their sheer numbers, as boomers age, society will then increasingly age.

The remaining question asked what percent of boomers would be over the age of 50 years by 2005 (CBBQ-2 question 8), in which 73 percent of recreation professionals failed to have the correct answer. Though recreation professionals did well in knowing the statistics for the overall aging population (CBBQ-2 question 4 and 17), they are unaware of the magnitude the age of the boomers alone will have as they age in society in the year 2005. On the other hand, respondents could have had trouble with these questions due to poor mathematics, or maybe the common knowledge is not known, or maybe the information is unimportant.

Leisure Values.

The non moral leisure values of boomers were addressed through nine questions. In regards to leisure programming, 92 percent of recreation professionals are aware that leisure programming for boomers should consider such factors as demographics, attitudes, education, and income. Over 75 percent of recreation professionals agreed with the following statements (CBBQ-2 questions 5, 14, 18, 19, and 25):

1. Boomers are known to work hard, play hard, and spend hard.
2. Boomers view leisure activity for relaxation, play, and continued growth.
3. Boomers treat leisure as a necessity.
4. Health club memberships for those aged 55 years and older has increased over the past 12 years.
5. Despite their legal age and interests, boomers should not be grouped with seniors in leisure activities.

However, 45-49 percent of recreation professionals do not know that boomers enjoy individualized activities rather than group events nor that boomers prefer to socialize in smaller groups and typically stay within extended family circles (CBBQ-2 questions 9 and 10). At the same time, less than 10 percent of recreation professional respondents know that adults 35-54 (roughly the boomer age), are 6 percent more likely than the national average to be involved in some type of sporting event (CBBQ-2 question 26).

Based on these results, it is appropriate to say for the most part, recreation professionals understand the basic nature of boomers in regards to leisure programming as well as recognize that boomers are not the traditional senior. Yet, recreation professionals do not quite know specifics about boomer leisure participation and their group dynamics, which has great importance in developing leisure programming guidelines.

Retirement Values.

These five questions focused on the non moral values of boomers and their retirement. Over 83 percent of recreation professionals agree that boomers will redefine retirement as they have redefined every stage in their lives (CBBQ-2 questions 6 and 15). As for where boomers will reside during retirement, 75 percent of recreation professionals were mistaken in recognizing that the Northwest and Eastern regions of the United States as becoming more of a retirement destination than in the past (CBBQ-2 question 23). This is important as recreation professionals will need to understand the growth or decline of their geographic location when planning leisure activities for the demand at hand.

When boomers recreate during retirement, 59 percent of recreation professionals feel that golf is no longer considered the mainstay feature of retirement communities, but at the same time, 41 percent disagree with this statement (CBBQ-2 question 21). Therefore, the

longtime activity of golf as a main feature of retirement communities is undecided as a highly desired leisure activity among recreation professionals. Further, boomers will remain dedicated to health, wellness, and exercise throughout retirement (90 percent), as well as boomers are seeking high quality, adventure, and self-fulfilling experiences as evident by 76 percent of respondents (CBBQ-2 questions 11 and 16). Overall, recreation professionals understand the leisure values that boomers will continue to carry with them throughout retirement.

Economic Level and Discretionary Income.

As evident in two questions about boomer economic level and discretionary income, 65 percent of recreation professionals agree that boomers will spend the vast majority of their assets on travel/leisure (CBBQ-2 question 20). When identifying the median income level, 57 percent of recreation professionals disagree with the following statement: “The median income level of this age group per individual is \$50-60K.” Yet, 43 percent of recreation professionals do agree with this statement (CBBQ-2 question 7). Clearly, recreation professionals feel boomers have either a higher or lower economic level (more specific detail was not addressed). Therefore, the results given by recreation professionals in these values are not in complete agreement with the current literature.

II-b: Recreation Professional Preparedness

This section of the Cochran Baby Boomer Quiz-2 addresses the overall professional and agency preparedness for baby boomers within their leisure programming, their facilities, and their services. This section had a total of 8 questions. There were 118 total surveys with

108 complete responses and 10 non responses. Frequencies were used for evaluation of responses.

Recreation professionals were asked the question “Has your agency considered the impact this generation will have on its programs, facilities, and services?” (CBBQ-2 question 27). Of those responses, 62 percent said yes, they have considered this impact. On the other hand, 15 percent said no and 23 percent have only somewhat considered the impact of boomers.

When asked, “Do you feel the boomer generation demands more than what our current senior centers and retirement communities are providing?” (CBBQ-2 question 28), 91 percent of recreation professionals agreed. A mere 6 percent disagreed with only 3 percent not sure.

There were three likert scale questions (1 as low, 5 as high) which asked recreation professionals to rate themselves, their staff, and their agencies on boomer knowledge, confidence, and preparedness for this new cohort. Their responses to these questions were:

1. CBBQ-2 question 29: “Do you feel confident with your knowledge about this generation to provide adequate programs, services, and facilities?” Results indicated 45 respondents (41 percent) rated themselves at a level three on the likert scale for their self confidence of boomer knowledge, representing an average score. Yet there was the same 6 percent response of recreation professionals that rated themselves as a level one (low) or a level five (high).
2. CBBQ-2 question 30: “Rate your staff on confidence about this generation and providing adequate programs, services, and facilities.” While 39 respondents (36 percent) indicated a level three on the likert scale for staff confidence in boomer

knowledge which represents an average score, only 6 respondents (5 percent) indicated a level five, a high score.

3. CBBQ-2 question 31: “Using the below scale, how do you rate your agency’s preparedness for the growing aging population and leisure services?” Interestingly, 4 respondents (4 percent) indicated a level one for their agency’s preparedness while 43 respondents (40 percent) indicated a level three for agency preparedness.

Together, these results lack neither a strong reflection of the confidence in boomer knowledge by recreation programmer for themselves nor that of their staff. As for agency preparedness, this result lends one to believe that recreation agencies are not fully ready for boomers.

The last two questions were used as a means to support the need for the present study:

1. CCBQ-2 question 32: “Several generalizations exist about the baby boomer generation as a whole. Do you feel adequate research and information is available regarding the boomer leisure needs and interests?” Sixty-three percent of recreation professionals do not agree with this statement, identifying that more specific leisure interest research is needed.
2. CCBQ-2 question 33: “A program and service guide specific to the baby boomer generation would be helpful to my agency.” Ninety-four percent of respondents agreed which supports the need for written guidelines.

Lastly in CCBQ-2 question 34, recreation professionals who felt more information was needed from society or the recreation field to adequately meet the leisure demands of the baby boomer generation noted the following areas of interest: income levels of boomers, activity interest levels, strategies to encourage involvement, programming options, travel patterns,

marketing, information on trends with other agencies, boomer's ability to pay, time, spending patterns, transportation, health and preventative medicine, inter-generational activity, general demographics about boomers, and addressing the boomers who are our non-customers in order to discover why they are not participating.

II-c: Perceived Leisure Activity Interests of Boomers

Recreation professionals must be able to provide a variety of leisure activities for any cohort, specifically, the variety of interests presented by boomers. The Cochran Baby Boomer Quiz-2 (questions 35 and 36) asked recreation professionals to identify the leisure activities that they felt boomers *currently* participate in during their leisure time as well as what leisure activities boomers *would like to do* during their retirement. This question was asked in open-ended format, allowing the respondent to write any and all leisure activities that came to mind.

This question was analyzed in terms of traditional leisure categories: art, crafts, dance, drama, music and rhythm, nature and outings, sports and games, educational activities, service activities, fitness and miscellaneous to include activities not represented by a category. Responses were based upon frequencies for least and most interest levels. There were 118 total surveys, with 88 complete responses and 30 non responses. This section will be presented individually by question and then compared with boomers responses in a closing summary.

II-1c: Leisure and Boomers Now.

In response to Cochran Baby Boomer Quiz-2 question 35, the following categories are presented from highest response to lowest. Individual activities are noted within each category to represent leisure interests of boomers as stated by recreation professionals.

1. Sports and Games: Recreation professionals thought there would be high activity interest in walking (34 percent), golf (23 percent), and bicycling (8 percent). Swimming, tennis, and boating (canoe/kayak) all had 7 percent response. Other activities thought to be of interest (less than 5 percent) include skiing, rock climbing, running, playing cards, and individual sport events.
2. Educational Activities: Recreation professionals expressed high response in this area. They believe baby boomers will be: taking college courses (15 percent), reading (13 percent), investments and finances (12 percent), attending lectures (9 percent), and using the computer games (8 percent).
3. Other: Recreation professionals thought that this category included travel (56 percent), and social activities with friends or family (20 percent) would be important. Note that television and movies had a 10 percent response while visiting museums and parks had an 8 percent interest. Shopping, gambling, or dining out were less than 3 percent of assumed interest.
4. Fitness: Recreation professionals project that working out in a gym, taking a yoga or pilates class, wellness classes, and lifting weights were all fitness activities of interest for boomers with a 65 percent response.

5. Nature and Outings: Recreation professionals noted high activity interest in hiking/backpacking (10 percent), gardening (8 percent), fishing (4.5 percent) and other outdoor activities (not specified) had a 7 percent response rate.
6. Music and Rhythm: Recreation professionals had a 9 percent response to this leisure activity. Listening to music was 2 percent and while attending concerts was 7 percent.
7. Service Activities: With 7 percent response, recreation professionals thought baby boomer leisure interests would be expressed in terms of volunteering and civic involvement.
8. Drama: Recreation professionals noted carnivals, festivals, and theatre as activities boomers currently enjoy doing at 6 percent.
9. Crafts: Recreation professionals (4.5 percent) responded with sewing (knitting, quilting, needle point) as the highest (13 percent) craft activity. Other activities as cooking/baking and home improvement were the only activities noted.
10. Dance: Recreation professionals thought that American dancing was of interest by only 3.5 percent.
11. Art: Recreation professionals had no response to this category.

