

レクリエーションの概念に関する研究

— 活動的観点を中心にして —

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A Brief Look at the Activity Aspect of Recreation

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This study is an attempt to focus clearly on the present recreational situation from the point of view of the leisure aspect of recreation in terms of activity.

There has been an effort by researchers to precisely define recreation. The word recreate is derived from the Latin word *recreare*, which means to "create anew or to refresh after toil" and is referred to as "the state of being recreated".

In its present usage recreation must be viewed from several perspectives, in order to gain insight into the field of study. An examination of psychology, physiology, sociology, and philosophy and their respective influence in the field of recreation is necessary to clarify our concept.

Consequently it is difficult to discuss recreation in precise terms, to narrow the definition, because of this variety of perspectives.

Accordingly, a wide range of definitions and concepts arises depending upon the field of study from which the researcher approaches the subject, as well as the researcher's own interest.

To cite some examples from literature;

Recreation is defined in terms of human behavior. It is any consumatory experience, non-debilitating in character. As a human experience it has thus been broadened from restrictive definitions to include potentially all human activities Consumption is experience in which the individual actually loses himself, becomes completely immersed. Through consumption he finds a sense of unification, integration, or harmony of the whole person to the point where he is no longer aware of conflicting tentions.(12)

Recreation is an act or experience, selected by the individual during his leisure and primarily motivated by the satisfaction or pleasure derived from it.(13)

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Recreation is concerned with various types of activities in which human beings engage during their leisure hours.(3)

The above definitions range from subjective experience through many types of leisure activities (e. g., sports, arts-and-crafts, music, etc.)

The studies are concerned with a vast range of popular activities which assumed to be recreation, are conducted in city or community center recreational programs. Although these activities are thought of as such, the researcher's indiscriminate use of the word recreation, inclusive of activities which are not necessarily true to the limits of the word, ultimately can result in failure of the study.

In our present attempt to focus sharply on the present recreational situation, it is necessary to first examine leisure, the period of time from which recreational activity is derived.

In leisure, three aspects must be taken into consideration, (1) participation in activities such as games, sports, camping, painting, arts-and-crafts, music, travel, watching TV, listening to the radio, etc., (2) receiving pleasure and amusement, and (3) the leisure implied in the state of spiritual well-being, mental well-being, or the state of being free through meditation or contemplation or by participating in religious worship.

Lately we have had many occasions to hear the word leisure, through mass media -- TV, radio, newspapers and magazines, therefore we can surmise that there is a boom in leisure. As a matter of fact many people seem to believe that leisure, to wit pleasure, amusement, and entertainment is a commercial enterprise. In this sense, to many people leisure implies drinking, eating, gambling, theatre, drama, and travel. Therefore the average Japanese is apt to think of leisure as unhealthy and uncreative.

A number of professional journals and books on leisure and recreation have been published, in which a multiplicity of meanings is presented. The following examples are noteworthy.

C. K. Brightbill(2) defined the term leisure as derived from the Latin word *licere*, meaning "to be permitted", and is defined in the modern dictionary as "freedom from occupation, employment, or engagement". Even the term for our revered center of learning, the school, is derived from the Greek word *skole* and the Latin *schola*, which mean not "school" but "leisure".

M. H. Neumeier and E. S. Neumeier(9) say leisure is the free time after the practical necessities of life have been attended to, this concept of leisure is the time devoted to work, sleep, and other necessities, subtracted from 24 hours -- which equals surplus time. This is the general notion that leisure is the time which one uses as he pleases.

And, leisure has the characteristic of pursuit of satisfaction and pleasure as stated by H. Ishikawa.(4)

J. Pieper's view of leisure is different from the other ideas, he believes that leisure is not a block of free time after work obligation, and such necessities, and also is not pleasure or entertainment. Leisure, it must be clearly understood is a mental and spiritual attitude, not simply the result of external factors, it is not the inevitable result of spare time, a holiday, week-end or a vacation.(11)

And leisure is expressed in Oxford English Dictionary as follows;

Freedom or opportunity to do something specified or implied. Obs. In a narrower sense: Opportunity afforded by freedom from occupations. Duration of opportunity; time allowed before it is too late. The state of having time at one's own disposal; time which one can spend as one pleases; free or unoccupied time. Leisureliness, deliberation. Obs. Of periods of time; Free, unoccupied; occas.

