

# Visions in Leisure and Business

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## Front Matter

Visions Editors

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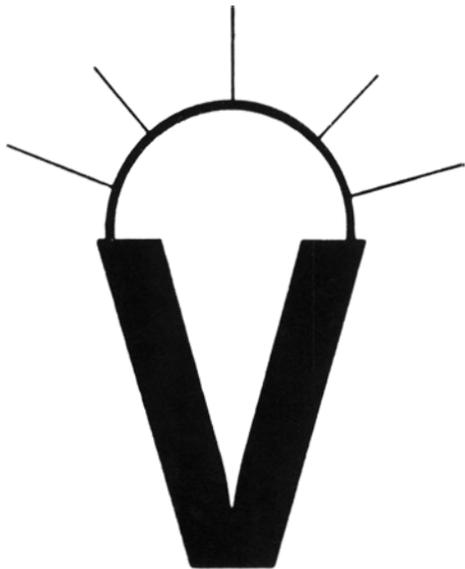
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# **Visions in Leisure and Business**



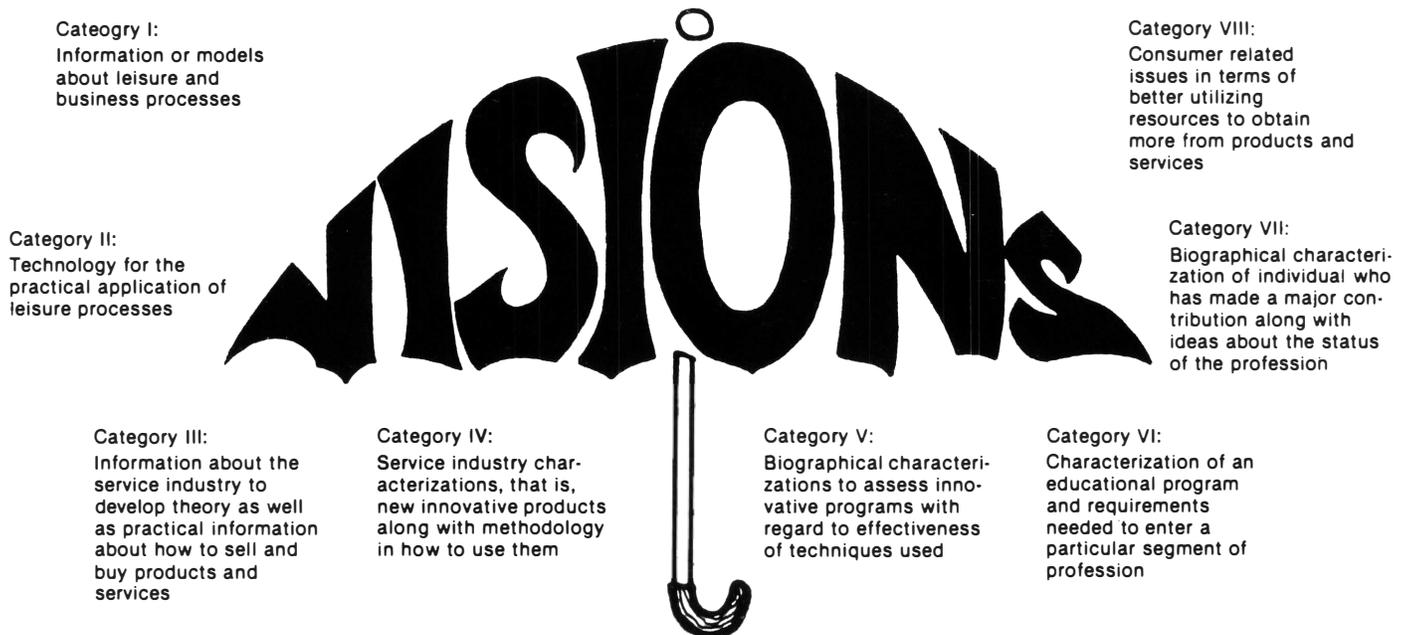
**An International Journal of Personal Services,  
Programming, and Administration**

## Visions in Leisure and Business

There is a growing demand for information about leisure and business processes that apply to personal services, programming, and administration. Leisure is those services and activities engaged in during time that is free from duty or obligation. It is a vehicle that helps the individual change his life, thereby, making a more positive contribution to his organization and society.