As a whole, one can see that the top 10 leisure activities recreation professionals perceive boomers to be currently participating in (presented in order of popularity) are:

1. Travel
2. Fitness
3. Walking
4. Golf
5. Social

6. Taking College Courses
7. Reading
8. Investments/Finance
9. Music
10. Bicycling or Gardening

Based upon these findings, recreation professionals identified leisure activities that are not totally reflective of those expressed by boomers in Section I-1c. Therefore, recreation professionals may want to consider reevaluating their perceptions of perceived boomer leisure activity interests in order to sufficiently provide leisure opportunities for their cohort.

II-2c: Leisure and Boomers in Retirement.

As boomers enter retirement, a world of leisure activities will present itself. Of total responses, 70 percent of recreation professionals feel that boomers will continue to participate in the same leisure activities during retirement as they do now. Additionally, there are five leisure categories recreation professionals feel boomers will be interested during retirement. These are presented from highest to lowest with activity examples noted.

1. Sports and Games: Was the top choice category (27 percent) with interests in golf, walking, tennis, bowling, swimming, and bicycling or boating (canoe/kayak).
2. Travel: Specifics on travel were not inquired, but regardless, 23 percent of recreation professionals additionally stated boomers pursuing travel or more travel during their retirement.
3. Nature-Outings and Education: This had a 9 percent interest level with nature activities noted in fishing, gardening, hiking, hunting, and camping. Going back to

school, finances, and reading were all leisure activities in education also with 9 percent interest.

4. Fitness and Social: Working out at the gym or spending time with family and friends earned an additional 8 percent interest of boomers during retirement as expressed by recreation professionals.
5. Service and Other: Involvement during retirement through politics, environmental concerns, volunteering, or part time working (6 percent) are all service activities recreation professionals feel boomers will participate in during retirement. Further, museums/parks, shopping, hobbies, and television are other activities that also had a 6 percent response.

In summary, given the fact that 70 percent of recreation professionals perceive boomers will continue current leisure activities during retirement, no additional notations were made with interest to arts, crafts, dance, or drama.

Section III: Overall Findings Summary

The primary purpose of the Cochran Baby Boomer Quiz-1 and 2 was to evaluate the leisure interests and knowledge of baby boomers and recreation professionals. Though each quiz targeted its own audience, there are two main areas worthy of comparison: (a) non moral leisure values (CBBQ-1 and 2, questions 1-26), and (b) boomer leisure activity interests (question 28 & 29 in CBBQ-1 and questions 35 & 36 in CBBQ-2).

III-a: Non Moral Leisure Values.

There were five non moral values examined: (a) boomer culture, (b) aging and society, (c) leisure values, (d) retirement values, and (e) economic level and discretionary income.

Although baby boomers and recreation professionals responded similarly, noteworthy differences are:

1. Boomer Culture: Both groups of responses were similar.
2. Aging and Society: Recreation professionals are aware of the impact boomers will have on society as a whole cohort, however, they are unable to recognize the percent of boomers that are over the age of 50 in the year 2005. Whereas, boomers are unable to recognize the sheer size of themselves both in society as a cohort and their ages within the present year. For recreation professionals and boomers, this may be due to poor mathematics, lack of common knowledge, or significance of this information.
3. Leisure Values: Both participant groups have a strong understanding of what non moral leisure values boomers have. However, both groups fail to realize the dynamics within leisure that boomers choose to participate, ie: individually or within smaller groups. Recognizing the dynamics of leisure participation by both groups allows the recreation professional to successfully provide leisure programs and the boomer to have high participation levels.
4. Retirement Values: Though boomers are interested in golf, it is not a priority in their choice of leisure activities during retirement. On the other hand, many recreation professionals feel that golf may still be a major activity for boomers during retirement. Recreation professionals need to understand the leisure activities that drive boomers in order to effectively provide leisure programs or facilities during their retirement.
5. Economic Level: Distinctly, both boomers and recreation professionals do not agree with the societal stated median income level of this age group per individual as being \$50-60K. Both feel that this monetary value should be a higher and lower economic

level than is currently presented (further information was not addressed). However, in contrast of one another, boomers feel they will spend their money on healthcare, investments, or areas other than travel/leisure while recreation professionals agreed with boomers spending money on leisure/travel. Regardless, it is imperative that recreation professionals consider both economic levels and discretionary income of the baby boomer cohort as leisure participation and program success today is largely based upon one's financial ability to contribute either as a participant or an agency.

III-b: Boomer Leisure Activity Interests.

First, baby boomers were asked to identify the leisure activities that they currently participate in. At the same time, recreation professionals were asked to identify the leisure activities they thought boomers participated in. The order of leisure categories which identified leisure activities was not much different for either group however, noticeable differences were: (a) boomers currently enjoy movies, camping, and sewing as top ten activities, whereas recreation professionals mentioned taking college course and investments/finance instead; and (b) boomers listed several activities that may be considered unique than recreation professionals were able to list, such as: riding ATV's, gambling, winemaking, berry picking, bird watching, hot springs, farmer's market, and climbing.

Clearly, boomers currently participate in more active leisure activities than recreation professionals believe they do and recreation professionals appear to see boomers like the older senior population, taking classes and doing finances.

Second, retirement and leisure for boomers will bring about similar leisure activities as boomers participate in now. Both groups were asked to identify leisure activities boomers will participate in during their retirement. Noticeable differences were: (a) boomers stated they

will participate in crafts while recreation professionals feel boomers will volunteer or participate in fitness more; and (b) during retirement, boomers would like to try surfing, paragliding, running a marathon, skydiving, river running, bungee jumping, hang gliding, owning a business, learning a new language, and learning how to play a musical instrument. Clearly the boomer expectations are of a healthy, vibrant lifestyle.

As shown, boomers plan to carry their willingness to learn new things, their desire for challenge, as well as their passion for education and culture with them into retirement. Evidence shows that recreation professionals need to have an understanding that boomers leisure activity interests are not the same as today's traditional senior.

Together, the results of non moral leisure values and leisure activity interests of boomers clearly provides a strong defense for the need to develop a different philosophical lens when providing leisure programs and services to the baby boomer cohort.

Section IV: A Different Philosophical Lens

The need for recreation professionals to adopt a different philosophical lens for leisure programming with the baby boomers is profound. This is evident in both the Cochran Baby Boomer Quiz-1 and 2 results. Though it is apparent that recreation professionals are aware of the baby boomer cohort, they remain unaware of four out of the five non moral leisure values examined. Further, recreation professionals seem to miss the mark on what boomers really enjoy doing during their leisure time both now and what is predicted for retirement. In addition, roughly 40 percent of recreation professional respondents assessed themselves with score of 3.0 in terms of self knowledge, staff knowledge, and agency preparedness. This average score, as noted on a likert scale of 1 (low) to 5 (high), neither confirms nor denies the confidence level of their boomer knowledge. Additionally, their scores do not positively

reflect on their agency preparedness of boomers for their programs or facilities.

Unfortunately, this does not bode well for recreation professionals, their staff, or their agencies as boomers become their largest client base yet.

Yet, when asked if more specific leisure research and information about boomers is needed, recreation professionals highly agreed. Could it simply be that recreation professionals are not as knowledgeable or prepared due to the lack of available specific research rather than, as the data supports, assuming recreation professionals are not taking an active role in educating self, staff, or developing agency plans to prepare for boomers in their programs, facilities, or services? Further, should the recreation professional rely on society and researchers to provide them with information about baby boomers or should they take a proactive approach by adopting a different philosophical lens? Recreation professionals need to realize that boomers are unlike any group before them. Boomers are not the traditional senior adult. Recreation professionals must not rely on traditional theories, approaches, or delivery systems when leisure programming for boomers. Thus, adopting a different philosophical lens will aid in the success of recreation professionals with boomers, both in terms of programs and facilities.

As data supports, recreation professionals do not have a solid grasp on baby boomers nor are they clearly ready for boomer participation in programs or facilities. This creates a “fuzzy” philosophical lens when recreation professionals are trying to provide leisure programming for the boomer cohort. In the current study, the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2 acted as a stimulus for a different philosophical lens that utilizes non moral values as its focus. Developed from current information published about boomers and then gathered from five non moral values stated about boomers, the

CBBQ-1 and CBBQ-2 gave information not currently known. With a lens based on non moral values, the CBBQ-1 and the CBBQ-2 gave clear evidence that in recreation programming one must consider non moral values in developing a clear picture.

A clearer non moral philosophical lens would allow recreation professionals to see boomers in a focused picture. This lens would allow recreation professionals to fully (a) understand and begin to create programs and services that are responsive to an unusual aging society, (b) have an awareness of external opportunities and challenges which will foster innovation and positive response to serving a new cohort of participants, and (c) consider specific value structures of a new cohort.

Further, a clearer non moral philosophical lens with support from instruments like the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2, involves reviewing non moral leisure values, identification of leisure activity interests, and evaluating current agency preparedness levels in order to fully understand and provide adequate leisure programming for boomers during their retirement. This lens will focus on a population that will be more active than recreation professionals are ready for. Finally, recreation professionals would then be able to understand who boomers are, what boomers are doing, where boomers are going, as well as when and how they will do it.

The data presented in this chapter is evidence that our premise is valid. Recreation professionals are not prepared for boomers and the data supports the need for a clearer, different non moral philosophical lens. The lens supported by the CBBQ-1 and CBBQ-2 gives a clear picture of certain needs not presently met. Our lens is now clear, and the result tells us that current leisure programming tools are not meeting the needs of this cohort, thus new written guidelines are necessary.

Section V: General Philosophical Paradigm and Model for Leisure Program Guidelines

Considering that philosophy gives direction and focus for every leisure programmer and considering that philosophy helps us realize the true, the real, and the good, we know that a subset of philosophical and ethical values exist when we focus on the good, both moral and non moral. This study is an attempt to put philosophy and ethics into practice. Our premise is that recreation professionals, at this time, do not meet the needs of the boomer cohort and that non moral goods are not driving leisure programming. In order to examine our premise, we must understand the thematic basis of non moral values. According to Frankena (1973), there are six non moral values: (a) utility, (b) extrinsic, (c) inherent, (d) intrinsic, (e) contributory, and (f) final (p. 82), that can be used to describe what a population values. This study (p.17), therefore provides an analogy applicable for leisure.

