

RECREATION

Conference of WPA recreation supervisors.

PLANNING

CONFERENCE

MINUTES

FALL-WINTER

MEETING

— OF —

SUPERVISORS

U.S. Work projects administration, Kentucky.
WPA

STATE-WIDE RECREATION

PROJECT

KENTUCKY HOTEL

LOUISVILLE KY.

Dec. 4-9

1939

790
Ln 3c
1939

LIBRARY
UNIVERSITY of KENTUCKY

790
Un3c
1939

LIBRARY
UNIVERSITY of KENTUCKY

C O N T E N T S

	<u>Page</u>
Foreword	
Program of the Conference - - - - -	1
Persomel of the Conference and Steering Committee - -	7
Personnel of Committees - - - - -	8
Report of Community Organization Committee - - - - -	10
Report of Training Committee - - - - -	15
Problems Studied by the Program Committee - - - - -	18
Report of Arts and Crafts Committee - - - - -	19
Report of Drama Committee - - - - -	37
Report of Folk Dancing Committee - - - - -	40
Report of Nature Study Committee - - - - -	46
Report of Social Recreation Committee - - - - -	53
Report of Physical Activities Committee - - - - -	62
Report of Special Sub-Committee on Social Dancing - - -	77
Report of Special Sub-Committee on Choral Music - - -	78
Report of Class on Community Organization and Group Leadership - Led by Mr. Gardner Cook - - - - -	79
Program of Sponsors' Luncheon Held in Louisville - - -	83
Program of Sponsors' Dinner Held in Lexington - - -	89
New Steering Committee Appointed for Next Meeting - - -	90
Functions of the Steering Committee - - - - -	91

LIBRARY
UNIVERSITY of KENTUCKY

E.B.S. 7/6/48

CONTENTS

Page

	Foreword
1	Program of the Conference
7	Personnel of the Conference and Steering Committee
8	Personnel of Committees
10	Report of Community Organization Committee
12	Report of Training Committee
13	Programs Suggested by the Program Committee
15	Report of Arts and Crafts Committee
27	Report of Drama Committee
40	Report of Folk Dancing Committee
44	Report of Nature Study Committee
52	Report of Social Recreation Committee
62	Report of Physical Activities Committee
77	Report of Special Sub-Committee on Social Dancing
77	Report of Special Sub-Committee on Social Music
	Report of Class on Community Organization and Group
78	Leadership - Led by Mr. Parker Cook
82	Program of Speakers' Luncheon Held in Washington
89	Program of Speakers' Dinner Held in Washington
90	New Steering Committee Appointed for Next Meeting
91	Functions of the Steering Committee

FOREWORD

The Recreation Project of the Work Projects Administration in Kentucky held a conference for all Area and Project Supervisors in the state at the Kentucky Hotel, Louisville, Kentucky, December 4th through December 9th.

The purpose of this conference was three-fold:

1. To establish certain policies in community organization.
2. To outline a more adequate training program for all recreation leaders.
3. To set up standards and objectives for the eight phases of program which we are conducting throughout the state. These are:

- (a) Arts and Crafts
- (b) Drama
- (c) Puppetry
- (d) Folk Dancing
- (e) Nature Study
- (f) Physical Activities
- (g) Social Recreation
- (h) Music

To achieve this end the group was divided into two sub-committees for the morning sessions. One group considered methods in community organization, and the other discussed training methods. The group was divided into six sub-committees for the afternoon work - studying different phases of the program as related to specific problems which had been set up prior to the conference. In many cases special assignments were made before the conference to various supervisors for additional study and research.

Reports from all sub-committees were given at the general sessions for the purpose of stimulating any additional discussion. In addition, a ten-hour course in community organization was offered by Professor Gardner C. Cook, of the School of Social Administration, University of Louisville.

This book contains a complete report of all sub-committees and general sessions together with the program of the two sponsors' dinners held on December 4th in Louisville and in Lexington. We were fortunate in having Mr. G. Ott Romney, National Director of the Recreation Section and Mr. Frank Bentley, Regional Supervisor of Recreation and Education, to address the dinner meetings and to open the supervisors' conference.

PROGRAM

MONDAY

- 9:00 - 9:15 Objectives of the Recreation Program, Mr. Frank Bentley, Regional Supervisor of Recreation and Education. (Outline of Atlanta Conference - November 13 - 17.) Introduction of Mr. G. Ott Romney, National Director of Recreation Section, Ship Room.
- 9:15 - 10:00 Address by Mr. G. Ott Romney
"New Trends in Community Organization of Recreation."
- 10:00 - 10:15 Discussion with Mr. Romney of highlights of Kentucky program and community organization.
- 10:15 - 10:30 Singing - Edna Dryden.
- 10:30 - 11:00 Outline of the objectives of the conference - Mr. Austin J. Welch.
- 11:00 - 12:00 Lecture and Discussion - Gardner Cook, Instructor in the School of Social Administration, University of Louisville. First session of Institute on Group Work and Community Organization.
- 12:30 Luncheon - Brown Hotel Roof Garden
- 1:15 - 1:30 Talk by Mr. Frank Bentley
"Recreation in the Southern Region."
- 1:30 - 2:00 Talk by Mr. G. Ott Romney
"Community Planning for Leisure."
- 2:00 - 2:15 Discussion led by Mr. G. Ott Romney for the assembled Sponsors.
- 2:15 - 2:30 Entertainment
- 3:00 - 3:30 Organization of Committees on Program, and consideration of materials from October Conference 1938.
- 6:30 Dinner at Student Union Building, University of Kentucky, Lexington, Kentucky.

LIBRARY
UNIVERSITY OF KY

TUESDAY

- 8:45 - 9:45 Talk and Discussion - Mr. Cook
 Second Session on Group Work and Community
 Organization.
- 9:45 - 10:00 Singing - Edna B. Dryden.
- 10:00 - 10:40 Forming of Committees. Steering Committee -
 Method of Handling Group discussion - Mr. Austin
 J. Welch.
- 10:50 - 12:15 Committee meetings - Community Organization and
 Training.
- 12:15 - 1:15 Luncheon (Return to hotel at 1:15 but sessions will
 not start until 1:20.)
- 1:20 - 3:00 Sub-committee meetings. Program Organization
- 3:00 - 4:30 Procedures - Mr. Douglas Ramey
- 4:30 - 6:00 Consultation. All members of State Staff available.

No planned meeting for Tuesday Night.

WEDNESDAY

- 8:45 - 9:45 Talk and Discussion - Mr. Cook.
Third Session of Group Work and Community Organization.
- 9:45 - 10:00 Singing
- 10:00 - 10:40 Report of Community Organization Committee -
Mr. Austin J. Welch, Discussion leader.
- 10:50 - 12:15 Committee Meetings. Community Organization and
Training.
- 12:15 - 1:15 Luncheon
- 1:20 - 3:00 Meeting of Sub-Committee on Program.
(See Bulletin Board outside Parlor "C" for room
assignments.)
- 3:00 - 4:30 General Session - Report of all Program Committees
on the Problems, Age Levels, their special needs,
and methods of meeting them, and how can we more
effectively use the various phases of the program
in meeting our recreational needs.
- 4:30 - 6:00 Consultation. All State Staff available.
- 7:30 Visit to Oakdale Center.
- Talk by J. R. Batchelor of National Recreation
Association.

THURSDAY

- 8:45 - 9:45 Talk and Discussion - Mr. Cook
Fourth session on Group Work and Community
Organization.
- 9:45 - 10:00 Singing.
- 10:00 - 10:40 Report of Training Committee - Mr. Paul D. Binford,
leader.
- 10:50 - 12:15 Committee Meetings - Community Organization and
Training.
- 12:15 - 1:15 Luncheon
- 1:20 - 3:00 Meeting of Sub-Committees on program.
- 3:00 - 4:30 General Session - Report by Committees on the prob-
lem of Co-Recreation and successful ways of promoting
it.
- 4:30 - 6:00 Consultation. All members of State Staff available.
- 7:30 - 9:00 Stunt Night. Mr. Tommy A. Noonan in charge.
- 10:00 Water Pageant - Mr. Edward L. Smith in charge.
Henry Clay Hotel pool.

FRIDAY

- 8:45 - 9:45 Talk and Discussion - Mr. Cook
Fifth session on Group Work and Community
Organization.
- 9:45 - 10:00 Singing.
- 10:00 - 10:40 Report of Committee on Community Organization -
Mr. Austin J. Welch, leader.
- 10:50 - 12:15 Procedure - Mr. Douglas Ramey
- 12:15 - 1:15 Luncheon
- 1:20 - 3:00 Meeting of Sub-Committees on Program.
- 3:00 - 4:30 General Session - Report of Committees on problem.
How can the vast resources of volunteer service
be related to our phase of the recreation program?
- 4:30 - 6:00 Consultation. All members of State Staff available.
- 6:30 Dinner
- 7:30 Folk Dancing and Social Recreation

FRIDAY

SATURDAY

- 8:45 - 9:00 Singing
 - 9:00 - 10:30 Procedures - Mr. Douglas Ramey
 - 10:30 - 12:00 Report of Committee on Training -
Community Organization, Mr. Paul D. Binford, leader.
 - 12:00 - 12:30 Announcements and selection of Steering Committee.
- Closing of Conference.

PERSONNEL OF THE CONFERENCE

Austin J. Welch	State Project Supervisor	
Douglas Ramey	Assistant State Project Supervisor	
Alice Moore	Project Supervisor, Nature Study Specialist	
Harry Jackson	" " Craft Specialist	
Tommy A. Noonan	" " Puppetry and Folk Dancing Specialist	
Edward L. Smith	" " Physical Activities Specialist	
Ben Russak	" " Drama-Music Specialist	
Paul D. Binford	" " Supervisor in Charge of Training	
Charles Braidwood	Area Project Supervisor	Bowling Green
Richard O. Richards	" " "	Louisville
LaFayette Carmine, Jr.	" " "	Lexington
James F. Maggard	" " "	Ashland
Jack Goodykoontz	Project Supervisor	Paducah
Mary V. Carter	" "	Hopkinsville
Flossie Lindsey	" "	Brownsville
Eunice H. Batsel	" "	Bowling Green
Josephine Burger	" "	Louisville
Harry Thomas	" "	Danville
Uncas Miller	" "	Somerset
John Cantrell	" "	Frankfort
Leola M. Caudill	" "	Morehead
Edith S. Atkins	" "	Ashland
Horace Beard	" "	Greenville
Mary R. Shiver	" "	Owensboro
John L. Moore	" "	Pineville
Wilford C. McCarty	" "	Corbin
Robert Montgomery	" "	Paintsville
Virginia Nosler	Recreation Director	Covington
Addie Edwards	" "	Elkton
Edna Dryden	" "	Paris
William Ford	" "	Louisville

STEERING COMMITTEE

James F. Maggard, Chairman
 Robert Montgomery
 Joseph Hennessey
 Bert Catron
 Palmer Hughes

COMMITTEES ON TRAINING AND COMMUNITY ORGANIZATION

TRAINING

Paul D. Binford, Leader
Alice Moore
Harry Jackson
Tommy A. Noonan
Edward L. Smith
William Ford
Jack Goodykoontz
Mary Virginia Carter
Flossie Lindsey
Eunice H. Batsel
Josephine Burger
Harry L. Thomas
Uncas Miller
John Cantrell
Leola M. Caudill
Edith S. Atkins
Horace L. Beard
Virginia Nosler