Leisure varies widely, from one's subjective experience, a state of spiritual well-being, a state of freedom or receiving pleasure, to objective experience during residual time, the bloc of free time after all necessities are completed. A number of essays state that residual time is not leisure but vacant time, to be leisure it is necessary that activities occupy the residual time, which then is spent in leisure activities. This aspect of leisure gives us the activities approach to recreation.

In such wide ranging views of leisure the author attempts to define leisure through residual time and to construct a leisure aspect of recreation.

The residual view of leisure denies one's subjective experience, such as a spiritual state of freedom or enjoyment and defines it merely as a time element; as a bloc of free time during which activities are chosen according to preference. Free time is, as stated by N. P. Miller and D. M. Robinson,⁽⁷⁾ time available to the individual after necessary work and other survival duties are accomplished, to be spent at the discretion of the individual. Thus, merely a bloc of free time is not to be viewed as leisure, rather, to mean leisure, free time must be occupied by one's selected activity. Leisure, therefore forms numerous types of activities which have a wide range, from physical activities such as sports, through cultural activities, like arts-and-crafts.

Those who are rearing children have little leisure, but the retired and the young have much more leisure time, because they are exempt in some degree from responsibilities to family and society of the young adult. The average adult is busy working to gain sustenance for the family, taking care of children, maintaining homes and automobiles, participating in voluntary services to the handicapped, and participating in voluntary services for their churches and community centers. Retired people in contrast, are released from such responsibilities, they have suitable houses, receive retirement pay and a monthly pension. Therefore they have greater mobility and leisure than young adults.

Young adults, nevertheless, are not always without leisure; for them minimum pressure and restriction and maximum release can be a period of free time, which is regarded as leisure.

Leisure can include, the time spent attending to bodily needs, the time spent traveling to factories by commuter trains, the short breaks from work in the place of work, study at vocational schools to improve skills at work and participation in business meetings. Such things that are not strictly leisure can be enjoyed.

The previous concept is in contrast to that proposed by R. Kraus⁽⁵⁾ in his statement; "The concept of leisure is seen as time which is free from such work-related responsibilities as travel, study, or social involvement based on work".

A well known time classification divides time into three parts, existence, subsistence and leisure. This time classification is supported by an abundance of research. One remarkable

idea is that there are no clear lines of demarcation separating the three blocks of time. S. Parker⁽¹⁰⁾ studied the divided areas in which he defined working time, work obligations and non-work obligations, and semi-leisure. Work related time is not actual labour but behavior related to labour, such as attending business meetings or reading books at home that are related to labour or preparation for work. The later is not work but much more near to being leisure, if not actually leisure, it is semi-leisure. Semi-leisure is determined by the doer's attitude, e. g., gardening and odd-job work around home is generally in the sphere of work time but can be an exciting hobby.

Leisure can be divided into two classifications, one is true leisure and the other is enforced leisure.⁽¹⁾ True leisure is the leisure that is free from responsibilities and duties. In contrast, enforced leisure is not the type of leisure that is sought after, it is a period of vacant time exemplified by those out of work, the ill, and the prisoner. An unemployed man has a lot of vacant time - - enforced leisure which he does not seek, in fact he wants an occupation immediately for subsistence. A sick person is released from work but has to remain confined in order to recover. A prisoner has some time after labor but he can not freely act as he desires because of his incarceration.

These conditions are abnormal, man must be employed, man must recover from illness and the prisoner must be set free, eventually. After the return to normalcy, the period of residual time is true leisure, which we all want and seek.

Recreation includes a great number of activities, which are impossible to list individually. They range from physical activities (e. g., baseball, swimming etc.) through more passive activities (e. g., reading, chess, etc.) or from woman preferred activities (e. g., handycraft, flower arranging, etc.) through man preferred activities (e. g., do-it-yourself-kits, hunting, etc.). Some activities regarded as recreational are determined by national origin, geographical environment, and character of society; more specifically, by each community feature, such as sex, age, race, income, religion, ethnic origin, and educational backgrounds.

Cat's cradle, for instance, for us is recreational, but the Eskimo performs it as a spell. We enjoy dance as recreation but the savage dances to perform magic, drinking is a means of pleasure (recreation) for many, but in some religions it is prohibited. Skiing, for the Laplander a tool, is for us a form of recreation, also skiing has geographical limitations in that it is not available for the southerner. Weather dependent recreation, work or prohibition and taboo depend on geographical environment and social background as well as the character of each community.