Thus, knowing that non moral values are applied to our premise, a basic philosophical model is offered, the Cochran Leisure Program Paradigm (CLPP), to help leisure and recreation professionals program or prepare for any cohort. The following CLPP should help in giving us direction and focus to understand a cohort and to produce true, real, and good leisure programs.

The Cochran Leisure Program Paradigm.

The Cochran Leisure Program Paradigm (CLPP) is a seven-step-top-down paradigm that offers a premise and a step by step philosophical approach with intermediate descriptions for examining non moral values:

- Step One: Review the philosophy and the population.
- Step Two: Develop a premise from the philosophical and ethical argument.
- Step Three: Examine the non moral values of the literature and of the cohort.

- Step Four: Design an instrument to assess the cohort and recreation professional competency and readiness for the cohort.
- Step Five: Compare and assess non moral values of the cohort and the recreation professional.
- Step Six: Examine the premise and accept or reject.
- Step Seven: New guidelines are developed for leisure programming based on non moral values.

Between each step is an intermediate description box that describes how the step is carried out. For example,

Intermediate Box One:

Non moral values should be examined to philosophically know the population.

Intermediate Box Two:

Gives information on what non moral values are.

Intermediate Box Three:

Description of how non moral values can be found in the literature.

Intermediate Box Four:

Assess the population with an instrument that measures non moral values in order to determine the truth and falsity of such.

Intermediate Box Five:

Comparison of the cohort and the recreation professional to determine accuracy in understanding the non moral values of the cohort.

Intermediate Box Six:

Determine if the premise is accepted or rejected. If accepted, adopt a different philosophical lens for leisure programming based upon non moral values.

Intermediate Box Seven:

Guidelines are developed with based upon a different philosophical lens and non moral values for the new cohort.

Attached to the CLPP, is a descriptive model that articulates how the paradigm drove the present study and how it was applied generally to a specific cohort, the baby boomers. The model through a recapitulation of the present study, uses the Cochran Leisure Program Paradigm.

THE PHILOSOPHICAL AND ETHICAL COCHRAN LEISURE PROGRAM PARADIGM
BASED ON NON MORAL VALUES OF A COHORT.

A Descriptive Model of the Cochran Leisure Programming Paradigm in Practition with One
Specific Cohort: The Baby Boomers.

By Lynda J. Cochran, CPRP

Step One: Review the Philosophy and the Population

Who are the Baby Boomers?

1. Those born between 1946 and 1964: the largest generation in U.S. History.
2. 76 Million Americans- Result of WWII.
3. Life experiences include from the Cold War to Vietnam, Civil Rights and Women's Movement, Elvis and the Beach Boys, Hula Hoops and Home Freezers, A Sexual Revolution and a Pop Culture.
4. Dominated political, social, and economic forces in our society.
5. Desire to maintain a healthy lifestyle; Have a devotion to exercise and fitness.
6. Personal well-being is enhanced through leisure rather than by monetary income.
7. Boomers redefine whatever stage of life they inhabit.
8. Pro-choice, volunteer at high rates, represent strength and challenge to religious organizations.
9. Known to work hard, play hard, and spend hard.
10. Every 7.5 seconds, a boomer turns 50.
11. By 2011, the oldest boomers will be 65 years of age.

Leisure Programming

1. Recreation professionals are the leaders in leisure programming.

2. A “demand driven” profession: 76 million boomers provide huge opportunities and challenges.
3. Need to offer a wide range of activities and a change in traditional attitudes.
4. Traditionally using a variety of approaches, theories, and strategies to plan and implement programs.
5. Programmers should have a philosophical framework which consists of values and goals that work in harmony with their program delivery system (DeGraaf, Jordan, DeGraaf, 1999).
6. Boomers will redefine retirement- Recreation professionals will need to redefine leisure programming to meet those needs; Boomers are not today’s seniors.

Impact of Leisure and Retirement on Boomers

1. Leisure is: “A way of life marked by a sense of freedom and independent choice, an individual’s opportunity for achieving self-actualization, to participate in an activity of one’s choice and at one’s own pace, and leisure involves any amount of free time” (Godbey, 2003; Henderson & Ainsworth, 2001; Kraus, 1997).
2. Boomers are educated, have a higher occupational status, more discretionary income, and improved health compared to previous generations.
3. Boomers are determined, have no limits, and aren’t allowing the aging process to impact their lives negatively.
4. As programmers we can anticipate an active, educated, affordable, and physically fit new customer who is of retirement age.
5. If what we know is true about boomers, today’s senior centers will have to break out of their isolation to meet the demands and expectations before them.

6. Will have to entail the psychological, educational, physiological, social and demographic interests of this cohort.

Methodology of a Philosophical Study

1. A deliberate and rationale attempt to understand the whole and sum of experience in objective and subjective aspects (Dyal, 1999).
2. Ask if current leisure programming approaches are good and how these approaches are affecting individuals' experiences and outcomes.
3. Leisure programming is a part of the leisure process, however, this present method may not meet the demands of the boomer cohort.
4. We should view leisure programming more holistically and subjectively.
5. Wanting leisure programs to be good for our participants, going beyond common practices, and attempting to examine this cohort through a different philosophical lens.
6. Philosophy should inspire leisure programming practices- how and why we do what we do.
7. Review the literature.

Step Two: Develop a Premise from the Philosophical and Ethical Argument.

Need for a Different Programming Philosophy

1. Considering current leisure programming practices and boomer characteristics that will follow them into retirement age, recreation programmers will need to adopt a different philosophical lens in order to adequately meet cohort needs.
2. A lens which encompasses non moral values: boomer culture, aging and society, leisure values, retirement values, economic level and discretionary income values.

3. Appears to be essential for the programmer and the participant.
4. Without a new lens, recreation professionals will not adequately be able to meet the leisure needs of this cohort- thru quality programs they desire and deserve.

Setting the Premise

1. Leisure programming gives some direction, but with boomers it may be problematic.
2. Demands of the boomers are unique.
3. Typically recreation professionals focus on the content of a program, adopting past or related ideas rather than developing a conceptual basis of leisure services.
4. If boomer literature is correct, a new way of leisure programming is in order, such as reviewing non moral values and adopting a different philosophical lens.
5. Recreation professionals *need* to recognize this shift in society and the impact it will have on facilities, programs, and leisure services.
6. By 2040 over 87 million Americans will be over the age of 65.
7. How is this addressed? Through examination of a cohort, learning about their non moral value structures, examining present programming systems, considering the findings, and writing program guidelines for recreation professionals and the boomers.
8. **Make the Premise:** Recreation professionals are not ready for the baby boomer cohort nor are non moral goods and values being used in developing leisure program guidelines.

The purpose of this study is:

1. To philosophically and ethically argue that recreation professionals should examine such variables as culture, aging and societal impact, leisure values, retirement values, economic level, and discretionary income of any cohort when developing written guidelines for leisure programming and services.
2. To examine one specific cohort, the baby boomers, in relation to traditions, culture, history, philosophies, and values as applied to leisure interests through the normal lens of current leisure programming practices. Specifically,
3. Examine current events and published literature to describe the leisure need projections of the baby boomer generation.
4. Develop an instrument: (a) to describe the coherence of current published information about society's perspective of boomers, (b) to describe the leisure values through the lens of a baby boomer, and (c) to evaluate the knowledge of recreation professionals regarding the baby boomer generation in order to validate the need for a different programming philosophy.
5. To provide recreation professionals with a philosophy of leisure programming through the lens of the boomer cohort, and
6. To offer written guidelines for providing leisure programming and leisure services to the baby boomer generation.

Step Three: Examine the Non Moral Values of the Literature and of the Cohort

Cochran Baby Boomer Quiz-1 and 2

1. Examination of literature presents five non moral values: boomer culture, aging and society, leisure values, retirement values, economic level and discretionary income values.
2. Main Goal: Is what is said about boomers agreed upon by boomers? And how much to recreation professionals know about boomers?
3. Other: Why do boomers participate in leisure? What do they enjoy doing during leisure? Are recreation professionals prepared for boomers? Do recreation professionals know what boomers want to do during leisure?
4. No current data exists- research focus present on leisure constraints, leisure motivations, and life satisfaction for youth and seniors- those over 65 years.
5. Designed: CBBQ-1 for boomers and CBBQ-2 for recreation professionals.
6. An evaluative tool for the accuracy of societal norms and knowledge to cohort and recreation professionals.

Step Four: Design an Instrument to Assess the Cohort and Recreation Professional

Results Cochran Baby Boomer Quiz-1

Part One: 26 multiple choice questions on five non moral values- see results summary.

Part Two: Extended Leisure Value Information

1. Six non moral values examined: Competitive Values, Educational Values, Physiological Values, Social Values, Relaxation Values, Aesthetic Values.
2. 5-point Likert Scale question with 24 sub scale questions.
3. Boomers were asked to rate why they participate in leisure (1 is low, 5 is high).

4. Analyzed separately by gender- male and female—more females than males.

Noteworthy Results:

1. Competitive Values: Women consider participation in leisure for risk and adventure less important (28%) than 40 % of men who identified this as important.
2. Educational Values: Men are undecided about participating in leisure for purposes of creativity (35%), while women consider this important (44%).
3. Physiological Values: Men and women both seek physical health, exercise, and relaxation of mind, body, and spirit through leisure experiences.
4. Social Values: Both men and women similarly (35%) feel this aspect is important during leisure.
5. Relaxation Values: Men (48%) and women (51%) for importance as well as leisure to be away from family is not an important value.
6. Aesthetic Values: above 50% of men and women boomers enjoy leisure for pleasure and to enjoy nature.