COMMUNITY ORGANIZATION

Austin J. Welch, Leader
Howard L. Cleveland
Charles Braidwood
Mary R. Shiver
Richard O. Richards
LaFayette Carmine
John L. Moore
Wilford C. McCarty
James F. Maggard
Robert Montgomery
Edna Dryden
Addie Edwards
Ben Russak

PROGRAM COMMITTEES

DRAMA & PUPPETRY

Ben Russak, Leader
Tommy A. Noonan, Leader

1. Mary V. Carter
2. Edith S. Atkins
3. Virginia Nosler
4. Mary R. Shiver
5. Eunice H. Batsel

FOLK DANCING

Tommy A. Noonan, Leader

1. Leola M. Caudill
2. Harry Thomas
3. Flossie Lindsey
4. John Moore

NATURE STUDY

Alice Moore, Leader

1. Robert Montgomery
2. Josephine Burger
3. James F. Maggard
4. Addie Edwards

SOCIAL RECREATION

Paul Binford, Leader

1. Jack Goodykoontz
2. Wilford C. McCarty
3. LaFayette Carmine
4. Edna Dryden
5. Howard Cleveland

ARTS & CRAFTS

Harry Jackson, Leader

1. Eunice H. Batsel
2. John Cantrell
3. Richard O. Richards
4. William Ford

PHYSICAL ACTIVITIES

Edward L. Smith, Leader

1. Charles Braidwood
2. Uncas Miller
3. Horace L. Beard

REPORT OF COMMITTEE ON COMMUNITY ORGANIZATION

-- 10 --

Austin J. Welch, Leader
Howard L. Cleveland
Charles Braidwood
Mary Ruth Shiver
Richard O. Richards
LaFayette Carmine
John L. Moore
Wilford C. McCarty
James F. Maggard
Robert Montgomery
Edna Dryden
Addie Edwards
Ben Russak

The committee felt that out of all the topics we might consider in community organization the most important at the present time were:

- I. How to increase the interest and activity of recreation councils?
 - II. In what should recreation council members be trained?
 - III. How to adequately finance a local recreation program.
- I. How to increase the interest and activity of recreation councils?

FUNCTIONS: It was recognized that before a council can become active it must fully understand its functions. These functions were listed as follows:

1. Act as an interpretative body.
2. Assist in program planning.
3. Survey community needs and resources.
4. Coordinate its efforts with those of other public and private agencies.
5. Secure money and facilities.
6. Discover volunteer leadership.
7. Assist in the organization of leadership training.
8. Plan and execute a public relations' program.
9. Actively participate in the program itself.

COUNCIL ORGANIZATION: In discussing the above functions it was agreed that before a council member can give his best to such a planning group he must be given an interesting responsibility on some committee - be it on finance, facilities, public information, or etc. It was further recognized that the task allotted must be a significant one. To function effectively on some sub-committee the council member ought to be trained as a layman for a layman's work. In this training he must be aware that he in turn is to become a trainer of other laymen in the use of their leisure time.

COUNCIL MEETINGS: The agenda for council meetings should always include items of gripping interest. Laymen should never be made to feel that they were called in merely to assent to some predetermined plan - such as a drive for finances. He should think of himself at all times as a volunteer leader and as a participant in the program. He should

21540-12

be kept informed of all important plans and activities. Every meeting, in addition to considering the development in long-term planning, should also feature some one topic, as for example, "Play Streets." To increase the interest in meetings state recreational specialists, recreational specialists, recreation supervisors, and prominent laymen of the town or adjoining towns should be invited as guest speakers. Accurate records should be kept of the proceedings of the meetings. An attendance officer should be appointed to see that all members are present. In the event that some member cannot attend, a copy of the proceedings should be sent to him.

II. In what should recreation council members be trained?

It was felt by all the committee that the recreation council cannot be a force in the community until its members understand completely what recreation is, why it is, how it operates, what the scope of its activities is, how it can be financed, etc. It was emphasized by the State Staff that before they can assist in the training of recreation council personnel that the State Office must have accurate records on all council members. The following are some of the topics in which the committee felt council members should be educated:

1. History and development of the leisure-time movement
2. Existing legislation - state-wide and local
3. Difference in the duties of council members and supervisors
4. How to survey a community as to:
 - a. Organizations operating
 - b. Groups being served
 - c. Areas covered and areas neglected
 - d. Facilities available
 - e. Standards of leadership, program, facilities, and supervision
 - f. The planning and design of functional facilities
 - g. The role of the school in the leisure-time field
 - h. Current problems in recreation as treated by up-to-date periodicals and books
 - i. The supplementary assistance available from state and national governments
 - j. Sociological aspects of recreation
 - k. Coordination of agencies
 - l. The use of recreational bibliographies
 - m. The techniques of community organization
 - n. The philosophy of recreation
 - o. The relation of work to recreation
 - p. The content of a year-around recreation program
 - q. The value of recreation statistics
 - r. The effectiveness of a recreation directory listing services offered
 - s. Program planning with seasonal variations
 - t. The relation of health and physical activities

4. How to survey a community as to: (cont'd.)

- u. The multiple use of recreation facilities
- v. Methods of evaluating recreational leadership
- w. The use of volunteer leadership
- x. The planning of a public relations' campaign

The committee felt that while topics of an informative and inspirational nature should be on the agenda of every meeting, that actual participation of council members in some program activity is a necessity.

III. How to adequately finance a local recreation program.

The committee on this question agreed that a larger responsibility for the handling and raising of funds must be assumed by the recreation council. In soliciting financial support from the public at large, council members should stress variety of service rendered and the volume of participation. In seeking funds through a Community Chest the council should be mindful that the needs of private agencies sharing in the Chest should not be attacked. Such agencies are frequently the main interest of influential persons whose good will and cooperation is necessary for wise community organization.

The committee believed that after confronting the council with its responsibility in financial management that it should be informed of the sources and methods of raising funds which have proven feasible in other towns. The committee listed them as follows:

1. Sources of funds.

- City government
- County government
- Private agencies
- Civic and fraternal organizations
- Service organizations
- Business clubs
- Religious sects
- Community Chest
- Educational institutions
- Municipal recreation agencies
- Public welfare agencies
- Private welfare agencies
- State or federal agencies
- Foundations
- The general public
- Legislation
- Real estate
- Commercial or industrial sponsorship

2. Methods.

- Subscription - Public - general earmarking
- Taxing
- Gifts
- Patronage or sponsors

2. Methods. (cont'd.)

- 15 -

Lottery
Sales
Charging fees
Charging rental
Charging admission
Entry fees
Public contributions
Appropriation
Fines

The following special events were listed as money-raisers:

Frog Derby	Turtle Derby
Reviews - shows	Card parties
Carnivals	Circuses
Play parties	Mile-o-Dimes
Raffles	Lotteries
Shows - play	Pageants
Barbecues	Dances
Candy pulls	Water pageants
Picture shows	Rummage sales
Cake bakes	Chatauquas
Bowling parties	Barn dances
Tag days	Political rallies
Radio programs (commercially sponsored)	Negro sings
Clam bakes	Tournaments
Camps	Craft exhibits
Car raffles	Box lunches
Auctions	Boat rides
Lectures	Church suppers
Festivals	Concert singers
Thermometer of dimes	Variety shows
Ball games	Dirty foot contests
Ice cream socials	Musicals
Auctions	Roller skating
	Boxing matches

III (a) The question arose "What may our supervisors do in the promotion, direction, organization, and execution of activities that are intended to raise money?" It was pointed out that Bulletin W-16 states:

"Where WPA workers are directly concerned with the organization, development, promotion and presentation of such activities as dances, pageants, shows, festivals, mass singing, games, tournaments, etc., and where attendance as well as participation is expected, the participation is expected, the practice shall be to make no admission charge and no collection."

"Where WPA recreation leaders conduct activities involving participation of the public, such as swimming, art and craft workshops, etc., no admission shall be charged and no collection made. Minimum charges for laboratory or equipment fees may be assessed and collected by the project sponsor for the cost of materials used and not supplied by the participants."

21540-15

It was further agreed that when we say Recreation Supervisors must confer with Council members as to their responsibility in planning for financial permanency, they themselves are not to act in any capacity but that of consultants. This is particularly true in the organization and promotion of district-wide or state-wide tournaments in which our organization affiliates itself with other state-wide groups such as the American Legion or the Kentucky Amateur Baseball Association. Our leaders and supervisors have the right to organize teams and promote local or county leagues but the financing of such items as transportation, meals, housing, in a district or state-wide tournament must be handled by a non-WPA agent or agency.

In conclusion the committee emphasized the following points:

1. The present lack of activity among council members could be corrected by proper planning and interpretation.
2. The number of recreational sub-committees handling such problems as facilities, finances, volunteer leadership, etc., should be increased.
3. In rural areas we should outline for recreation councils plans for county-wide recreation budgets.
4. Convince the council that if it handles more of the planning functions the recreation supervisor may be able to spend a greater proportion of his time in the performance of his technical and executive duties.
5. A council sub-committee should make use of all public information media such as the newspaper, radio, speakers' bureau, etc.
6. A news' letter or recreational magazine should be started as a means of exchange of program ideas among all the centers in the state.
7. More sectional community organization meetings should be held in which recreational advisory members would have a chance to confer on their mutual problems.

REPORT OF COMMITTEE ON TRAINING

-- 15 --

Sometime ago a letter was sent out by the state staff asking for problems in training that we would like to have discussed at this institute. From this a list of problems was compiled and the list was given to the group on training. This list was read and marked as to advisability of discussing and the most important questions were grouped so more time could be spent on them.

These questions and problems are:

1. How can the Recreation Report Form 10 be used to determine the types of training, methods of training to be used, and places to train?
 2. How can we, as supervisors, evaluate the capabilities of a leader?
 3. What should be the objectives of our training program?
 - A. Supervisory
 - B. Leader
 - C. Volunteer Leaders
 4. What are the different methods of training?
 - A. Supervisory
 - B. Certified Leaders
 - C. Volunteer Leaders
 5. How should pre-entry training be offered? Who should assume the responsibility?
 6. What advantages or disadvantages would there be in training leaders in "Problem Situations?"
 7. What should be the program content used in training leaders?
 8. What factors must be considered in choosing a plan of program as related to training?
 9. What books would you select as a minimum reading list for supervisors? For leaders?
 10. How do you suggest the training kits be used?
 11. Just who should be included in a weekly in-service training meeting?
 12. Make a plan of training for December 15 through March 15. How would you use the State Staff? Type of Institute, length of institute, etc.
- I. Referring to the question on Recreation Report Form 10:
- A. We first discussed who should grade the Rec-10's - the Project Supervisor or the Area Supervisor. It was recommended that the Project Supervisor should because:

21540-17

I. Referring to the question on Recreation Report Form 10: (cont'd).

- 16 -

- (a) He is more closely connected with the work and has a better chance of seeing the actual leadership in the centers.

B. A Recreation Form 10 can be used to determine the types of training because:

- (a) It shows the training that has been given.
- (b) Tells whether the training is showing results through:
 - 1. Attendance form.
 - 2. Through the grading of both leader and quality of work.
- (c) Methods of training to be used.
 - 1. This is apparent through seeing the number of workers, the facilities available, and the training that has been given.
- (d) Places to train.
 - 1. This is seen by the record kept on Recreation 10's as to the training that has been given and where.

II. How can we, as supervisors, evaluate the capabilities of a leader?

- A. Through his attitude toward both his work and W.P.A. in general.
- B. Background.
- C. Results.
- D. Interest.
- E. Initiative.
- F. Skill.
- G. Personality.
- H. Ability to fit into community in which he is working.