In certain communities or families, father and son love to play baseball together, but a majority of females do not. Baseball, therefore, is recreational for the vigorous father and son. Many women enjoy baking, but few men do. So, baking is a female dominated recreational activity. As for the youth, young girls like to play dolls while boys like outdoor activities, which involve muscular activities. Senior citizens enjoy more sedate things, like community center card games and majong, as well as just visiting about the old days.

Popular activities such as golf, baseball etc. are generally regarded as recreation, however in the case of a professional athlete, while perhaps he enjoys his sports, it is his occupation. Citing other examples, the community recreation leader, the dance teacher; for this select

group it is very hard to determine if their activities are to be considered recreation for them.

However this study attempts to define recreation as performed during leisure time, which formally stated, excludes the group of professionals mentioned in the above paragraph.

Let us examine the development of a variety of recreational activities. Three ways are to be expounded upon. First, skills, techniques and tools used in gaining sustenance in an earlier age have become today's recreation. Because newer tools and skills have been developed, former activities as a means of livelihood have been rendered obsolete. Take for instance camping skills, techniques and tools that were at one time significant for the military and the early settler as a way of existence. Such old methods died out and new lifestyles of farming in one place evolved. Therefore, for the modern world, camping is rather than a means of existence, a form of recreation. Rodeo used to be an occupational skill, and quilting was a necessary tool for the early settler. Although these skills are still practiced by some natives as occupational necessities, for the great majority such activities are performed in the capacity of recreation.

Second, there is recreation which has no relationship to making a living. Created especially for the purpose of recreation are such sports as basketball and volleyball. Basketball was originated by J. A. Naismith of the YMCA Training School in 1891. The reason for the creation was that after football season the only exercise was the detested calisthenics in the gymnasium, therefore, he wanted a game which aroused greater interest and thrills.

Four years after basketball was conceived, W. G. Morgan of the Holyoke, Massachusetts YMCA created volleyball. Football, basketball and baseball are suitable for the vigorous young man, but not so suitable for women, senior citizens and children. The desire for a game which everyone could play and enjoy as recreation created the impetus for the development of volleyball.

Third, a variety of game machines is by-products of advanced modern technology. Such machines are in the realm of private enterprise and were not originally developed as recreational tools. Particularly in the urban areas these game machines perform a recreational function.

There are a great number of recreational items. Up to now many books on leisure and recreation have been published in an effort to classify them. The classification is different according to the author's point of view. K. Nakajima⁽⁸⁾ classified three thousand items of recreation in each school grade. R. Kraus⁽⁶⁾ tried in his book to group today's most popular items into the following categories; sports, outdoor recreation and nature activities, music, drama, dance, arts-and-crafts, and special events.

In this view of recreation, it first defines leisure as residual time, in which are performed a variety of activities, themselves termed as recreation. This view has strong points, which includes as a form (e. g., baseball, picknicking, reading, etc.). From this view we can take advantage of various types of recreational investigations and surveys (e. g., recreational census), but it has shortcomings; we cannot grasp recreation in its capacity of personal subjective experience. This is a controversial issue that must be clarified in the next study.

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レクリエーションとは「余暇 (leisure) に営まれる自発的活動の総体で、これらの活動への参加は個人的な楽しさ、充実感などの貴重な経験をもたらすものである」という見解は今日のレクリエーションの概念の中核をなしている。だが、この概念のなかで用いられている余暇についての見方は一様ではない。社会学の分野での研究では、余暇を研究のテーマとした場合、労働から解放された残余時間そのものを研究することはあまり意味のないこととして、むしろ、自由な余暇時間がどのように使われるかが問題で、これが研究の対象となっている。

従って、このようにみても、余暇とは前述したレクリエーションの概念と同様に野球などの

個々の活動の総体としてとらえることができる。J. デュマズデイの「余暇文明へ向かって」(東京創元社刊1972年)によると、余暇について休息、気晴し、自己開発の機能をあげている。このことは、余暇とレクリエーションの概念の類似性を示唆しているものと言えよう。この観点に基づくならば、余暇の概念によってレクリエーション的事象を十分説明できる。さらにこのことは、レクリエーションの概念化の必要性軽視に及ぶものとみられる。

本研究は余暇について概説し、分類を試み、考察を加え、さらに諸活動の起源についても触れ、余暇における諸活動のレクリエーションとしての位置づけを試みたものである。