Part Three: Leisure Activity Interests of Boomers

1. Open ended question was asked for boomers to list what leisure activities they participation in now and would like to during retirement.
2. Responses were categorized by common leisure categories: art, crafts, dance, drama, music and rhythm, nature and outings, sports and games, educational activities, service activities, fitness and other for those not represented by a category.

Top ten leisure activities boomers participate in *now*:

1. Reading
2. Walking
3. Gardening
4. Travel
5. Hiking
6. Biking
7. Social Activities
8. Movies
9. Camping
10. Sewing or Music

Top ten leisure activities boomers *would like to* participate in *during retirement*:

60% of boomers feel they will continue the same activities: additional interests were shown by popular preference to least and with examples:

1. Sports and Games: surfing, playing bridge, paragliding, learning to fly, rafting, running a marathon, tennis, swimming, and skydiving.
2. Travel: Specifics on travel were not inquired, but regardless, 32 percent of boomers showed additional interest in pursuing travel or having more travel during their retirement.
3. Nature Outings: boating (canoe/kayak), camping, fishing, hiking and backpacking, river running, bungee jumping, climbing, and hang gliding.
4. Crafts: Boomers remain interested in crafts through cooking, community classes, or glass fusion.

5. Education: Owning their own business, creative writing, learning a new language or going back to school.
6. Music: While many desire to continue with current leisure interests in music, 5 percent of boomers expressed an interest in learning how to play an instrument during retirement.

Results Cochran Baby Boomer Quiz-2

Part One: 26 multiple choice questions on five non moral values- see results summary.

Part Two: Recreation Professional Assessment-

8 questions: Assessment of recreation professional boomer preparedness and confidence in self, staff, and agency.

1. 62% of recreation professionals have considered the boomer impact.
2. 91% agree boomers will demand more than what our current senior centers and retirement communities are providing.
3. Self confidence- 41% rated on a level three, 6% rated either higher or lower.
4. Staff confidence- 39% rated on a level three, 6% rated a level five.
5. Agency confidence- 4% rated a level one, 40% indicated a level three.
6. Results lack neither a strong reflection of the confidence in boomer knowledge by the recreation professional for themselves, nor that of their staff. For the agency, lends one to believe recreation professionals are not fully ready for boomers.

Part Three: Leisure Activity Interests of Boomers

1. Open ended question was asked for recreation professionals to list what leisure activities boomers participation in now and would like to during retirement.

2. Categorized by common leisure categories: art, crafts, dance, drama, music and rhythm, nature and outings, sports and games, educational activities, service activities, fitness and other for those not represented by a category.

Top ten leisure activities boomers participate in *now*:

1. Travel
2. Fitness
3. Walking
4. Golf
5. Social Activities
6. Taking College Courses
7. Reading
8. Investments/Finance
9. Music
10. Bicycling or Gardening

Top ten leisure activities recreation professionals feel boomers *would like to* participate in *during retirement*:

70% feel they will continue the same activities: additional interests were shown by popular preference to least and with examples– no additional notations were made to art, crafts, dance or drama.

1. Sports and Games: Golf, walking, tennis, bowling, swimming, and bicycling or boating (canoe/kayak).

2. Travel: Specifics on travel were not inquired, but regardless, 23 percent of recreation professionals additionally stated boomers pursuing travel or more travel during their retirement.
3. Nature-Outings and Education: Nature activities noted in fishing, gardening, hiking, hunting, and camping. Going back to school, finances, and reading were all leisure activities in education.
4. Fitness and Social: Working out at the gym or spending time with family and friends earned an additional 8 percent interest of boomers during retirement as expressed by recreation professionals.
5. Service and Other: Involvement during retirement through politics, environmental concerns, volunteering, or part time working (6 percent) are all service activities recreation professionals feel boomers will participate in during retirement. Further, museums/parks, shopping, hobbies, and television are other activities that also had a six percent response.

Step Five: Compare and Assess Non Moral Values of the Cohort and Recreation Professional

CBBQ-1 and 2 Results Comparison-Summary:

The primary purpose of the Cochran Baby Boomer Quiz-1 and 2 was to evaluate the leisure interests and knowledge of baby boomers and recreation professionals.

Non Moral Values:

26 multiple choice questions assessing knowledge of five non moral values: boomer culture, aging and society, leisure values, retirement values, and economic values.

1. Boomer Culture: Both groups of responses were similar.

2. Aging and Society:
 - a. Recreation professionals are aware of the impact boomers will have on society as a whole cohort, however, they are unable to recognize the percent of boomers that are over the age of 50 in the year 2005.
 - b. Boomers are unable to recognize the sheer size of themselves both in society as a cohort and their ages within the present year. For recreation professionals and boomers, this may be due to poor mathematics, lack of common knowledge, or significance of this information.
3. Leisure Values: Both participant groups have a strong understanding of what non moral leisure values boomers have. However, both groups fail to realize the dynamics within leisure that boomers choose to participate, ie: individually or within smaller groups. Recognizing the dynamics of leisure participation by both groups allows the recreation professional to successfully provide leisure programs and the boomer to have high participation levels.
4. Retirement Values: Though boomers are interested in golf, it is not a priority in their choice of leisure activities during retirement. On the other hand, many recreation professionals feel that golf may still be a major activity for boomers during retirement. Recreation professionals need to understand the leisure activities that drive boomers in order to effectively provide leisure programs or facilities during their retirement.
5. Economic Level: Distinctly, both boomers and recreation professionals do not agree with the societal stated median income level of this age group per individual

as being \$50-60K. Both feel that this monetary value should be a higher and lower economic level than is currently presented (further information was not addressed).

However, in contrast of one another, boomers feel they will spend their money on healthcare, investments, or areas other than travel/leisure while recreation professionals agreed with boomers spending money on leisure/travel.

Regardless, it is imperative that recreation professionals consider both economic levels and discretionary income of the baby boomer cohort as leisure participation and program success today is largely based upon one's financial ability to contribute either as a participant or an agency.

Boomer Leisure Activity Interests:

Leisure now: Noticeable differences

1. Boomers currently enjoy movies, camping, and sewing as top ten activities, whereas recreation professionals mentioned taking college course and investments/finance instead; and
2. Boomers listed several activities that may be considered unique than recreation professionals were able to list, such as: riding ATV's, gambling, winemaking, berry picking, bird watching, hot springs, farmer's market, and climbing. Clearly, boomers currently participate in more active leisure activities than recreation professionals believe they do and recreation professionals appear to see boomers like the older senior population, taking classes and doing finances.

Leisure perceived during retirement: Noticeable differences

1. Boomers stated they will participate in crafts while recreation professionals feel boomers will volunteer or participate in fitness more; and

2. During retirement, boomers would like to try surfing, paragliding, running a marathon, skydiving, river running, bungee jumping, hang gliding, owning a business, learning a new language, and learning how to play a musical instrument. Clearly the boomer expectations are of a healthy, vibrant lifestyle.
3. As shown, boomers plan to carry their willingness to learn new things, their desire for challenge, as well as their passion for education and culture with them into retirement.

Evidence shows that recreation professionals need to have an understanding that boomers leisure activity interests are not the same as today's traditional senior.

Together, the results of non moral leisure values and leisure activity interests of boomers clearly provides a strong defense for the need to develop a different philosophical lens when providing leisure programs and services to the baby boomer cohort.

Step Six: Examine the Premise and Accept or Reject

A Different Philosophical Lens is Needed

1. Recreation professionals are aware of boomers but remain unaware of four out of five non moral leisure values.
2. Recreation professionals miss the mark on what boomers enjoy during their leisure both now and perceived during retirement.
3. With only 40% of recreation professionals assessing themselves, their staff, and their agency at a level three, this lacks a strong reflection in their abilities to provide leisure programs for boomers.
4. Recreation professionals have a "fuzzy" lens; A clear, boomer lens is needed.

5. A different lens encompasses non moral values which allows for understanding a cohort and is responsive to such leisure needs.

Step Seven: New Guidelines are Developed for Leisure Programming

What follows is an example of a guideline policy that could be helpful to recreation programmers as the boomers move into retirement. The piece de la resistance of this study is to apply what has been learned in a proactive form for leisure programmers through a non moral philosophical lens. Chapter Five is the result of this different philosophical lens.

CHAPTER FIVE

Written Guidelines

Introduction

With bodies aging but spirits still strong, baby boomers are changing the face of recreation and leisure in many ways beyond what our current senior centers offer. The baby boomer cohort has a unique set of values and characteristics, vastly different from previous generations. This encompasses all aspects of life, affecting their beliefs about self, career, home, and leisure. Baby boomers are an individualistic, self-focused generation which is economically optimistic; they are highly educated, comfortable with technology, healthier and more affluent than any generation before them, and despite their hectic lifestyles, leisure is still a necessity.

As baby boomers march toward retirement, keep in mind that at every life stage, boomers have re-written the rules. They are going to do it again. The boomer generation is going to demand more than what our current senior centers and leisure programs are providing. Boomers are not going to be satisfied with a “regularly scheduled program” as often found in today’s senior centers. Therefore, if what we know about boomers is true, the traditional approach to leisure programming and use of leisure facilities will have to break from its norm to meet the demands of the baby boomer generation. In result, recreation professionals will be obligated to develop a large range and scope of adult-focused recreational activities targeted at a program philosophy entailing the psychological, educational, physiological, social, and demographic interests of this new cohort. Further, the future of leisure programming presents unique leisure programming opportunities that the recreation professional must not only know but must also proactively plan and act upon.

Given the uniqueness of the boomer cohort and the future demand for leisure programs and services, this chapter presents a number of important guidelines that should assist in the direction of recreation professionals and their departments when providing leisure programs and leisure services for the baby boomer cohort. Though these guidelines focus on the boomer cohort, they may be adapted for any cohort.