In grading activities we base our conclusion on the following things:

- A. Number of participants.
- B. Quality of work.
- C. Kind of groups.
- D. Intensity of group spirit present.

III. What should be the objectives of training?

- A. To inculcate recreational background and ideals.
- B. To establish the recreation program's proper place in W.P.A.
- C. To give an insight to group methods.
- D. To impart specific skills.
 - 1. The various skills should be taught in an ascending scale of difficulty. This necessitates various levels in the varying skills. The supervisor should be skilled in at least three phases of the program and know something of all other phases.

IV. What are the methods of training?

- A. Supervisory.
 - 1. This training should cover the field of:
 - (a) Public relations.
 - (b) Training in skills.

21540-18

IV. What are the methods of training? (cont'd.)

(c) Training in methods.

2. This training should be procured through:

(a) Reading material.

(b) Institutes conducted by the state staff.

B. Certified Leaders.

1. As to establishing a favorable program as a whole pre-entry training is psychologically more important than later training. We should strive through pre-entry training to initiate the workers into the philosophies of play, as to the specific policies of W.P.A. recreation and as to its backgrounds. Some skill should be imparted in the field in which we expect him to serve. He should be given instruction in all procedure he is expected to be responsible for. He should be given an opportunity to observe other leaders functioning with their groups. There should be conferences between the supervisor, the new leader, and the old leader in charge of the group he observes. We feel that as much emphasis should be placed on techniques of leading a group as on any particular skill. Toward this end the new leader should observe as many activities as possible so that he may compare the techniques of leading. He should become conscious of the dignities and possibilities of recreation as a profession. He should feel that he can make a definite contribution to the field and realize that study and work will be required before he can become a true leader. We should take as many pains in the interpretation of the program to a leader as we would to a congressman. This period should last about two weeks.

2. In-service training.

(a) To be given to certified and volunteer leaders at staff meetings by project supervisor with the aid of advanced senior leaders or state specialists. This training should follow a long range plan (about three months.) In it there should be room for research work on the part of the leaders in charge of any part of a session. If possible these leaders should submit a written lesson plan one month in advance and be reviewed by him the week before presentation. This training can be used both as a build-up to or follow-up from specialist-given training. It should be as clear and definite as possible - this is important to both the leader giving the training and those trained. Such a plan must be coherent and correlated as far as possible. The project supervisor should interpret all skills presented in the light of group techniques.

C. Volunteer Leaders.

1. May be included in the in-service training sessions. Also should be given reading material on subjects involved.

P R O B L E M S

The problems studied by each program sub-committee are listed below. One session was spent in the study of each problem.

- I. How can we meet and what are the special needs of the following age levels?
 - A. Pre-school
 - B. School
 - C. Out of School
 - D. Adult

- II. How can we more effectively use (our phases of program) in meeting recreation needs? Let us consider -
 - A. Standards
 - B. Facilities
 - C. Methods
 - D. Leadership

- III. Co-recreation and successful ways of promoting it:
 - A. How can we develop more fully the recreation possibilities in family life?
 - B. What phases of our field are applicable to co-recreation?

- IV. How can the vast resources of volunteer service be related to our phase of the recreation program?

SUB-COMMITTEE ON ARTS AND CRAFTS

Mr. Harry Jackson, Specialist of Arts and Crafts
Mr. Richard O. Richards
Mrs. Eunice H. Batsel
Mr. John Cantrell

FIRST DAY:

- A. Reviewed the report of the April Supervisors' Training Conference.
- B. Discussion on equipment and facilities.

Classification of the Craft Program by the present prevailing standard of facilities:

1. A Craft Shop

A Craft Shop is a complete unit within a community center, and should contain all equipment needed for a major craft program. This unit to have one or more full time craft leaders to offer training in at least ten major crafts; they are to integrate the craft work with other types of work in the Recreation program.

2. A Craft Room

A Craft Room is classified on the basis of a one-room center in which a portion of the room has been partitioned off, forming a craft room. This type of program would of necessity be limited as to equipment because of the problem of space. The Craft Room should have at least a full-time craft leader in charge of the craft work, and integrate craft work with the other phases of the Recreation Program.

3. A One-Room Center

This type of classification pertains primarily to the rural program in which all phases of the program are conducted by schedule in the one room. This would of necessity carry on a minor craft program due to the need of space and limited equipment and leadership.

With the stated classification in mind we feel that every shop should have the following general facilities:

1. Good light from one direction so as not to have cross shadows. Preferably from the north.
2. Sturdy tables and work benches.
3. Closed cabinets for expendable and non-expendable materials.
4. Shelves (closed) for storing of work.

5. Water, soap and towels (sink with draining board if possible.)
6. Stoves.
7. Display space.
8. Garbage cans.
9. First aid kits.
10. Miscellaneous supplies such as rulers, compasses, scissors, triangles and tools.

I. Facilities for class "A" Crafts Program. There are many ways and means of classifying and working groups in arts and crafts program; therefore, for simplicity, we will group this class according to the way people like to work, such as:

1. Dimensional form.
2. Decorative and illustrative.
3. Textiles.

Minimum equipment for Class "A" Craft Shop:

1. Weaving.

- | | |
|------------------------------|---------------------------|
| Foot Power Looms | Warping Bars (CBM) |
| Table Looms (CBM) | Spool Racks (CBM) |
| Floor Looms (CBM) | Rakes (CBM) |
| Navaho Looms (CBM) | Stools for Looms (CBM) |
| Card Weaving Looms (CBM) | Stick Shuttles (CBM) |
| Tongue Depressor Looms (CBM) | Rug Shuttles (CBM) |
| Flat Looms (CBM) | Boat Shuttles and Bobbins |
| Hook Rug Frame (CBM) | Reeds for Loom Beater |
| Hook Rug Needle (CBM) | (Various Dent Sizes) |
| Reed Hook (CBM) | Temple (CBM) |

2. Cord Weaving

- Needles
- Mesh Sticks

4. Horsehair Handicraft

- Twisting tools (CBM)
- Needles (flat) (CBM)
- Mandrals (CBM)
- Spools (CBM)
- Wood Presses (CBM)
- Pair of Scissors

3. Yarns

- Sets of No. 2 Needles (CBM)
- Sets of No. 6 Needles (CBM)
- Sets of No. 10 Wooden Needles (CBM)

5. Indian Lore (Costume Making)

- Knives
- Packages of Needles-Assorted
- Pair of Scissors
- Awls

THREE DIMENSION WORK:

1. Clay

- Kilns
- Jigger Wheel
- Potter's Wheel
- Brushes

(Clay)

- Water Bowls
- Cover Cloth
- Pencils
- Triangles

Modeling Tools
Crocks
Oil Cloth

Sieves
Sponges
Rim Cutters

2. Metal Work

Anvil
Cold Chisel
Wooden Mallet
Matrix & Die Blocks
Stamping Tool
Files (rough out & smoothing)
Ball Pein Hammers (Assorted Sizes)
Abrasives (Scratch remover, polish)
Bellows
Hack Saw
Crucible
Tongs
Pliers (Round & Flat Nose)
Ring Mandrel
Soldering Tool

Metal Work

Tweezers
Burnisher
Metal Snips
Torch
Asbestos Block
Charcoal Block
Flux
Solder Borax
Slate
Cleaning Bath (Sulphuric Acid)
Antiquary Fluid
Jewelers Saw
Pump Drill
Bits
Clamps

Molds (Wooden)

3. Stone Working

Piece of Glass
Polishing Liquid
Carborundum Powders
Hand Saws for Wood
Hack Saws

Stone Working

Mud Saw
Oil Saw
1/4 H.P. Motor
Dental Wax
Drills
Flaking Hammers

4. Wood Working (Hand Tools)

Oil Stone
Cross out saw
Coping saws
Rasp Flat wood
Chisels (Assorted sizes)
Block Planes
Hammer - tack
Clamp
Vise
Screw Drivers
Braces
Bits
Try Square
Wood Gaugh

5. Wood Carving

Skew Chisels
Knives (Blunt Tip)
Gauges
Mallets
Pencils
Compasses
Screw Driver
Clamps
Hammers
Planes
Braces
Drills
Saws (Fret or Jewelers)

DECORATIVE AND ILLUSTRATIVE

1. Block Printing

Speedball Carving Sets
Brayer, Gelatin
Rollers, Rubber
Palette, Marble or Glass
Outing Flannel for Pads
Palette Knives
Flat cookie Pans for Palettes

2. Painting

Artist Brushes (Long Handles)
Teaspoon
Tablespoon
Sauce Pan
Drawing Boards
Large Brushes
Palettes
Jars
Thumb Tacks
Scissors

3. Bead Handicraft

- 12 Awls (CBM)
- 5 Needles
- 5 Bead Looms
- 2 Small Drills

4. Bone and Horn

- 12 Knives
- 5 Coping Saws
- 4 Coarse Wood Files
- 3 Medium Files
- 2 Fine Files
- Pumice, Chamois & Sandpaper
- 2 Vises
- 2 Small Drills

5. Leather Craft

- Steel Square 12 X 7
- Skiving Knife
- Stapler
- Awls
- Edge Tool
- Mallet
- Maple Board
- Lacing Kneedles
- Modeling Tools
 - a. tracer
 - b. ball end
 - c. double liner
 - d. fine and diamond point
- Combination belt & leather punch
- Snap Setting Outfit
- Carving Tools
 - a. tap beveler
 - b. round grounder
 - c. bar grounder
 - d. pear shader
 - e. veiner
 - f. petal ribber
 - g. swivel knife

I. A. Batik (Javanese Wax Resist Method)

- Tjanting Tools
- Design Brushes (Assorted)
- Coloring Brushes "
- Containers (for melting wax)
- Deep Trays
- Candy Thermometer

- Drawing Boards
- Tracing Tools
- Adjustable Frames
- Pair of rubber gloves
- Paper Towels
- Thumb Tacks
- Gasoline Pressing Iron

B. Batik (Dye Stopper or Gum Arabic Method)

- Flat Lines Brushes
- Round Water Color Brushes
- Medicine Droppers
- Drawing Boards

- Adjustable Frames
- Pieces of Glass
- Paper Towels
- Thumb Tacks

II. Equipment for Class "B" Crafts Program.

A room used as a Craft, Puppetry and Nature Study Shop should be large, with the Craft occupying one end of the room. Should have ample cupboard and storage space for materials along with the general equipment mentioned in Class "A" Shop.

Class "B" Program will stress the following phases of the crafts program under the groups already mentioned:

1. Dimensional forms will include Woodworking (Hand Tools) Clay Modeling (Primitive) and Metal Work (Tincraft).
2. Decorative and Illustrative will include Block Printing, Painting.
3. Textiles will include Weaving (Primitive), such as waffle, card loom, tongue depressor and flat looms) Tiedyeing and Braiding.

Equipment for the above phases of program in Class "B" have already been listed in Class "A" Crafts Program.

III. Equipment for Class "C" Crafts Program. A room used both as a Craft room and as a room for club meetings and games will require plenty of storage space for craft material and tools as well as unfinished articles. Work tables and chairs should be made so they are movable. Shop should be located in one corner of the room if possible near a sink and running water.

Activities in Class "C" Crafts Program are limited to great extent. Following are a few suggested phases which should be stressed in this program:

1. Weaving (primitive such as Waffle, Card Loom, Tongue Depressor and Flat Loom.)
2. Braiding
3. Block Printing
4. Painting (Finger)
5. Paper Craft and Woodcraft

Equipment necessary for the above phases of this program have already been listed in Class "A" Program.