VISIONS IN LEISURE AND BUSINESS is an interdisciplinary umbrella that seeks to improve delivery systems. Business processes in the leisure service industry are different because they are based upon freedom of decision as well as supply and demand. The purpose of the journal is isolation and integration of those business processes that relate to the leisure service industry. Leisure and its associated services have a unique impact upon the business institution, especially in its ability to act as a catalyst to improve the individual and his/her environment. This journal will help to improve and broaden current theory and applied methods through stimulation of ideas among traditional and nontraditional aspects of the leisure and business institution.

VISIONS IN LEISURE AND BUSINESS will not compete with existing journals, but act as a complement to fill the void between the application of leisure sciences and business processes. The first step is the exchange of ideas to give direction to the development of a comprehensive framework for the better application of information. There have been eight conceptual categories identified where professionals need information:



The success of the journal depends directly upon interaction among professionals and their contributions.

There is an unprecedented demand for leisure and only through better management and the application of business processes will the current demand be met by an expanding industry. The application of sound leisure and business principles is one way to control future development of the leisure institution so that it will have a major positive impact on society.

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# Introduction

## INTRODUCTION

BY

DR. HERMAN NIEBUHR, JR.

In 1962, Rachel Carson's SILENT SPRING jarred our complacency by describing the unforeseen consequences of human and industrial waste on air, water and land. In due course the nation experienced an ecological "aha" that set us to work regenerating our environment. As the ripples of that insight continue to preoccupy us another ecological "aha" is in the making: we are becoming aware of the "ecology of human learning".

President Reagan's urgent call to strengthen family, community and church may be conservative nostalgia, but it reminds us that much of our necessary learning has and can take place in these settings. The rage New Yorkers feel over street crime should remind us that most of us have learned NOT to steal, NOT to rape, NOT to molest children and NOT to hurt others in such settings. We have yet to consider these activities as a failure of the learning process.

It is immediately self-evident that each of us has lived and is living in an "ecology of learning" in which our roles, values, and other salient characteristics are learned, and then learned again as we move through the lifespan. Yet a visiting Martian, reviewing the score of national reports on education would have to conclude that the school is the only setting in which learning takes place and that the scope of our learning is restricted to the narrow intellectual and career-linked curriculum. Not one of the reports consider the contribution of parents, community, church, peer group media, workplace, or the learner to the learning process or consider the indispensable role of our non-intellectual learnings.

A quick tour of the American "ecology of learning" reveals a dynamism that borders on the turbulent. We are all aware of the vast changes in marriage, parenting, family and community life, the role of the church, media and workplace in our lives. In every sector there is

both bad and good news reflecting the loss of the old indoctrinations and the rise of new ways to order and manage our lives.

Part of the problem is that we have no common phrase to connote ALL that is learned and its multiple settings. There is no profession or institution whose mission is the understanding, monitoring and guidance of this emergent "ecology". Another part of the problem is that Americans, with their commitment to freedom, choice and intentionality, have never appreciated Pavlov's contribution to our understanding of the learning process. We are generally blind to the fact that most of our non-intellectual learning, our "taboos", indoctrinations and affective characteristics, arrive via the conditioning process, and when these diminish we are confronted with a new intentional learning challenge.

As in other periods when a new "aha" is dawning there are pioneers making necessary adaptations before the rest of us understand what is happening. Women are clearly in the lead as they engage their new freedom to define themselves. Many of us plan our lives more explicitly and work to enhance our entrepreneurship, risk-taking, caring, commitment and courage in our expanded learning agendas. There is a new breed of family engaged in sharper goal-setting and design of family "traditions" and "rituals". The shapers of corporate cultures in the "excellent" companies are further along in understanding the "ecology of learning" than leaders in any other institution.

But we are only at the beginning of what is truly a millennial transformation. President Reagan's Second American Revolution could gain some substance if it began to accelerate our movement toward an "explicit ecology of learning". If we all learned to ask the WHAT, WHY, WHERE and HOW of learning in a sharper way, we would have a clearer vision of where we are and where we need to go. With most of us and our institutions and professions trapped in obsolete paradigms, unaware of the scope and source of most of our life learning, it is truly a time for transforming leadership to help us to the "aha" of our new freedoms, choices and responsibilities in constructing our lives, our families, our communities and our nation. The task of reorienting and convening us to get on with the task could begin anywhere: the President, Governors, Mayors, business or church leaders, unions, the military, and perhaps even the educators once they see their mission in an ecological perspective.