The term *guidelines* has primarily been used in recreation through a variety of contexts and forms, such as: (a) a set of recommended actions to follow in implementing current policies which enables agencies to enforce those said policies, (b) various guiding principles to make recreation department programs safe and enjoyable for all participants, or (c) an organizational measurement to increase the quality of programs or facilities. With this in mind, guidelines for this study will use *guiding principles* based on a clearer philosophical lens manifested in theory from the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2. These guiding principles will recommend actions for the baby boomer cohort. Though it is not encouraged to solely follow traditional theories or past approaches, recreation professionals must not forget the foundation of basic leisure programming concepts they have learned. Therefore, some of the principles presented within this chapter are adapted for the boomer cohort from those that have traditionally appeared in textbooks, recreation program manuals, and similar sources, specifically, ten years of hands-on leisure programming experience by the researcher. The guiding principles for baby boomer leisure programming are presented in three sections.

Section I sets the boomer picture based upon knowledge gathered from current literature. Section II presents a boomer assessment tool gleaned from the Cochran Baby Boomer Quiz-1 and the Cochran Baby Boomer Quiz-2 to help recreation professionals collect

information about this specific cohort and supports a philosophical lens that encompasses the values of the boomer cohort. Lastly, Section III offers a strategy to developing leisure programs and implementation not only for the boomer cohort but for any cohort.

Section I: Setting the Boomer Picture

As we have seen, the baby boomer cohort, those born between 1946 and 1964, has dominated American culture for the past five decades. Every time boomers have taken a step, the spotlight of the media has swiveled to illuminate them. The massive numbers of their generation have amplified and intensified the importance of whatever experiences they have had at each new moment in their lives. Just as surely as they learned to use a baby bottle, they learned to read, to play records, to buy cars, to vote, to rent condos, and to invest in the stock market. When boomers reach any stage of life, the issues that concern them, whether financial, interpersonal, or even hormonal, have become the dominant social, political, and marketplace themes of the time. Boomers do not just occupy existing life stages or consumer trends, they redefine them.

One of the most important things known about boomers is that they are rule breakers. Individuality over conformity is a consistent pattern among boomers. They have always done life differently than the way it was done before them or those that have followed. Their vast numbers have created fierce competition for everything they have wanted throughout their lives: for school space as children, for team and club memberships as teenagers, for college entrance, for homes and good careers as young adults. Boomers have transformed industries in food, automobiles, fashion, education, the workforce, sex roles and practices, relationships and the institution of the family, healthcare, technology, and the investment marketplace. At every life stage boomers have had to fight their way through the demographic bottleneck that

their own numbers have caused. In result, our society has given boomers more attention than any other group; a demographer's unabridged storybook. With all of this in mind, we must understand that boomers will also redefine the leisure experience, and much of what we think we know about senior recreation non moral values will be redefined under the boomer generation. It would behoove us as recreation professionals to use a different philosophical lens to learn about them. A philosophical lens that is focused on key non moral values of their unique cohort:

They have a concern about chronic disease and they desire to do whatever is possible to *postpone physical aging*.

They will have *increasing amounts of discretionary dollars* (for many but not all) as a result of escalating earning power, inheritances, and return on investments.

They will need support as they enter into an evident *new adult life* with its own challenges and opportunities.

They will have a psychological shift from acquiring material possessions toward *a desire to purchase enjoyable and satisfying experiences, particularly in leisure*.

They will have a continued *absence of disposable time* due to complex lifestyles however the continued *application of leisure as a necessity* will remain.

With these five key non moral values, a wide range of opportunities await recreation professionals who anticipate the leisure challenges of the boomer cohort. Given that we are still over six years away from the first boomer reaching age 65 (year 2011), but knowing that many of the boomer generation is retiring presently, recreation professionals must have a proactive approach to the development and implementation of leisure programs, services, and facilities for this new cohort; one that encompasses their non moral values and uses a clearer,

different philosophical lens to get to know boomers through their own non moral values. A probable way to prepare is through a boomer assessment, as evident by the example: Cochran Boomer Assessment Tool.

Section II: Cochran Boomer Assessment Tool

According to Dychtwald (2005), "...it appears that boomer men and women are generally optimistic, innovative, and hopeful...and they're definitely gearing up for a new model of retirement." Though there is much to be said in society regarding boomers' lifestyles, in order to adequately address this onset of a large aging population, the recreation professional must ask themselves and their agency these three questions: (a) How well do you know boomers and their values? (b) Why do boomers participate in leisure? and (c) Is my staff and agency prepared for boomers? One cannot adequately provide leisure programs or services without internally being prepared. The following three steps are designed to provide recreation professionals with an assessment tool for measuring both their individual and their agency's preparedness of boomers. Further, these steps support and encourage adoption of a different philosophical lens using non moral values to develop leisure programs which encompass the value structures of the baby boomer cohort.

Step 1: Get to Know Boomers.

Let's face it, until you know the leisure values of the boomers you serve, it will be hard for you to meet their expectations. Is that not what programming is all about? Take the time to plan, develop, and administer a leisure value survey to your local boomer participants and residents. This is your most valuable programming tool. It is essential to become familiar with boomers through their culture, values, lifestyle, and economic levels. Ask questions that

will measure these elements. Use questions that grasp their interests. Try to avoid long checklists and open ended questions which may lead to non-response or lack of truthfulness.

Begin with assessing how well *you* know the leisure values of boomers. Try these value questions as drawn from current literature about baby boomers. Each question reflects one of five commonly found non moral values in boomer literature: boomer culture, aging and society, leisure values, retirement values, economic level and discretionary income. Use the key at the end of the questions to see how boomer savvy you are.

1. Boomers lead a busy life and will primarily view retirement as:
 - a. A transition from society and work.
 - b. The next stage in their lives to redefine.
 - c. A mid-life crisis.

2. Boomers will remain dedicated to health, wellness, and exercise throughout retirement.
 - a. True
 - b. False

3. The median income level of this age group is:
 - a. Under \$50,000
 - b. \$50,000-\$60,000
 - c. \$70,000- \$80,000
 - d. Over \$80,000.00

4. Baby Boomers enjoy group events rather than individualized activities.
 - a. True
 - b. False

5. Boomers prefer to socialize in smaller groups and typically stay within extended family circles.
 - a. True
 - b. False

6. Boomers view leisure only for relaxation or play not for continued growth.
 - a. True
 - b. False

7. By the year 2030, _____ people will be age 65 years and older.
 - a. 1 in 2
 - b. 1 in 5
 - c. 1 in 8
 - d. 1 in 12

8. Boomers will spend the vast majority of their assets on:
 - a. Healthcare
 - b. Travel/Leisure
 - c. Investments/Income

9. What activity is no longer considered the mainstay feature of retirement communities:
 - a. Fitness Centers
 - b. Walking Trails
 - c. College Courses On-Site
 - d. Golf

10. Today, what region of the country is becoming more of a retirement destination than in the past?
 - a. Northeast and Southeast
 - b. Mid-West
 - c. Northwest and East
 - d. South

The Answers:

Q1 (b) Retirement Value; Q2 (a) Retirement Value; Q3 (b) Economic Value; Q4 (b) Leisure Value; Q5 (a) Leisure Value; Q6 (b) Leisure Value; Q7 (b) Aging and Society; Q8 (b) Economic Value; Q9 (d) Retirement Value; Q10 (c) Retirement Value.

Based on the number of correct answers, your score shows:

9-10 correct: You are ready for boomers; You have a good working knowledge of their non moral values.

6-8 correct: You have some knowledge but it would not hurt to learn more.

Less than 5 correct: You need to get boomer savvy now: 76 million boomers are on their way to leisure retirement.

Step 2: Understand Why Boomers Participate in Leisure.

In terms of specific leisure activity interests, get out and ask boomers what they enjoy doing during their leisure. This can be done creatively through email, postal mail and boomer ballots, websites, brainstorm bash events, interviews, and advisory committees. Regardless, if you don't ask, boomers won't tell you, resulting in the possible failure of leisure programs. Is that a risk you or your agency is willing to take? Additionally, the foundation to providing leisure programs and services lies in an understanding of why participants are there, what they are wanting and what they need.

The baby boomer cohort participates in leisure for a variety of reasons. The following assessment presents a variety of statements, each categorized into one of six non moral value categories, derived from current typical leisure participation needs. Results should indicate which leisure non moral values boomers seek from leisure participation. Hence, providing guidance in designing and implementing leisure programs. Further, as a continuation of step one, include this question in your leisure value survey for your boomers. See how boomers' respond and compare their answers to yours in order to adequacy assess target programming for this cohort.

How do *you* think boomers would respond to these leisure values? (circle one number for each statement).

Baby boomers participate in leisure activities...

	Not Important			Very Important	
a. To compete against others	1	2	3	4	5
b. Because I am good at it	1	2	3	4	5
c. To improve my skills or knowledge	1	2	3	4	5
d. For a challenge	1	2	3	4	5
e. Simply for pleasure	1	2	3	4	5

f. To help my community	1	2	3	4	5
g. To be creative	1	2	3	4	5
h. For physical health or exercise	1	2	3	4	5
i. To be with my family or friends	1	2	3	4	5
j. To meet new people	1	2	3	4	5
k. For relaxation of mind, body, spirit	1	2	3	4	5
l. To do something different from work	1	2	3	4	5
m. To enjoy nature	1	2	3	4	5
n. To be alone	1	2	3	4	5
o. For cultural interaction	1	2	3	4	5
p. For risk and adventure	1	2	3	4	5

Leisure Value Key:

This key will help you understand the different values related to boomer participation:

Competitive Values: a, b, d, p

Educational Values: c, g

Physiological Values: h, k

Social Values: f, i, j, o

Relaxation Values: l, n

Aesthetic Values: m, e

An earlier preliminary study, (Cochran, 2005) using this same instrument told us that with (a) competitive values: men are more interested in risk and adventure than women, (b) educational values: men are undecided yet women highly consider this an important value in their leisure participation, (c) physiological values: both men and women seek health and relaxation in leisure, and (d) social, relaxation, and aesthetic values: men and women scored similarly in all three categories finding importance in these values for their leisure

participation. If your data agrees, programming would be highly affective and should be directed toward those identified values.