How to Acquire Facilities for Arts and Crafts Program

In every community there are existing organized groups which can be called upon to help furnish facilities for the Craft Program. Some of these are public agencies such as schools. Arts and Crafts are educational, therefore the school should promote this phase of the program by furnishing housing and some equipment. Municipal Auditoriums have furnished rooms and facilities in various cities for the promotion of Arts and Crafts Clubs.

Private agencies such as churches, fraternal organizations (Rotary Clubs, Masonic, etc.) Recreation Councils and civic minded individuals can almost always be sold on the idea of sponsoring facilities for Arts and Crafts programs.

Many of the tools required for the various crafts can be constructed by the recreation leaders from the raw materials furnished by agencies, such as lumber companies, tin shops, garages, machine shops, etc., where waste material is accumulated and thrown away otherwise.

Recommendations were made for the improvement in the appearance of the craft shop.

A Craft Shop should be:

- A. Clean
- B. Attractive
- C. Light
- D. Inviting
- E. Interesting

A Craft Shop should have:

- A. Functional arrangement of facilities and equipment.
- B. All equipment needed for each separate craft undertaken.
- C. Rotating exhibits to create interest in each subject of craft undertaken.

SECOND DAY:

- 24 -

ARTS AND CRAFTS SUB-COMMITTEE ON PROGRAM PLANNING

In discussing the age levels for an Arts and Crafts program it is necessary first to consider the classification of the program as to facilities.

Much time and effort has been spent in outlining a plan for a craft program for pre-school, school, out-of-school, and adult age groups for each classification of facilities.

In this outline the community and the materials available have been taken into consideration.

ONE ROOM CENTER

In all age groups emphasis should be given design and color theory.

PRE-SCHOOL:

Paper

Weaving -- mats, baskets, etc. Masks from paper bags; aprons from newspaper dolls; dresses from cut paper; scrap books - wrapping paper kites.

Clay

Pottery - simple forms. Tiles, incised.

Rags

Dolls, stockings stuffed with cotton; braided mats - woven mats.

Corn Stalks

Boats - animals, etc.

Corn Shucks

Dolls, mops, mats, etc.

Painting

Crayons, water color, finger painting.

SCHOOL

Paper - Masks, costumes, puppets, etc.

Kites - Simple

Clay - Elementary

Soap - Carved animals and figures

Prints - Potato - Cards, lampshades, book covers, wastepaper baskets, puppet costumes.

Rubber - Similar items

Cork - Similar items

Spools - Similar items

Washers - Similar items

21540-26

ONE ROOM CENTER (cont'd.)

SCHOOL

- Weaving - Tee Dee Looms - belts, hat bands.
Flat Loom -- mats, bags.
Egyptian Card Loom -- belts, hat bands.
Tarzan huts of cane; baskets of raffia, honeysuckle, willow, roots.
Bead work.
- Painting - Water color, finger painting.
- Buttons and Novelties - Nuts, wood, acorns, corn cobs.
- Metal - Hammered and perforated tin.
- Model Building - Airplanes, boats, etc.
- Rhythm Band Instruments - Drum from tin bucket and inner tube, jingle sticks, pop bottle tops.
- Puzzles - Nails, wood, string.
- Wood - Sawed and carved - toys, book ends, letter holders, etc.

OUT OF SCHOOL - ADULTS

- Archery - Simple type bow and arrows.
- Paper - Papier mache masks, puppets, etc. - Cut paper designs, costumes.
- Weaving - Egyptian Card Loom - belts, hat bands.
Flat Loom - Bags.
Baskets - Willow, honeysuckle roots.
- Clay - Pottery and figure modeling.
- Printing - Potato-Christmas cards - invitations.
- Wood - Saw and carving.
- Metal - Hammered and perforated tin.
- Kites - Advanced type bows and arrows.
- Crayonex - Kerchiefs, ties, scarfs.
- Corn Shucks - Sandals, hats, chair seats.
- Painting - Decorative - water color.

ADULTS

- Needlecraft - Quilting - embroidery
- Basketry - Native materials.
- Toys - Wood, papier mache.
- Block Printing - Potato, rubber, cork, etc.
- Clay - Figure, coil, slab.
- Weaving - Rug.
- Puzzles - Wire, wood and string.
- Leather - Tooling and lacing.
- Painting - Decorative and illustrative.

CRAFT ROOM

In all age groups emphasis should be given to design and color theory.

PRE-SCHOOL

- Paper - Weaving - mats, baskets, etc.
Masks - paper bags.
Aprons - newspaper and crayon.
Dolls - dresses - cut paper and crayon.
Scrap Books - wrapping paper and pictures.
Simple pottery forms - dug out and molded.
- Clay -
- Rags - Dolls - stockings stuffed with cotton.
Braided mats.
Weaving - simple basket weave - mats
- Corn Stalks - Boats, animals, fiddles.
- Corn Shucks - Dolls - mops
- Finger Painting - Scrap book covers, crayon, water color, murals, story illustration.

SCHOOL

- Kites - Simple
- Paper - Masks - costumes, puppets, novelties, lanterns portfolios.
- Clay - Elementary - pottery - figures.
- Metal - Hammered copper, hammered and perforated tin.
- Leather - Lacing - simple tooling, braiding.
- Soap - Animals - figures.
- Block Prints - Rubber, potato, etc., cards, wastepaper baskets, lamp shades, book covers, puppet costumes.
- Puzzles - Nails, string, wood.
- Weaving - Tee Dee Loom - belts, hat bands.
Flat Loom - mats, bags, Tarzan huts of cane.
Egyptian Card Loom - belts, hat bands, knife chains.
Baskets of raffia, honeysuckle, willow, roots.
Floor Loom - simple and finger inlay weaving - beadwork.
- Painting - Murals to illustrate stories (water color).
- Model Building - Airplanes - boats.
- Buttons and Novelties - Nuts, wood, acorns, corn cobs, etc.
- Block Prints - Inner tube, jar ring, shoe heels, potato.
- Rhythm Band Instruments - Drum, tin bucket and inner tube, jingle sticks, pop bottle tops.
- Archery - Simple.
- Wood - Sawed and carved toys, book ends, letter holders, etc.
- Painting - Water color, decorative, illustrative.

CRAFT ROOM (CONT'D.)

- 27 -

OUT OF SCHOOL

- Paper - Papier mache masks, puppets, etc.
Cut paper designs.
Costumes.
Decorated boxes.
Wastepaper baskets.
Portfolios.
- Painting - Water color, decorative, illustrative.
- Weaving - Egyptian Card Loom - belts, hat bands.
Flat Loom - bags.
Floor Loom - rugs, bags, towels, pillows, etc.
- Clay - Pottery and figure modeling.
- Printing - Potato and linoleum - Christmas cards, invitations,
kerchiefs, scarfs, etc.
- Wood - Saw and carving, sandals, ash trays, magazine racks, etc.
- Metal - Hammered and perforated tin, hammered and sawed copper.
- Kites - Advanced.
- Crayonex - Kerchiefs, ties, scarfs.
- Corn Shucks - Sandals, hats.
- Archery - Bow making, fletching, targets, quiver.

ADULTS

- Needlecraft - quilting, embroidery, knitting, etc.
- Basketry - native materials.
- Toys - wood, rag, paper, etc.
- Block printing - curtains, cards, programs, etc.
- Clay - modeling and open oven.
- Metal ash trays - plates, platters, paper knives, hammered and etched.
- Leather - key-ring holders, bags, etc., tooled, styled, laced.
- Weaving - tapestry and pattern - chair seats.
- Wood carving - whittling
- Painting - water color, oil paints.

CRAFT SHOP

PRE-SCHOOL

- Paper - Weaving - mats, baskets, etc.
Masks - paper bags.
Aprons - newspaper and crayon.
Dolls - dresses-cut paper and crayon.
Scrap-books - wrapping paper and pictures.
- Clay - Simple pottery forms - dug out and molded.
- Rags - Dolls- stockings stuffed with cotton.
Braided mats.
Weaving - simple basket weave-mats.
- Finger Painting - Scrap-book covers, murals, story illustration.

SCHOOL

- Kites - Simple
- Paper - Masks - costumes, puppets, novelties, lanterns, portfolios, kites.
- Clay - Skilled - pottery figures.
- Puzzles - Nails, wood, string.
- Metal - Hammered copper, hammered and perforated tin, simple jewelry, etching.
- Leather - Lacing, tooling, design, dyeing, filigree, lapidary, carving, burning, braiding.
- Soap - Animals - figures.
- Archery - Simple
- Block Prints - Cards, wastepaper baskets, lamp shades, book covers, puppet costumes.
- Weaving - Tee Dee Loom - belts, hat bands.
Flat Loom - mats, bags, Tarzan huts of cane.
Egyptian Card Loom - belts, hat bands, knife chains.
Floor Loom (Pattern, inlay and finger) - rugs, scarfs, bags, etc.
- Painting Murals to illustrate stories, decorated boxes, etc.
- Buttons and Novelties - Nuts, wood, acorns, corn cobs, etc.
- Model Building - Airplanes - boats.
- Block Prints - Inner tubes, jar ring, shoe heels, potato.
- Rhythm Band Instruments - Drum, tin bucket and inner tube, jingle sticks, pop bottle tops.

OUT-OF-SCHOOL

- Paper - Papier mache masks, puppets.
Cut paper designs.
Costumes.
Decorated boxes.
Wastepaper baskets.
Portfolios.

CRAFT SHOP (CONT'D.)

OUT-OF-SCHOOL

- Weaving - Egyptian Card Loom - belts, hat bands.
Flat Loom - bags.
Floor Loom - rugs, bags, towels, pillows, etc.
- Clay - Pottery and figure modeling.
- Printing - Potato and linoleum - Christmas cards, invitations, kerchiefs, scarfs, etc.
- Wood - Saw and carving, sandals, ash trays, magazine rocks, furniture, etc.
- Metal - Hammered and perforated tin, hammered and sawed copper, aluminum.
- Batik - Scarfs, kerchiefs, etc.
- Crayonex - Kerchiefs, ties, scarfs.
- Tie Dyeing - Scarfs, kerchiefs, etc.
- Kites - Advanced.
- Archery - Bow making, fletching, targets, quivers.

ADULTS

- Needlecraft, basketry, toys, block printing, clay, quilting.
- Weaving-Tapestry and pattern - chair seats, rugs, coverlets, towels, luncheon sets - hooked rugs.
- Metal - Silver, copper, aluminum, gold, tin - jewelry, plates, paper knives.
- Leather - Book covers, albums, lamp shades, book ends, etc.
Tooled, etched, laced, braided.
- Kites - Figures.
- Archery - Advanced.
- Wood - Carving - cabinet making.
- Painting - Water color - oils.

List of Commercial Craft Firms that sell material and equipment.

1. Commercial

A. Archery

1. Chester Brown, 617 South State Street, Chicago, Illinois.
2. American Bowman Review, Albany, Oregon.
3. H. Daniel, Hot Springs, Arkansas.
4. Indian Archery & Toy Corp., Evansville, Indiana.
5. Boy Scouts of America, 2 Park Avenue, New York City

B. Block Printing Materials

1. Central School Supply Company, Louisville, Kentucky.
2. Sears-Roebuck & Company, Chicago, Illinois.
3. American Handicrafts Company, 193 William Street, New York.

C. Leathercraft

1. O. H. Dugan & Company, 157 Summers Street, Boston, Mass.
2. Osborn Brothers Supply Company, 223 Jackson Blvd., Chicago, Ill.
3. Wilder & Company, 1038 Crosby Street, Chicago, Illinois.

D. Metal Craft

1. Popular Engineering Service, San Diego, California.
2. American Handicrafts Company, 193 William Street, New York.
3. Kansas City Specialties Company, Box 6022, Kansas City, Mo.
4. Boy Scouts of America, 2 Park Avenue, New York.

E. Wood Working

1. Stanley Works, 106 Elm Street, New Britain, Conn.
2. Craftsman Wood Service, 2729 South Mary Street, Chicago, Ill.
3. Beck Plywood & Veneer Co., 1302 No. Halsted St., Chicago, Ill.

F. Photography

1. Eastman Kodak Company, Rochester, New York.
2. New York Institute of Photography, 10 W. 33rd Street, N. Y.
3. Central Camera Company, 230 So. Wabash, Chicago, Illinois.

G. Airplane Models

1. Imperial Model Aero, 416-F McDonald Street, Brooklyn, N. Y.
2. Magows, Howard & Oxford Streets, Philadelphia, Pa.

H. Taxodermmy

1. Hones Brothers, 1049 Broadway, Denver, Colo.
2. Elwood Supply Company, 222 Smith Building, Omaha, Neb.

I. Puzzles and Joker Craft

1. Johnson Smith, 347-E, Detroit, Michigan.
2. Ireland, F-109 North Dearborn, Chicago, Ill.
3. Holden, P-220, W. 42d Street, New York.

J. Square Knotting

1. P. O. Herwig Co., Dept. P-22, 121 Sands Street, Brooklyn, N. Y.
2. Osborn Bros. Supply Co., 223 Jackson Blvd., Chicago, Illinois.
3. American Handicraft Co., 193 William Street, New York.

List of Commercial Craft Firms that sell material and equipment (cont'd.)

K. Ship Models

- 1. Megows; Howard & Oxford Streets, Philadelphia, Pa.
- 2. A. J. Fisher, 1002-8 Etowah Avenue, Royal Oaks, Michigan.

L. Readercraft

- 1. Osborn Brothers, 223 Jackson Blvd., Chicago, Illinois.
- 2. American Handicrafts Company, 192 William Street, New York.
- 3. Boy Scouts of America, 2 Park Avenue, New York.

M. Cork Craft

- 1. American Handicrafts Co., 192 William Street, New York.
- 2. Osborn Brothers Supply Co., 223 Jackson Blvd., Chicago, Ill.

N. Weaving

- 1. Emile Bernat & Sons Co., 89 Bickford Street, Jamaica Plains, Mass.
- 2. American Handicrafts Co., 192 William Street, New York.
- 3. Sears-Roebuck Company, Chicago, Illinois.
- 4. Osborn Brothers Supply Co., 223 Jackson Blvd., Chicago, Illinois.
- 5. January & Wood, Maysville Warp Company, Maysville, Kentucky.

O. Chip Carving

- 1. Osborn Brothers Supply Company, 223 Jackson Blvd., Chicago, Ill.
- 2. American Handicrafts Company, 192 William Street, New York

II. NATIVE MATERIALS

A. Archery Materials

- 1. Walnut Wood
- 2. Hickory Wood
- 3. Ash Wood

B. Block Printing

- 1. Potatoes
- 2. Apples

C. Metal Craft

- 1. Copper Ore

D. Wood Working

- 1. All kinds of waste wood

E. Airplane Models

- 1. Balsam Wood
- 2. White Pine Wood

F. Puzzle and Joker Craft

- 1. All kinds of Wood
- 2. Coat hangers

G. Ship Models

- 1. Balsam Wood
- 2. White Pine Wood
- 3. Gum Wood

H. Bead Craft

- 1. Seeds
- 2. Rocks
- 3. Shells

I. Weaving

- 1. Buck Bruss or other grasses
- 2. Cat Tail Reeds
- 3. Pine Needles

J. Chip Carving

- 1. Walnut Wood
- 2. White Pine Wood
- 3. Gum Wood
- 4. Poplar Wood

III. WASTE MATERIALS

A. Block Printing

- 1. Linoleum
- 2. Inner Tubes
- 3. Rubber Heels

B. Leather Craft

- 1. Shoes
- 2. Mill Scraps

III. WASTE MATERIALS (cont'd.)

- C. Metal Working
 - 1. Old Copper Pipe
 - 2. Old Copper Wire
- D. Wood Working
 - 1. Mill Scraps
- E. Paper Craft
 - 1. Office Scraps
- F. Corn Shucks
 - 1. Farmers
- G. Square Knotting
 - 1. Scraps from Hemp Mill and Stores
- H. Cork Craft
 - 1. Bottle Corks
 - a. Stores
 - b. Doctors
- I. Weaving
 - 1. Rags
 - 2. Grass Sacks
 - 3. Old socks and stockings

METHOD OF PROMOTING CRAFT PROGRAMS THROUGH:

I. Improving Standards:

- A. Facilities. This is accomplished by engaging the interest of all local art groups, and the members of the Lay Council. Sell the Craft Program to them by letting them share your needs and achievements.
- B. Quality of craftsmanship. This can be accomplished by arranging local and area-wide exhibits of crafts produced by all agencies within the locality; by arranging exhibits of hobbies of persons in the community.
(Note: All area-wide exhibits promoted and planned by the WPA Recreation Project must clear through the State Office for approval.)
- C. Traveling exhibits to illustrate different stages of progress in the development of a specific craft.
- D. Traveling Libraries. Assignment should be made to the Leader for work and reading of all craft books included in the library kit.
- E. In-service training; laboratory work; institute training.
- F. Training in design, color, and the craft technique by the use of bulletin material; illustrations, demonstrations, and observations.

II. Leadership:

Problems in personnel assignment to a craft program.

Orienting new craft leaders.

1st. Qualifications:

- A. Background
- B. Previous Training
- C. Skill

2nd. Capabilities:

- A. Latent ability
- B. Aptitude for leadership
- C. Ability to impart knowledge to others

3rd. Explain method of interpreting Craft Program with other activities.

4th. Explain limitations and use of WPA material and equipment.

5th. Adapt Craft Program to facilities, available equipment, and the community.

Leaders:

A Craft Leader should have all the attributes of good leadership plus skill in at least six major crafts, and a working knowledge of ten or twelve crafts. Training should be given by laboratory demonstration, research, observation, and institutes.

We are including a list of questions that may help in evaluating the leadership ability of the worker with clubs and groups:

A. HOW EFFECTIVE ARE THE REGULAR SESSIONS OF MY GROUP?

1. Does your meeting begin and close on time?
2. Do the members come with real interest and expectation?
3. Are the members prompt and ready to act?
4. Is the leader always on hand when members expect him?
5. Is the meeting place ready and attractive?
6. Do the members handle the meeting themselves?
7. Can the leader influence indirectly as well as directly?
8. Is there general participation in all the program?
9. Do the members demonstrate real team work?
10. Is there apparent satisfaction with the meeting?
11. Are the discussions a vital factor in the program?
12. Are they on practical problems of the members?
13. Is the discussion leadership prepared?
14. Do practically all the members respond?
15. Do the discussions change daily living?
16. Are the social features fresh and varied?
17. Do the speakers really "deliver" acceptably to members?
18. Are the business sessions orderly and effective?
19. Do the meetings maintain a good average?
20. Is this group meeting a community asset?

B. HOW WORTHWHILE ARE THE AIMS OF OUR CLUB?

1. Are the members conscious of a definite purpose?
2. Do group members honestly accept these aims?
3. Is the conception of purpose growing?
4. Do the officers feel a responsibility for this objective?
5. Is it a worthy ideal, - worth the effort?
6. Is the Leader in sympathy with the group aim?
7. Does it harmonize with his personal life?
8. Is he growing in his vision of group work?
9. Does he make his purpose "contagious?"
10. Can he relate these objectives to larger living?
11. Do group aims make any difference in members' lives?
12. Have they been developed by the group itself?
13. Do new members understand what they join?
14. Do group "alumni" carry on the same spirit?
15. Do homes become conscious of the boys' purposes?
16. Is the club recognized as a community asset?
17. Does "service" hold an important place in planning?
18. Do the school authorities respect the group?
19. Do the churches consider the club and its program helpful?
20. Can this purpose be changed to meet new needs?

HOW CAN WE DEVELOP CO-RECREATION FOR FAMILY

LIFE THRU THE ARTS & CRAFTS PROGRAM?

- A. By training leaders in a variety of hobbies and craft projects applicable to family interests.
- B. By promoting crafts that are adaptable to home production.
- C. By arranging craft program schedules to conform to family leisure-time.

Phases of arts and crafts that are applicable to family participation:

A. Hobbies:

- 1. Handicraft
- 2. Collections
- 3. Mechanical
- 4. Scientific

B. Projects:

- 1. Making home appliances
- 2. Furniture for the home
- 3. Toys for the children
- 4. Christmas cards for the family
- 5. Textiles for the home

It was brought out that in order to obtain a sustained family group interest, specialization of one craft for the group should be encouraged - such as weaving, clay modeling, wood carving, basketry, etc. - as a little knowledge and skill on a lot of crafts will afford them little of lasting interest.

VOLUNTEER LEADERSHIP IN ARTS & CRAFTS

- 1st. Contact all known leaders, teachers and hobbyists in the craft field within your community.
- 2nd. Invite them in to discuss their particular interest and skill to a group of your participants.
- 3rd. Ask them if they would consider leading a craft group. If they accept:
 - A. Impress upon them a sense of responsibility for the work undertaken.
 - B. Give them training in the Philosophy of Recreation, and why we have crafts in Recreation.
 - C. See that they understand some of the technique of group work.

BIBLIOGRAPHY:

- Leisure-time Leadership - WPA Recreation Projects
- Selected References on Handicraft and Wood Working,
Dept. of Commerce.
- The Home Workshop - by William W. Klenke
- Handicraft - Simplified Procedure & Projects, by
Lester Griswold.
- Recreation for Girls and Women - by Bowers.

Respectfully submitted:

Summarizer: Eunice H. Batsel.

HJ:gs

REPORT OF SUB-COMMITTEE ON DRAMA

Ben Russak - Specialist of Drama
Tommy Noonan
Virginia Nosler
Mary Virginia Carter
Mary Ruth Shiver
Edith Sparks Atkins

1. Age levels, their special needs and methods of meeting them.
 - A. Pre-School. 3 - 7 years
 1. Story acting, story telling.
 - (a) Either with individuals or puppets.
This provides a wonderful stimulant for the imagination and is an outlet for experiences they have had.
 - B. School Age.
 1. Age 7 - 12
 - (a) Puppet shows, story telling, story dramatization, simple one-act plays, dramatization of own experiences.
 2. Age 12 - 15
 - (a) Puppet plays, writing of plays, one-act plays, shadow plays for people. This is a good age to organize into Children's Community Theatre groups.
 3. Age 15 - 18
 - (a) Co-educational value of drama is paramount at this age. This age is especially interested in plays that have to do with their own age. Plays that have to do with their own age. Plays that depict experiences they have had.
 - C. Out of School Age.
 1. Formal drama, writing plays, play revues, all kinds of one and three-act plays.
- II. How can we more effectively use our phase of program in meeting recreation needs?
 - A. Facilities.
 1. With pre-school and children's groups the facilities are very simple. Much of the work can be done outside with natural settings. If inside it is only necessary that the surroundings be clean and attractive.
 2. For age from 7 to 12 acting can be done without stage or elaborate setting. Up until 15, unless formal one-act plays are given, a stage is not essential but a curtain for partitioning off a space is quite necessary.
 3. With older groups a stage is not absolutely essential but a raised level is. This level must have at least one entrance, preferably two. A curtain is also essential as well as having sufficient lighting.