Step 3: Educate Your Staff and Agency.

It is essential to become information savvy about the non moral values of boomers. Information derived from your leisure value survey data does not result in just pretty graphs and statistical figures; absorb the information into your agency and into your programs. Educate your entire agency and staff, include those staff who think they will not be affected, because, everyone will be educated in one way. Further, it is imperative to adopt regular practices of examining current trends. Invite a variety of speakers to talk about what your city or region might be like in the next 5-10 years. Speakers could include representatives from business, education, law enforcement, community development, and social services. Finally, ask yourself and your staff these questions and compare answers to find out how prepared you are (or not) for the boomers:

1. Has your agency considered the impact this generation will have on its programs, facilities, and services?
 - a. Yes
 - b. No
 - c. Somewhat

2. Do you feel the boomer generation demands more than what our current senior centers and retirement communities are currently providing?
 - a. Agree
 - b. Disagree
 - c. Not sure

3. Do YOU feel confident with your knowledge about this generation to provide adequate programs, services, and facilities? (1 is low, 5 is high).

1

2

3

4

5

4. Rate your staff on confidence about this generation and providing adequate programs, services, and facilities? (1 is low, 5 is high).

1 2 3 4 5

5. Using the below scale, how do you rate your agency's preparedness for the growing aging population and leisure services? (1 is low, 5 is high).

1 2 3 4 5

Now that you have completed this step, for the first two questions (1 and 2), simply compare your responses with other recreation professionals in your agency or community to identify a personal level of preparedness. For the last three questions (3, 4, 5), based on your markings, the following scale will help you establish a boomer preparedness level:

4-5: You are ready for boomers.

3: Ready or not? A decision needs to be made.

1-2: Time to get busy learning about boomers.

Are you, your staff, or your agency satisfied with your ratings? If so, success with the boomer cohort is highly possible. Many recreation agencies and professionals are not ready for the boomers. In earlier research, Cochran (2005) found that 40 percent of recreation professionals did not feel confident in boomer knowledge or preparedness for boomers regarding themselves, their staff, or their agencies. Therefore, if you are not satisfied with your ratings, use this assessment tool for what it is, an assessment tool and a learning experience. Further, use the next section as a guide for getting your scores higher. Section III is designed for the purpose of providing ideas and strategies for getting boomers involved in your leisure programs and services.

Section III: Strategy for Boomer Programming and Implementation

Now that you have conducted the boomer assessment, these six steps will provide a strategy to developing leisure programs and implementation not only for the boomer cohort but for any cohort.

Step 1: Redesign Agency Mission and Goals.

Regardless of how you choose to specifically define it, an organization's mission relates to its values, philosophy, goals, guidelines, and inherent culture. A mission statement allows an agency to obtain a shared understanding of core accomplishments as well as what it will not accomplish. Baby boomers are distinct. Boomers need to learn, discover and experience, belong, and obtain fulfillment. Recreation agencies must consider either adopting new or modifying existing mission statements to meet the unique values and leisure interests of the baby boomers. If preliminary data secured Cochran (2005) is correct, baby boomers will be more focused on active, educational, and fun activities, giving new meaning to everything they do in leisure. If you find the same information, your mission and philosophy statement should support your findings. For example:

The Cochran Recreation Department strives to meet the baby boomer leisure values and activity interests by projecting an active lifestyle image, providing relevant educational options, and inspiring volunteer opportunities. We are committed to enhancing the quality of life and personal growth of boomers through participation in traditional and innovative programming. We are committed to effectively utilizing all available resources and to sustain the confidence of those we serve.

Working with the mission statement, goals should be supportive in which they serve as a measure of achievement. Goals should be brief enough to remember, clear enough to be written down, and specific enough to be attainable. For example:

1. To maximize the citizen involvement of boomers in the planning and development of recreation programs and services,
2. To provide opportunities for boomers to contribute their knowledge and skills to the community.
3. To encourage the healthy and active lifestyles of boomers throughout all recreational programs.

Together, the mission statement and goals should define how you and your staff will meet and exceed boomer's leisure values, needs, and expectations, as well as, allow your staff and agency to be more prepared for the onset of boomers in your leisure programs and recreation facilities.

Step 2: Create and Maintain a Focused Program Image.

Before leisure programs are offered to boomers, you must consider how your agency or program will appear to and will be remembered by the boomers. This is your program image. Boomers make up the largest share of the population. Boomers are a self-focused generation which has high expectations and demands quality services. With 76 million boomers encompassing our aging society, your boomer program image should be bold and energetic, reflecting the qualities of this population. A great image comes from a great imagination, teamwork, effort, time, willingness to change, and individual flexibility. Your image is created and maintained, in part, by having and/or accomplishing the following:

1. Develop a different philosophy for leisure programming based upon the non moral values of boomers, the information from your value survey, and develop realistic programs emphasizing activities and experiences that are of the highest quality for this particular cohort. Boomer's values revolve around active lifestyles which will mean a shift to programming activities that are more fitness oriented and benefits driven (Cochran, 2005).
2. Bring together professional and committed management and staff who are able to work with a values and energetic population.
3. Create attractive, well-maintained facilities and grounds that can be converted for competitive sports and active participant usage.
4. Implement quality and appropriate activities, events, products, services, equipment, resale merchandise, supplies, and vehicles that will address a population of movers.
5. Develop an effective marketing plan targeted at the boomer cohort: Use techniques which are defining in style, filled with pizzazz, and have a "no limits" flair. The boomers themselves are still young so there is a need to develop a plan toward this active yet aging population.
6. Have an extraordinary customer service program that attracts and retains loyal boomer participants. Boomers expect good service and will not be patient with the status quo.

Step 3: Make a Boomer Plan.

Now that you have an idea about boomer non moral values, why boomers participate in leisure, have revised your mission and goals, and have created a focused program image, you must make a boomer plan. This plan should be realistic in which it will meet the non moral values and leisure interests of boomers; primarily focusing on leisure programs. Two

concepts present themselves when making a boomer plan. First, based on the high-education level of most boomers and their continued drive for learning, even in leisure, leisure activities and events should be meaningfully related to one another. For example, a nature program might also involve experiences in hiking, building shelter, education of edible plants, arts and crafts, creative writing, and games. Consequently, each experience is richer and more meaningful as they are expanded rather than if they were narrowly approached.

Second, leisure programs should involve challenge, continuity, and depth. Boomers thrive on these concepts. *Challenge* implies the leisure program must provide activities that are new to people, challenge their skills, and heighten their motivation, thus, expanding the recreational horizons of participants. *Continuity* means that the program provides activities that continue leisure skills and interests first developed are then carried into an active lifestyle. This also means that a person may continue a hobby or recreational interest year after year, experiencing it in greater *depth* and gaining greater rewards and satisfactions.

Step 4: Scheduling Facilities and Programs.

It is necessary for recreation and park agencies to develop a comprehensive schedule of programs which maximizes attendance and patron satisfaction. Many leisure programs are scheduled in fixed, unimaginable ways. Boomers live hectic lifestyles and as they near retirement, indications are they won't slow down. One must consider balance, impact, location, and timing when scheduling facilities and programs for this new cohort:

1. Balance: Avoid simultaneously scheduling similar activities that may appeal to the same target group. This may occur by scheduling a balanced variety of leisure programs at any one time in order to maximize participation levels. For example,

rather than four sport activities try scheduling art, fitness, educational and social activities. All of which boomers indicate as high enjoyment (Cochran, 2005).

2. Impact: Many boomers are still raising children, therefore scheduling a major soccer match at the same time as a backpacking trip might not be appropriate to those boomers who wish to do both events. It is important to consider all elements that might be impacted.
3. Location: If the program is not conveniently located you will lose participants due to lack of transportation or the amount of time it takes to get there. Remember, access promotes use so schedule programs that are easy to get to or provide transportation options to those who may need it. Boomers are active. One idea may be to have boomer participants meet at one location where they will ride their bikes as a group to the actual event location. This would meet the healthy lifestyles that boomers lead while still being able to conduct a program at a difficult location.
4. Timing: When scheduling facilities or programs for boomer use it is imperative to understand the personal schedules of the typical boomer. Though many boomers will be in or near retirement, many will not be as the boomer cohort covers an 18-year span. Therefore it is necessary to ask and find out: When are your boomers at home? When are most of the boomers at work? Do boomers have children with after school carpool commitments? What convenient days and times do your boomers indicate for programs or facility hours? Developing a balance of program and facility times takes practice and understanding of boomer's lifestyles. Creative use of facilities and resources will allow opportunities for each person to participate when he or she is able to do so.

Step 5: Advertising and Marketing for Boomers.

The boomer generation will not perceive leisure with the same limits as the current older population. Boomers are outgoing, distinctive, and have lead the direction of our society in terms of consumerism, culture, education, and economics since their birth. As recreation professionals, it is imperative to address how boomers will know about or be attracted to our programs and facilities? Begin with an advertising and promotion plan. These two elements work together and can often be the determining factor in success or failure of leisure programs. Advertising informs the marketplace of your program's activities, events, products, and services. Promoting is taking the appropriate actions to sell the values and benefits of your program's activities, events, products, and services. Two main goals should be: (a) enhanced visibility of programs geared for active boomer adults, and (b) increased participation of baby boomers in program offerings. Consider the diversity found among boomers and implement advertising and marketing in these techniques:

1. Get boomers involved now by using their knowledge and expertise in designing and developing current programs before you are faced with the struggle of their resistance to traditional senior leisure programs, services, and facilities.
2. Develop a flyer or campaign appealing to their interests. Be creative. Use a free drawing or discount coupon incentive to encourage participation and registration of participants.
3. Develop a link of your agency's website that targets the boomers' leisure values and activity interests.
4. Design and distribute a newsletter specifically for those active boomer adults in your community. Besides regular postal mail, try these methods: email, various

public facilities, the Chamber of Commerce, key local businesses, and public transportation areas.