B. Leadership.

1. Adult groups

Must have a qualified leader for this group with sufficient knowledge to interest group, and to keep them interested. We should limit our dramatic activities at this age level to place where we do good leadership.

2. With children from 3 to 12 the leader does not have to be so well qualified but must be well respected and liked and must be able to maintain discipline.

C. Standards.

1. Any given drama group must meet at least once a week and preferably twice. The group should not consist of less than ten people nor more than twenty-five.

2. The leader should be well qualified. We will not work with adult groups unless the leaders are qualified, except in towns where the groups are already formed. We will attempt to give training so that we may equip our leaders to handle dramatic groups.

3. The type of play given must suit the age group and be of high type.

D. Methods.

1. More training in drama shall be given the leaders. This training shall be in ways to interest groups in drama as well as imparting skills in coaching plays and directing groups.

III. Co-recreation and successful ways of promoting it.

A. How can we develop more fully the recreation possibilities in family life?

1. Through puppetry

(a) A whole family can participate in a show of this kind. We feel that there are other activities such as music that would answer this need more definitely than drama.

B. What phases of our field are applicable to co-recreation?

1. All phases except where all male or all female casts are used and this is rare.

IV. How can the vast resources of volunteer service be related to our phase of the program? Paid versus volunteer.

A. We feel that volunteer leadership is desirable and should be encouraged. But we have found that in most instances volunteer leadership is not dependable and that we should not rely on it too greatly in the field of dramatics. Instead we should spend more time in training our own leaders.

Summarizer:

Edith Sparks Atkins

BIBLIOGRAPHY

(Children's Section)

- Creative Dramatics, by Winifred Ward.
The Book of Play Production, by Milton Smith.
Drama Clubs Step by Step, by Charles Wells.

PLAYS

- A Treasury of Children's Plays, edited by Montrose J. Moses.
Another Treasury of Children's Plays, edited by Montrose J. Moses.
One-Act Plays for Young Folks, edited by M. A. Jagendorf.
Guki The Moon Boy and Other Plays, by Beulah Folnesbee.

PUPPET SECTION

- Marionettes, Masks and Shadows, by Mills and Dunn.
Marionettes Easy to Make, Fun to Use, by Edith Flack Ackley.
Fist Puppetry, by David Frederick Milligan.
The Tony Sarg Marionette Book, by Tony Sarg.
Marionette Plays, by Stoddard and Sarg.
Shadow Plays and How to Produce Them, by Mills and Dunn.

REPORT OF SUB-COMMITTEE ON FOLK DANCING

Tommy A. Noonan - Specialist of Folk Dancing
Leola M. Caudill
Harry Thomas
Flossie Lindsey
John Moore

Folk dancing, as a recreational activity provides an opportunity for creative expression to all age groups. Through it, natural and easy social adjustments can be made because by its nature folk dancing so clearly parallels social customs and usages. Group action and often consciousness are simply achieved by its doing. It has an immediate appeal to all age levels and is, if desired, highly co-recreational.

In the square dances and running sets we find distinctly American expressions of this art. Through the use of these forms and dances of kindred nature we can establish a kinship with the past and a joy of the present which is soul filling.

- (1) Old Roger is Dead
- (2) Orange and Lemon
- (3) Ring
- (4) A Running We Will Be
- (5) Will You Go To the Water Tower?
- (6) Zig-zag-zig-zag
- (7) Jump Jim Crow
- (8) Captain James

These dances help the age because they

- (a) Stimulate co-recreation
- (b) Promote development of mental and physical activities

2. SCHOOL GROUP (ages 12 - 18)

- (1) Jumpin' Crack Corn
- (2) Old Brass Taps
- (3) Pop Pop Patch
- (4) Tante's B's a Hunt
- (5) Jump Jangle

FOLK GAMES AND DANCES SUITABLE TO VARIOUS AGE LEVELS

A. PRE-SCHOOL AGE.

- (a) Looby Loo
- (b) Muffin Man
- (c) Here Comes a Bluebird
- (d) Sally Go Round the Stars
- (e) I See You
- (f) Farmer in the Dell
- (g) Oats and Beans and Barley Grow
- (h) Mulberry Bush
- (i) London Bridge
- (j) Danish Dance of Greeting

These dances answer the need in this age group for:

- (a) Physical Movement
- (b) Appreciation of Music
- (c) Dramatization
- (d) Sense of Rhythm
- (e) Realization of Social Values

B. SCHOOL GROUP (Ages 6 - 12)

- (a) Thorn Rosa
- (b) Gustaf's Toast
- (c) Old Roger is Dead
- (d) Oranges and Lemons
- (e) Bingo
- (f) A Hunting We Will Go
- (g) Will You Go To the Woods Today?
- (h) Ring-a-Jig-Jig
- (i) Jump Jim Grow
- (j) Captain Jenks

These dances help this age because they:

- (a) Stimulate co-recreation
- (b) Promote coordination of mental and physical activities

C. SCHOOL GROUP (Ages 12 - 18)

- (a) Jammie Crack Corn
- (b) Old Brass Wagon
- (c) Paw Paw Patch
- (d) You're In a Boat
- (e) Jump Josie

C. SCHOOL GROUP (Age 12 - 18) (Cont'd.)

- (f) Turn the Glasses Over
- (g) Roselille
- (h) Paul and His Chickens
- (i) Thief
- (j) Brown Eyed Mary

These dances:

- (a) Give an opportunity for normal and wholesome social relations
- (b) Poise and grace of movement
- (c) Give an appreciation of working as a unit
- (d) Develop an appreciation of folk lore

D. OUT OF SCHOOL AGE (Ages 19 - 30)

- (a) German Hopping Dance
- (b) Seven Steps
- (c) Weave the Wadmal
- (d) Circassian Circle
- (e) Thady, You Gander
- (f) Old Dan Tucker
- (g) Billy Goats
- (h) Skating Away
- (i) Oh, Susanna
- (j) Square Dancing

E. ADULTS

- (a) Money Musk
- (b) Pig in the Parlor
- (c) Virginia Reel
- (d) Susan Brown
- (e) Down the River
- (f) Pop Goes the Weasel
- (g) The Devil's Dream
- (h) Hinky - Dinky - Parley - Voo
- (i) Honey, You Can't Love Me
- (j) Square Dance

These dances give:

- (a) Greater Social Values
- (b) Physical exercise through rhythmic movement

STANDARDS FOR FOLK DANCE GROUPS:

- (a) Meetings weekly
- (b) Strive for gradual perfection of dances
- (c) Introduction of new dances at intervals
- (d) Sixteen to twenty-four people in group
- (e) Constant leadership
- (f) Strive for authenticity

FACILITIES:

- (a) A musical instrument such as a piano, violin, accordion or harmonica, combined with other harmony instruments
- (b) Adequate dancing space - at least a room 20' X 20'.

METHODS OF STIMULATING INTEREST:

- (a) Folk dance night
- (b) Folk dance classes
- (c) Folk dance clubs
- (d) Exhibition dances with purpose to create interest
- (e) Folk dances on social recreation nights
- (f) Singing and folk games as a playground activity

LEADERSHIP:

All dance leaders should:

- (a) Know the dances well; know the participants, and know how to teach them
- (b) Have patience
- (c) Have enthusiasm
- (d) Teach slowly - and demonstrations frequently

CO-RECREATION AND SUCCESSFUL WAYS OF PROMOTING IT

A. How can we develop more the recreation possibilities in family life?

1. Family nights in which folk dancing is used.
2. Teaching folk dances that may be used for recreation in the home.
3. Most folk dances promote co-recreation through requiring male and female partners, and giving them an opportunity for wholesome and normal social relations.
4. Use volunteer services when it is not necessary for them to be present at every meeting.

B. Special Events.

1. January - One special folk dance night for exhibition dances by special groups for entertainment of the general public.
2. February - Washington's Birthday party (folk) in costume.
3. March - St. Patrick's Day folk party.

BIBLIOGRAPHY FOR FOLK DANCING

Sing Games Old and New, collected by John C. Campbell
Folk School.

Folk Dances of Bohemia and Moravia by Anna S. Pocek and
Neva L. Boyd.

Folk Games of Denmark and Sweden by Daguy Pedersen and
Neva L. Boyd.

Old English and American Games, by Florence Brown and
Neva L. Boyd.

The Coronation Country Dance Book. English Folk Dance
Society.

Five Popular Country Dances. English Folk Dance Society.

Alice Moore, Specialist of Nature Study
James Maggard
Josephine Burger
Addie Edwards
Robert Montgomery

I. Nature Lore and allied fields.

Age levels, their special needs, and methods of meeting them:

- a. Pre-school
- b. School
- c. Out-of-school
- d. Adult

Program should be so built as to interest all age groups. A successful program is one which meets the needs of the individuals - it is to serve, and falls well within the needs and abilities of the leaders. Unless there is participation the organization is a paper set-up only. The only limitations should be those imposed on us by facilities and personnel. Programs must be ingenious and so planned that they will grow in the environment in which they are planted.

A. PRE-SCHOOL: (Under six years of age)

Play is the child's way of learning - of finding out about everything in the world about him. It is full of pleasure for him, but it is also a serious matter to him, and should be planned for seriously.

It is said that the child learns more rapidly, and acquires relatively more knowledge before going to school than he learns again at any similar period of his life.

The needs of this age are chiefly mental and physical coordination, or the working together of the muscles and senses. The Nature Program should be planned with this in mind. The child should be encouraged to make his own decisions, his own choices, to concentrate his attention on what he is doing. He needs to walk, run, climb, swing, push, pull, dig, throw, balance. He will do the same thing over and over again without tiring. Such repetition or practice is necessary if he is to learn to do things well. The pre-school child is interested in making, in building, in doing - not in looking on.

Some of the nature activities recommended are:

- a. Outdoor play
- b. Short field trips under responsible leadership
- c. Sand piles
- d. Clay modeling - or "mud pies."
- e. Water sports -such as wading, bathing, etc.
- f. Collection of colorful objects such as leaves, stones, shells, etc.
- g. Noise makers, such as gourds, rattles, etc. - imitation of sounds.
- h. Imitative games on "doing what others do," Make-believe play.

Some of the nature activities recommended are: (cont'd.)

- i. Scrap books of good nature pictures.
- j. Simple stories - books with many pictures.
- k. Simple nature games.

B. SCHOOL AGE - Six to Sixteen.

With this group motor coordination as well as judgment and reasoning are more mature. A love of activity, and a desire for sports and games as well as group play characterizes this age. This is the period of show off - the know-it-all age. There is no impression without expression. There is a gradual development in independence in thinking and acting. Opportunities for cooperative play are valuable. Experimentation should be encouraged. Doing and working should serve as a guide to activities of all kinds for this age. It is also an "age of collections."

Some of the Nature Activities recommended are:

- | | |
|--------------------------|------------------------------|
| a. Field Trips | g. Museum collections, scrap |
| b. Camping | books, note books |
| c. Active nature games | h. Tracking |
| d. Informal clubs | i. Fire building |
| e. Pets | j. Trailing |
| f. Lab. work - all types | k. Picnics |

This is the age that marvels at what he sees. You should stimulate, develop and encourage initiative, originality and self expression. Sustained interest is difficult because most children are dabblers.

C. OUT OF SCHOOL AGE - Seventeen to Twenty-five

This is also termed the early adult age. Muscular coordination is at its height. It is the period for the acquisition of skill, intellectual growth, enriching of social experience, integration of personality. This should be productive of creative work and the individual should derive personal satisfaction from what he does. It is easier to sustain interest over a longer period of time due to greater powers of concentration. This is also the period of great adjustments - social, economic and personal. This group should be given responsibility.

Some of the Nature Activities recommended are:

- | | |
|------------------------|----------------|
| a. Social nature games | f. Research |
| b. Hikes | g. Field trips |
| c. Camping | h. Woodcraft |
| d. Formal clubs | i. Hunting |
| e. Gardening | j. Fishing |
| k. Nature Crafts | |

D. ADULTS - Twenty-five and up

This group will be interested in research work, nature work that demands skills, special work, intensive study.

D. ADULTS - Twenty-five and up (cont'd.)

The outgrowth of formal clubs will result in older adults making nature study a hobby, and will instill in them the desire to study nature, to create new nature designs as in gardening, to plant and see flowers.

This group will be interested in the development of their community, will be civic minded, will take pride in their work.

Some of the nature activities recommended are:

- | | |
|--|--|
| a. Hikes and walks | g. Fishing |
| b. Field trips | h. Nature collections & museums |
| c. Family camps | i. Hobbies |
| d. Gardening & garden clubs-
flower shows | j. Research |
| e. Outings | k. Nature contests - (agricul-
tural) |
| f. Hunting | l. Gardening |

II. How can we more effectively use Nature Study in meeting Recreational Needs?

The purpose in nature study is two-fold. First, to inject fun into the recreation program by introducing Nature into different activities. Secondly, to indicate some workable approaches and methods that will create an "awareness" of living things in the world about us.

Nature Study is as old as the ages. The Greeks, Romans and our own American Indians built legends and stories around it. Invariably nature was personified as a female who gave birth to all good things of earth. The ancients created legends of romance and tragedy around the moon, stars, plants and animals. The Indian legends of the stars and bear stories of the constellations are popular even now. That the Greeks held nature in awe is manifested in their mythological stories which are told even today, in their accounts of the different gods and goddesses such as, the God of Sun, of War and Goddesses of Grain and Hunt. Every phase of Nature was worshiped as a god or goddess in a religious form.

Correlation with Drama: The Italians around the sixteenth century became drama conscious. The success of their puppets and mask plays were due to a variety of animals and flower personifications which later became the rage of Europe.

Correlation with the Dance: The Greeks and Romans were noted for their graceful dance interpretations of nature's passions. Nature dancing originated with the Greeks. Some of the dances of Egypt and India came from the study of nature. Today our elementary, little dances of flowers are interpretations of nature.

Nature Study may be carried out in the following phases of recreation:

1. Craft

- A. Designs on work
Flowers and Animals
- B. Weaving
- C. Drawing Interpretation

Nature Study may be carried out in the following phases of recreation:

2. Drama

- A. Animals and Birds Interpretation for Puppetry and Stage.

3. Dancing

- A. Dance of Spring
 - Wood Mymph
 - May Pole
 - Snow Man
 - Christmas Tree Song
 - Lost in the Woods
 - Harvest Dance

4. Games

- A. Squirrel in the Tree Animals and Birds

5. Hikes

- A. Study of Trees Flowers and Stars

6. Music

- A. Gourd Instruments
 - Shepherds Pipe (made from reed)
 - Wish-bone Harp (made from forked branch)
- B. Singing Games
 - Four Seasons
 - Weather
 - Moon - Stars - Sun and Clouds
- C. Song
 - Bird Interpretation
 - Yodeling of Scotch

7. Story Telling

- A. Birds, Animals and Flowers
- B. Constellations

A. Standards:

No other field of recreation offers so wide a variety of activities to all age groups of the community. Nature Study should open countless avenues of interest to meet the desires of all ages. It should be practical for it deals with the world we live in and aids us in making the adjustments necessary for full and complete living. The development of nature hobbies has a distinct carry-over value to other program forms. No other activity so closely correlates with all other

A. Standards: (cont'd.)

fields of recreation. Practically all physical activities take the participants into direct contact with nature. All art and designing deals with the simplicities and intricacies presented by nature. The ripple of the streams, the thunder of the storm, the rustle of the leaves, the song of the birds, are easily recognized in the music compositions of the great masters. Through Nature Study we are able to develop new areas and ideas in line with contemporary needs.

It should act as a stimulant to the intellectual growth of the individual - assisting in the acquisition of skills which will serve to integrate his personality. It should offer unlimited scope for creative work resulting in individual satisfaction and sustained interest. And above all it should act as a socializing influence for the individual.

- B. Facilities: Little apparatus or special equipment is needed to carry on a well rounded nature program. The most ideal equipment is the field - in other words the environment of nature where living animals, birds, insects, plants, etc. may be seen in their native habitat.
- C. Methods: In addition to field trips, nature games were advocated. There was a general agreement that nature games play a valuable role in recreational activities because they create an interest in nature and a knowledge of some of the basic facts.
- D. Leadership: Patridge's definition of leadership was discussed and accepted by the group - "Leadership is the ability and disposition to inspire confidence in others over a period of time and to cause them to act and think in the way the leader desires." Trained leaders were considered of the greatest possible importance in the maintenance of an interesting and successful nature program. At present there is a tremendous lack of persons properly qualified to carry on nature activities. A knowledge of a great number of facts was not considered nearly so necessary as enthusiasm and the ability of a leader to awaken an interest in others. Leaders should increase their knowledge of nature and of methods of carrying on the program through reading and studying. Each leader should excel in one nature field, good in two or three with, a general knowledge of the entire field.

III. Co-Recreation and Successful Ways of Promoting It.

A. Advantages of Co-Recreation:

1. Does away with self-consciousness.
2. Teaches respect for opposite sex.
3. Develops healthful and helpful competition.
4. Increases the usefulness of the Community Center.
5. Creates a mutual understanding in sharing of responsibilities, and problems.
6. Opens up wider fields of endeavor for both groups.
7. Develops individuality.

B. How can we develop more fully the recreation possibilities in family life?

The family that plans together is the family that plays together, the family that plays together is the family that stays together. The family that stays together is the foundation of our American Democracy.

(Cont'd.)

- 51 -

B. How can we develop more fully the recreation possibilities in family life?

1. Methods:

- a. Plan nature activities that can be finished by individuals in the home.
- b. Development of hobbies.
- c. Development of nature crafts.

2. Results of Family Participation:

- a. Stimulation of a more cooperative family life.
- b. Strengthens family life in that it brings about greater congeniality and understanding of home life.

3. Ways of Developing Family Participation:

- a. Family nights
- b. Picnics
- c. Camping
- d. Outings
- e. Hiking
- f. Fishing
- g. Hunting
- h. Experimentation
- i. Research
- j. Gardening
- k. Swimming
- l. Home beautification

C. What phases of the nature field are applicable to co-recreation?

- 1. It was the concensus of opinion of the group that all phases of nature study were applicable to co-recreation.

IV. How can the Vast Resources of Volunteer Service be related to our phase (nature study) of the Recreation Program? Paid versus Volunteer.

The best form of volunteer leadership is that which is developed from within the group itself - the individual who belongs to the group, yet is ahead of the group. This might be termed earned leadership.

1. How to develop leaders within the group.

- a. Make the group less dependent upon our leadership.
- b. Suggest, inspire, stimulate.
- c. Direct the interests of the group toward controlling its own organization and program.
- d. Organize, systematize, deputize leaders instead of carrying the responsibility yourself, and in this way volunteers will assume leadership.
- e. Analyze the problems that arise and help seek their solution.

2. Seek volunteer leadership from specialists in any outdoor field as they are willing to give time and effort to the education of others, because of their love of nature - Such as:

- a. Scientists
- b. County School Superintendents
- c. Ministers
- d. City and County Officials

167145

21540-53

- e. Parent Teacher Leaders
 - f. Boy Scouts
 - g. Kiwanis, Lion, Rotary, Masonic, American Legion Members
 - h. Women's Clubs, Garden and Homemakers
 - i. Welfare Clubs
 - j. 4-H Club Leaders
 - k. Representatives of agencies and organizations long engaged in youth work and civic service.
 - l. Forest Rangers
 - m. Fishermen
 - n. Librarians
 - o. Florists and nurserymen
3. Throughout the entire nature field the emphasis should be shifted from the conquest of nature to the enjoyment and understanding of our natural surroundings. There can be no more universal appeal.

"The things I prize of greatest worth
Are just the common things of earth.
The rain, the sun, the grass, the trees;
The flowers, the birds, the glorious breeze;
Clouds that pass and stars that shine,
Mountains, valleys, all are mine;
Rivers broad, and open sea
Are riches none can take from me.
And day by day my thanks I give
That with these common things I live."

Selected.

REPORT OF SUB-COMMITTEE ON SOCIAL RECREATION

Paul D. Binford - Specialist of Social Recreation
Jack Goodykoontz
Wilford C. McCarty
LaFayette Carmine
Edna Dryden
Howard L. Cleveland

I. Age levels, their special needs, and methods of meeting them.

1. Pre-school
2. School
3. Out of School
4. Adult

There was a short discussion on the objectives of a social recreation program. It was decided that social recreation should result in:

1. The pooling of the resources of the entire group for pleasure and profit.
2. Gaining of 100 percent participation by the group.
3. Unifying of all groups from all phases of program into one common interest.
4. Teaching all individuals of the group to play together.
5. Providing an opportunity for persons to make new friends.
6. Providing an opportunity for all individuals of the group to be creative.

A. How we can serve the various age levels through Social Recreation.

1. Pre-School

a. Special needs

To be taught how to play.
To be taught to share with others.
Excellent supervision.

b. Methods

Use best leaders available. Very critical period.
Use mothers who have been trained.
Groups must be taken from a small area.
Games should be - group games, singing games and mass activities.
Have social party at least once per week.

2. School Children

a. Special needs

Need the more active games.
At least one social function a week.

b. Methods

Picnics.
Parties - Some for boys only - girls only - others for both groups.
Hikes.
Community nights.

(Cont'd.)

2. School Children

c. Age groupings - 6-9; 10-12; 13-16.

II. How can we more effectively use social recreation in meeting recreation needs?

A. Standards:

1. Interest and serve the needs of the entire community.
2. Furnish contrasting experiences to daily drudgery.
3. Furnish opportunities for self expression.
4. Help develop friendship forming habits.
5. Help individual to develop courtesy, sympathy and understanding of the other person.
6. Help cultivate appreciation of cultural activities.
7. Coordinate other recreational activities.
8. See that all members of the group have fun.

B. Facilities:

We should strive for attractive, inviting facilities with space to meet the community needs.

C. Methods:

1. Analyze the community needs to determine to what extent social recreation is being conducted. Social Recreation programs should not be confined to the center alone, but should branch out into the community and county. A service bureau may be formed with game material and kits for community use. Leadership may be offered to outside groups, and training for volunteer leaders should be given.
2. Organize a "Party of the Month-Club" composed of recreation committees from various churches. Periodically, each committee plays host to the group with a well-planned party. New games, methods, and properties are in this way, introduced to the group. A discussion period should follow the regular party. Parties should be pre-season in order for leaders to present their new material to their own group.
3. A traveling social recreation team may visit various county units on a pre-arranged schedule. During the afternoon visit, special group work is conducted with a community social night following. Plans for the following week is left with a committee to prepare for facilities, etc. before the next visit. A planning period is set aside each week for training and preparation of future programs.