5. Design and offer a strong adult leisure education program enabling boomers to enhance the quality of their lives through leisure. This will hopefully serve the boomer population into their senior years with minor modifications along the way.

Remember, when planning your advertising and publicity technique, the program itself is less important than the actual values and benefits of participating. As recreation professionals, we do what we do because of the opportunities provided and the endless benefits received from those who participate. Boomers are after the benefits derived from their leisure experiences.

Step 6: Regular and Systematic Evaluation of Programs and Agency.

Many accept this as a key element to program success; however, few actually carry it out fully and consistently. As previously stated, each program should be reflective of your agency's mission and goals as well as the non moral values of boomers. Examine your agency and your participants- do they match? Do not rely on evaluation solely through attendance records. Though this common method provides some accuracy to participation, it does not answer such questions as: Did the participant enjoy the program? What could be improved? How can the program attract more participants? Does this program meet the goals intended or the values they contain? What is the potential for program growth? Your facility and program use is dominated by boomers and their offspring. Boomers will enjoy these leisure experiences for a long time so be sure to: (a) adopt evaluation techniques which include evaluation before and after programs, (b) perform observation of programs, (c) establish written reports of lessons learned, and (d) conduct informal interviews with staff and boomer

participants. Further, hold open house nights and invite boomers into your facility so they can get a preview of what programs and facilities are available, as well as, meet your staff.

Concluding Statement

The baby boomers are the dominant generation of this century and will be in the next. Recreation and leisure will be influenced by this dominance until Generation X retires. These influences have long-term implications for current and future recreation professionals. It is hoped that these written guidelines and guiding principles will not only contribute to the body of knowledge available to those recreation professionals charged with the responsibility of planning and providing leisure opportunities for the baby boomer cohort but will also instill confidence, creativity, and support for a values drawn philosophical lens in leisure programming for any cohort.

CHAPTER SIX

Recommendations

Introduction

On January 1, 2011, the oldest members of the baby boomer cohort will be turning 65 years of age. By this time, the number of aging Americans will have skyrocketed. Most people are aware of the impact boomers have made on society and have often been considered as a group that “lives for today”. As boomers age, the look, meaning, experience, and purpose of maturity will be transformed. Due to the significant increase in the aging of our society and the fact that boomers are unlike any other generation, it is imperative that recreation professionals are prepared to provide leisure programs and services to this new cohort. Thus, after examination of traditional leisure programming approaches and theories, this study included a conceptual, philosophical examination showing that perhaps a better way to do leisure programming would be to examine each new cohort, learn about their non moral value structures, examine present programming systems, and then consider if an alternative format might be beneficial in leisure programming and in writing program guidelines.

With the research process complete, it is common for the researcher to reflect on what could have been done better. Rather than isolate possible lessons learned, this chapter will integrate those possible improvements with the following recommended areas for future research. This will be done in two sections: (I) recommendations for boomer research, and (II) recommendations for recreation professional research. Additionally, it is hoped that this study and its findings will provide an addition to the body of knowledge available to those studying the subjects of non moral values, leisure, baby boomers, and cohorts.

Section I: Recommendations for Boomer Research.

1. This study used baby boomers as a subject group. Data collection was isolated to a small, rural university community in the Pacific Northwest and a national conference. It would be interesting to expand the subject base to cover other areas in the Pacific Northwest and the United States. If possible, a national survey of boomers would provide more data on a widely diverse population.
2. In conducting the research, this study was completed in 2005. It would be very useful to complete the same study in eight to ten years to determine changes and trends that have emerged. This would demand an appropriate adaptation of the Cochran Baby Boomer Quiz-1 for the period and for an older baby boomer cohort.
3. Another area that might provide important research data is the relationship between genders and the leisure expectations of boomers. Noting only significant differences, this present study briefly examined non moral leisure values in terms of leisure participation by gender. By focusing on each gender, further research could lead to applicable findings about gender differences in leisure.
4. Significant research in leisure focuses on leisure constraints, leisure motivation, and life satisfaction. However, as shown in this study, minimal research is focused on the baby boomer population. Taking these valuable aspects of leisure research and using the boomer cohort as a subject base could provide the field of recreation invaluable data and insight for leisure programming use, especially if done after the majority of boomers have retired.

5. Another possible study would be to conduct a qualitative examination on the non moral values of baby boomers, reasons for leisure participation, and boomer leisure activity interests after they have fully retired.
6. It might be beneficial to explore new paradigms related to baby boomers and leisure in the 21st century, such as income, transportation, health and preventative medicine, spending habits, and travel patterns.
7. Though the baby boomer generation considers an 18-year span, literature suggests there are significant differences between cohorts, primarily breaking boomers into two groups: Those baby boomers born from 1946-1955 and those having been born between 1956 and 1964. It may be constructive to investigate cohort variations in order to determine the differences in leisure which could influence recreation professionals in the leisure programming process.
8. It might also be important to conduct a more accurate assessment of the leisure activity interests boomers have in comparison with what is actually being provided by their local recreation agencies and professionals.

Section II: Recommendations for Recreation Professional Research.

1. This study used baby boomers as a subject group. Data collection was isolated to one local state recreation conference and a national recreation conference. If possible, the use of a national list of recreation professionals and agencies would provide more subjects and data variances.
2. Preparation for the boomer cohort by recreation professionals appears to be non-existent. Comprehensive investigation into the actual preparation processes of

recreation professionals and their agencies in leisure program planning and cohorts is profound.

3. Use of the Cochran Baby Boomer Quiz-2 in a pre-test and post-test in research as means of establishing further reliability and validity of this evaluation tool for use as a significant leisure resource is possible, though this may mean redesigning the Cochran Baby Boomer Quiz-1 and 2.
4. It might be interesting to examine the academic core structure of future recreation professionals in college recreation programs in order to adequately evaluate the preparedness for the boomers or other cohorts from their academic preparations.
5. It might be beneficial to continually explore new paradigms related to recreation professionals and leisure in the 21st century, such as marketing, demographics, healthcare, economics, travel and leisure activity trends.
6. Given all the data and literature about baby boomers, this study focuses not only on the importance of non moral values but the importance of taking said information and applying it as a different philosophical lens toward leisure programming for this cohort. It would be interesting to see how many recreation departments have actually considered non moral values as a philosophical lens in their approaches to leisure programming with this cohort, or any other cohort, and what successes or lessons learned are derived from such.
7. Another study would be to design, implement, and evaluate a leisure education program targeted at baby boomers.
8. And finally, further research in the following areas is presently sought by recreation professionals (as noted from CBBQ-2, question 34): what to call or

name current senior center or recreation facilities in order to attract and retain the boomers, income levels of boomers, activity interest levels, strategies to encourage involvement, programming options, travel patterns, marketing, information on trends with other agencies, boomer's ability to pay, time, spending patterns, transportation, health and preventative medicine, inter-generational activity, general demographics about boomers, and addressing the boomers who are our non-customers in order to discover why they are not participating. All of these may lead to viable areas of future research.

Conclusion

As shown in the above recommendations, may this study be a start to an unlimited future of leisure opportunities and leisure research where the benefits are clearly endless for all whom have the pleasure of participation.

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APPENDIX A

Cochran Baby Boomer Quiz-1

This baby boomer quiz is intended to assess your current knowledge about the baby boomer generation and your leisure interests.

Information obtained from this instrument will aid in the development of programs and services by recreation and park professionals for the baby boom generation.

Your participation in this survey is voluntary but your response is very important. Individual responses will be kept confidential. By answering this quiz, you give your informed consent to participate in this study.

Please take a few minutes to complete the questionnaire. Thank you for your time.

Directions: Please circle the best answer for each question.

1. What years are considered the Baby Boomer generation?
 - a. 1935-1952
 - b. 1946-1964
 - c. 1950-1968
 - d. 1960-1976

2. Which “age” is generally associated with the age of the baby boomer generation?
 - a. Age of Innocence
 - b. Age of Rebellion
 - c. Age of Self Indulgence
 - d. Coming of Age

3. Compared with other generations, boomers feel they have not achieved more and do not have better overall life satisfaction.
 - a. True
 - b. False

4. The median age of the U.S. population has risen to the highest point in history.
 - a. True
 - b. False

5. Boomers are known to work hard, play hard, and spend hard.
 - a. True
 - b. False

6. Boomers lead a busy life and will primarily view retirement as:
 - a. A transition from society and work.
 - b. The next stage in their lives to redefine.
 - c. A mid-life crisis.

7. The median income level of this age group per individual is:
 - a. Under \$50,000
 - b. \$50,000-\$60,000
 - c. \$70,000- \$80,000
 - d. Over \$80,000.00

8. What percent of boomers will be over the age of 50 years by 2005?
 - a. Less than 20
 - b. 35
 - c. 42
 - d. More than 50

9. Baby Boomers enjoy group events rather than individualized activities.
 - a. True
 - b. False

10. Boomers prefer to socialize in smaller groups and typically stay within extended family circles.
 - a. True
 - b. False

11. Boomers will remain dedicated to health, wellness, and exercise throughout retirement.
 - a. True
 - b. False

12. The boomer generation makes up _____ million Americans.
 - a. 53
 - b. 64
 - c. 76
 - d. 87

13. Boomers are the most educated, influential, and prosperous generation in U.S. History.
 - a. True
 - b. False

14. Boomers view leisure only for relaxation or play not for continued growth.
 - a. True
 - b. False

15. Boomers will redefine retirement as they have redefined every stage in their lives.
 - a. True
 - b. False

16. Boomers seek _____ experiences and have the discretionary income to support their demands.
 - a. High-quality
 - b. Adventure
 - c. Self-Fulfilling
 - d. All of the Above

17. By the year 2030, _____ people will be age 65 years and older.
 - a. 1 in 2
 - b. 1 in 5
 - c. 1 in 8
 - d. 1 in 12

18. Though the term *leisure* has a broad theoretical base, it can mean something different to everyone, yet boomers treat leisure as a *necessity*.
 - a. True
 - b. False

19. Health club memberships for 55 years and older have _____ over the past 12 years?
 - a. Decreased
 - b. Increased
 - c. Remained Steady

20. Boomers will spend the vast majority of their assets on:
 - a. Healthcare
 - b. Travel/Leisure
 - c. Investments/Income

21. What activity is no longer considered the mainstay feature of retirement communities:
 - a. Fitness Centers
 - b. Walking Trails
 - c. College Courses On-Site
 - d. Golf

22. Boomers are continually searching for balance, lasting relationships, and spiritual values.
 - a. True
 - b. False

23. Today, what region of the country is becoming more of a retirement destination than in the past?
- Northeast and Southeast
 - Mid-West
 - Northwest and East
 - South
24. What factors should be considered when programming for the baby boomer generation?
- Demographic Details
 - Attitudes
 - Education and Income Levels
 - All of the Above
25. Baby Boomers should be grouped with seniors in activities despite their legal age and interests.
- I agree
 - I disagree
26. Adults ages 35-54 are ___ percent more likely than the national average to be involved in some type of sporting event.
- Less than 6
 - 12
 - 25
 - More than 40

27. People have many reasons for participating in leisure activities. How important are each of the following reasons to you. (please circle one number for each).

1= Not Important 2= Somewhat Important 3= Undecided

4= Important 5=Very Important

I participate in leisure activities...

a. To compete against others	1	2	3	4	5
b. Because I am good at it	1	2	3	4	5
c. To show others I can do it	1	2	3	4	5
d. To improve my skills or knowledge	1	2	3	4	5
e. To learn new skills and abilities	1	2	3	4	5
f. For a challenge	1	2	3	4	5
g. For excitement	1	2	3	4	5
h. To keep me busy	1	2	3	4	5
i. To help my community	1	2	3	4	5
j. To be creative	1	2	3	4	5
k. For physical health or exercise	1	2	3	4	5
l. To be with my family	1	2	3	4	5
m. To do things with my friends	1	2	3	4	5
n. To meet new people	1	2	3	4	5
o. For relaxation of mind, body, spirit	1	2	3	4	5
p. Simply for pleasure	1	2	3	4	5
q. To do something different from work	1	2	3	4	5
r. To enjoy nature	1	2	3	4	5
s. To be alone	1	2	3	4	5
t. To be away from my family	1	2	3	4	5
u. For cultural interaction	1	2	3	4	5
v. To expand my intellect	1	2	3	4	5
w. For risk and adventure	1	2	3	4	5
x. Other _____	1	2	3	4	5

28. What leisure activities do you CURRENTLY participate in during your leisure time?
Please list.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

29. What leisure activities WOULD YOU LIKE TO DO during your retirement? These can be the same (just list "same") or list new activities.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

30. What year were you born? _____

31. What is your gender?

- a. Male
- b. Female

32. What city and state to you currently live in? _____

Thank you for participating in this study.

APPENDIX B

Cochran Baby Boomer Quiz-2

This baby boomer quiz is intended to assess your current knowledge about the baby boomer generation and the preparedness of your agency for providing specific programs and services.

Your participation in this survey is voluntary but your response is very important. Individual responses will be kept confidential. By answering this quiz, you give your informed consent to participate in this study.

Please take a few minutes to complete the questionnaire. Thank you for your time.

Directions: Please circle the best answer for each question.

1. What years are considered the Baby Boomer generation?
 - a. 1935-1952
 - b. 1946-1964
 - c. 1950-1968
 - d. 1960-1976

2. Which “age” is generally associated as the age of the baby boomer generation?
 - a. Age of Innocence
 - b. Age of Rebellion
 - c. Age of Self Indulgence
 - d. Coming of Age

3. Compared with other generations, boomers feel they have not achieved more and do not have better overall life satisfaction.
 - a. True
 - b. False

4. The median age of the U.S. population has risen to the highest point in history.
 - a. True
 - b. False

5. Boomers are known to work hard, play hard, and spend hard.
 - a. True
 - b. False

6. Boomers lead a busy life and will primarily view retirement as:
 - a. A transition from society and work.
 - b. The next stage in their lives to redefine.
 - c. A mid-life crisis.

7. The median income level of this age group is:
 - a. Under \$50,000
 - b. \$50,000-\$60,000
 - c. \$70,000- \$80,000
 - d. Over \$80,000.00

8. What percent of boomers will be over the age of 50 years by 2005?
 - a. Less than 20
 - b. 35
 - c. 42
 - d. More than 50

9. Baby Boomers enjoy group events rather than individualized activities.
 - a. True
 - b. False

10. Boomers prefer to socialize in smaller groups and typically stay within extended family circles.
 - a. True
 - b. False

11. Boomers will remain dedicated to health, wellness, and exercise throughout retirement.
 - a. True
 - b. False

12. The boomer generation makes up _____ million Americans.
 - a. 53
 - b. 64
 - c. 76
 - d. 87

13. Boomers are the most educated, influential, and prosperous generation in U.S. History.
 - a. True
 - b. False

14. Boomers view leisure only for relaxation or play not for continued growth.
 - a. True
 - b. False

15. Boomers will redefine retirement as they have redefined every stage in their lives.
 - a. True
 - b. False

16. Boomers seek _____ experiences and have the discretionary income to support their demands.
- High-quality
 - Adventure
 - Self-Fulfilling
 - All of the Above
17. By the year 2030, _____ people will be age 65 years and older.
- 1 in 2
 - 1 in 5
 - 1 in 8
 - 1 in 12
18. Though the term *leisure* has a broad theoretical base, it can mean something different to everyone, yet boomers treat leisure as a *necessity*.
- True
 - False
19. Health club memberships for 55 years and older have _____ over the past 12 years?
- Decreased
 - Increased
 - Remained Steady
20. Boomers will spend the vast majority of their assets on:
- Healthcare
 - Travel/Leisure
 - Investments/Income
21. What activity is no longer considered the mainstay feature of retirement communities:
- Fitness Centers
 - Walking Trails
 - College Courses On-Site
 - Golf
22. Boomers are continually searching for balance, lasting relationships, and spiritual values.
- True
 - False
23. Today, what region of the country is becoming more of a retirement destination than in the past?
- Northeast and Southeast
 - Mid-West
 - Northwest and East
 - South

24. What factors should be considered when programming for the baby boomer generation?
- Demographic Details
 - Attitudes
 - Education and Income Levels
 - All of the Above
25. Baby Boomers should be grouped with seniors in activities despite their legal age and interests.
- I agree
 - I disagree
26. Adults ages 35-54 are ___ percent more likely than the national average to be involved in some type of sporting event.
- Less than 6
 - 12
 - 25
 - More than 40

The Recreation and Park Professional

27. Has your agency considered the impact this generation will have on its programs, facilities, and services?
- Yes
 - No
 - Somewhat
28. Do you feel the boomer generation demands more than what our current senior centers and retirement communities are currently providing?
- Agree
 - Disagree
 - Not sure
29. Do YOU feel confident with your knowledge about this generation to provide adequate programs, services, and facilities? (1 is low, 5 is high).
- 1 2 3 4 5
30. Rate your staff on confidence about this generation and providing adequate programs, services, and facilities? (1 is low, 5 is high).
- 1 2 3 4 5
31. Using the below scale, how do you rate your agency's preparedness for the growing aging population and leisure services? (1 is low, 5 is high).
- 1 2 3 4 5
32. Several generalizations exist about the baby boomer generation as a whole. Do you feel adequate research and information is available regarding boomer leisure needs and interests?
- Yes, I Agree
 - No, I Disagree: more specific leisure interest research is needed.
33. A program and service guide specific to the baby boomer generation would be helpful to my agency.
- Agree
 - Disagree

34. What further information do you need from society or the recreation field to adequately meet the leisure demands of the baby boomer generation? (*ex: income, family, activity interest specifics, demographics, etc..*)

35. What activities do you think baby boomers enjoy doing during their leisure time?
Please list.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

36. What leisure activities do you think baby boomers **WILL ENJOY DURING THEIR RETIREMENT?** (If the same as above, list "same").

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

37. What year were you born? _____

38. What is your gender?

- c. Male
- d. Female

Thank you for participating in this study.

APPENDIX C

Informed Consent

You are being asked to participate in a research study approved by the Idaho Human Assurance Committee. The purpose of this study is to determine the existing awareness and preparedness of recreation and park professionals regarding the baby boomer generation; to determine the extent which baby boomers are knowledgeable about their generation and identified leisure needs; to provide recreation and park professionals with insight of the baby boomer generation with written guidelines for leisure programming and services.

You are asked to complete the Cochran Baby Boomer Quiz. The quiz contains questions targeting your knowledge of the baby boomer generation your interests regarding your leisure time activities. There will be no time limit for completing the quiz and you reserve the right not to answer. The only restriction will be that you will need to complete and hand in the survey in the presence of the administrator. There will be no experimental process in the research. You will not be asked for any identification. Your responses are therefore anonymous and confidential.

This participation is purely voluntary. There will be no negative consequences if you choose not to participate in the study. Subjects in any study should always be advised regarding any possible potential for personal harm. The researcher believes there is no threat of discomfort or harm associated with participating in this study. By answering this quiz, informed consent has been given to participate in this study. It is encouraged that you keep this form as a record of your informed consent.

Thank you for your time and efforts in assisting with this research. You may contact Lynda Cochran at coch5976@uidaho.edu anytime you have questions about the research. Any complaints about the procedures should be directed either to the Dean of the College of Education or to the University of Idaho Human Subjects Review Board.

APPENDIX D

Boomer Data Questions 1-26

APPENDIX E

Male Boomer Data Question 27

APPENDIX F

Female Boomer Data Question 27

APPENDIX G

Recreation Professional Data Questions 1-26