D. Leadership:

All recreation leaders should have a working knowledge of social group methods and party direction.

D. Leadership: (Cont'd.)

3. Out of School Group

a. Special needs

This group is left out and it becomes necessary for many of this age to form new friends.

b. Methods

Social recreation nights - have center open for varied types of activity.

Parties.

Roller skating.

Hiking.

Social Dancing.

Have a group offer as much volunteer leadership as possible. Use co-recreational activities. Have weekly meetings if possible.

4. Adult Group (Should think of adults in terms of):

a. Young married couples

b. Older people

c. Un-married persons

Have social recreation nights and invite a certain group. They might be interested in a number of activities such as: Card parties, parties, game-room activities and social dancing. Have a night where only strangers are invited to the center. This group enjoys meeting twice a month - once a week probably too often.

III. Co-Recreation and successful ways of promoting it.

In the past we have probably not stressed co-recreation as we should but we readily recognize that co-recreation is very successfully promoted through social recreation.

For a co-recreation program to be successful we suggest the following be taken in consideration:

A. Groups should be formed according to either age, nationality race, or interest.

a. Age groupings

1. 6 to 11

2. 12 to 14

3. 16 to 21

4. young married couples

5. older adults

The group 12 to 14 are the hardest to keep interested in co-activities. However there is definite value in getting groups to continue playing together. The best way to safeguard against undesirable sex conduct is to accept sex interest as normal and wholesome. We should help young

III. Co-Recreation and successful ways of promoting it. (Cont'd.)

people learn self-control by providing constructive outlets for sex expression through inspiring leisure time activities with the opposite sex. Later happiness of adolescent boys and girls depends on their developing a normal, healthy, heteroserical relationship during their formative years.

- B. Responsibilities should be assumed by boys and girls in the organization and conduct of a co-recreation program.
 - a. Have junior councils to plan program.
 - b. Give responsibilities suited to the boys and girls.
- C. Have activities that are appealing, such as:
 - a. Hikes, picnics, skating, social dancing, parties, community nights, treasure hunts.
- D. Have effective leadership.
- E. Arrange for suitable facilities.
 - a. Create an environment, equally attractive to both sexes.
- F. Arrange for lead-up activities, such as:
 - a. Hiking, to swimming - to singing - etc.
- G. Keep groups evenly divided.
- H. Give special attention to young married couples and to strangers.

We too should not overlook the value of family nights; a night when every member of the family comes to the recreation center. Family nights may be held in a one-room center but a much more varied program can be conducted where at least two or three rooms are available. A short entertainment may be given but most of the time should be taken up with game room activities and social games suited to the different age groups.

IV. How can Volunteer Leaders Supplement the Work of Our Paid Recreation Leaders in Social Recreation?

- a. How can we best develop volunteer leadership?
 - b. How can volunteers be found?
 - c. Is volunteer leadership dependable?
 - d. Could "Community Sings" be developed through volunteer leadership? How?
 - e. What results have you had in selecting and developing leadership from participants in the program?
- A. Relate the prospective leader to that phase of the program in which he seems most interested in a way that will let him OBSERVE the activity in operation. Observation may cool off a purely surface enthusiasm and save you from recruiting a volunteer who will not stick, or, worse still, will not work if he does stick, or it may reveal to the prospective worker an even deeper interest than he suspected, and make

IV. How can Volunteer Leaders Supplement the Work of Our Paid Recreation Leaders in Social Recreation? (Cont'd.)

him much more determined to render every possible assistance.

Impress him with your idea of the importance of the activity by making personal sacrifices of time and convenience in order to acquaint him with the activities in a convincing way. If he should be recruited he is worth some of your time and effort.

After one or more exposures for purpose of observation a prospective leader who wants to go further should be delegated some definite responsibility in connection with the program under the watchful eye of an experienced person. "Suppose you do so and so today and I will do such and such" is a tactful suggestion of a capable leader as he leads a volunteer a little deeper each time into the program. They may be handling different phases of the same project, or different ones not far removed. The teacher should be so situated as to study the countenance of his pupil to note what is natural to the latter and what gives pause to him, or her. Mention the former, clear up the latter. The sooner the pupil experiences "thrill" from his efforts the sooner will he decide to stick and do the job. Press the volunteer into the foreground, while you retire into the background.

Example of the Springfield, Massachusetts Boys' Club.

Applicants for volunteer leadership are out of all proportion to trained leaders. Several volunteers are willing, but untrained. Basic suggestions:

1. Understand your clientele; their age, their mental age, their environment to date.
2. Watch for spontaneous interests and tie into these. Even though not the best, if not positively injurious, indulge these until you can work them through these to more desirable ones.
3. Learn to work largely through the natural leaders of your group rather than to assume the whole responsibility personally. Many a volunteer leader has quit in despair because he could not learn to do this.
4. Tactfully probe for deeper interests than participants are first conscious of, and weave them into your program.
5. Gradually acquaint the volunteer with good literature that will enlighten him in the work he is attempting.
6. Praise his work to date - for example: "By the way, I have been greatly helped by such and such a pamphlet" - or "That chapter on such and such gave me many good leads." Brief treatises at first whet the appetite.

B. How can volunteers be found?

Some persons are already interested because they appreciate human values; because they believe the program is worthwhile; and because they like to help what they can approve. Keep a keen ear and a watchful eye for these persons.

B. How can volunteers be found? (Cont'd.)

- 58 -

Some persons have been engaged in same or similar activities in other communities and are glad to become related to your program. Some persons have ability now concealed because of diffidence, lack of acquaintance with you and your program; mistaken idea that they are already doing all that their time and strength will permit; failure of the right person to solicit their cooperation. Remove or have removed these obstacles.

Impress upon potential volunteer leaders that fact that recreation is now listed by industry, church and state as one of the most essential needs of people due to the increased stress and strain of life all the way from junior high school to old age, and thus a real service opportunity - also because of increased leisure-time.

C. Is Volunteer Leadership Dependable?

Yes, and No. But the same answer goes for paid leadership.

Recruit only leaders with at least a spark of unselfish interest, and then be reasonable in what you ask of them, both as to the amount of time to be given and performance expected. Beware of the "Play Boy" type whose interest wanes as he satisfies his own desires.

Inspire them by your enthusiasm for your work, which you ask them to supplement. Convince them by your practical devotion to said work.

Reciprocate by showing a proper measure of interest in their business or profession by which they earn their living.

Show an interest in their avocations already established. "I noticed in yesterday's paper that you are a member of - etc. That program sounded like an interesting one."

Once they accept a responsibility tactfully but persistently stay behind them until they produce or give a bona fide reason why they should not do so.

D. Can Community Sings be conducted through volunteer leadership?

Yes, provided a capable teacher is community minded, or can be made so. The head of the music department of the local schools, or of a nearby college will often serve.

The Director of a church choir is frequently willing to extend his influence and contribution to the community.

The example: Case of Edward May at Corbin: 15 sessions of choir, 85 enrolled, average attendance 56. We are shooting at an average attendance of 100 persons.

Notify older students of high schools.
Notify members of church choirs.
Notify general public through the papers.
Notify individuals by personal work.

E. Results in selecting from participants.

Paid leaders at Corbin have instructions to watch for evidence of leadership capacity and to delegate responsibilities.

Both young women and young men have assumed responsibilities in connection with tournaments, with a paid leader present, but very much in the background.

Older boys and girls have assumed responsibility for parts of program at St. John's Park and Gilliam Hill.

Volunteer workers have taken responsibility for almost an entire evening's social recreation at the South Corbin Center.

BIBLIOGRAPHY

Games and Parties

1. The Abington Party Book - Ethel Owen - \$1.00
2. Action Songs and Singing Games - F. H. Bissett - \$0.40
3. Active Games and Contests - G. S. Mason and E. D. Mitchell - (illus) \$3.00
4. Active Games and Relays for the Class Room - John N. Richards - \$0.25
5. All About Parties - Nina Kaye - \$1.00
6. Backgammon Tactics O H. Thorns - (illus) \$1.00
7. Laws of Backgammon - cloth \$1.00; paper \$0.25
8. The Book of Entertainment & Frolics for All Occasions - Mary Dawson - \$1.25
9. The Book of Games and Parties - Theresa H. Wolcott - \$3.00
10. The Book of Nonsense and More Nonsense - Edward Lear - (illus) - \$0.75
11. A Book of Original Parties - Ethel Owen - (illus) - \$0.50
12. The Book of Parties & Pastimes - Mary Dawson - \$1.25
13. The Busy Book - Floyd L. Bartlett & Alida Conover - (illus) \$1.00
14. The Cokesbury Party Book - compiled by Arthur M. Depew - \$1.50
15. The Cokesbury Stunt Book - compiled by Arthur M. Depew - \$1.50
16. Complete Book of Games - C. Wood and G. Goddard - \$1.98
17. Diversions & Pastimes - R. M. Abraham - \$1.75
18. Dramatic Games and Dances - Caroline Crawford - (illus) music - \$2.40
19. Dynamite, or What Do People Think About You? Doris Webster & Mary Alden Hopkins - \$1.00
20. The Everyday Game Book - V. C. Alexander - \$1.50
21. Fun at Home - Ray J. Marran - (illus) \$2.00
22. The Fun Book - Edna Geister - \$1.25
23. F-U-N Book - Mabel G. LaRue - (illus) \$0.72
24. Fun For the Family - Edited by Jerome S. Meyer - \$1.95
25. Fun Frolics - Edited by Ivan B. Boyd - (paper) - \$0.50
26. FUN - Fun For All For Every Occasion - H. D. Edgren - \$0.60
27. Fun With Figures - A. F. Collins - (illus) - \$2.00
28. Games - George O. Draper - cloth - \$1.75
29. Games - Jessie H. Bancroft - (illus) - \$2.40
30. Games & Game Leadership - C. F. Smith - (illus) - \$2.50
31. Games and Recreational Methods for Clubs, Camps & Scouts - Chas. F. Smith - \$2.50
32. Games and Stunts for All Occasions - Wm. P. Young & Horace J. Gardner - \$1.00
33. Games For Boys - G. Sherman Ripley - \$2.00
34. Games For Boys and Men - (illus) - \$0.50
35. Games for Every Day - G. Elliott and A. Forbush - (illus) - \$1.00
36. Games for Two - Clement Wood & Gloria Goddard - (illus) - \$1.45
37. Games for Quiet Hours and Small Spaces - (illus) - \$0.50
38. Games We Like Best - Lyn Rohrbough - \$1.50
39. Games Worth Playing - D. Macquaig & G. S. Clark - \$1.25
40. Geister Games - Edna Geister - \$1.50
41. Good Time Book - Mabel G. LaRue - (illus) - \$0.64
42. Good Times for Boys - W. R. LaPorte - \$0.50
43. Graded Games & Rhythmic Exercised for Primary Schools - Marion B. Newton and Ada Van Stone Harris - (illus) - music \$2.00

Games and Parties (Cont'd.)

- 61 -

44. A Handbook of Games & Programs for Church, School and Home - Wm. R. LaPorte, (illus) - \$0.80
45. Handbook of Stunts - M. A. Rodgers & M. A. Rodgers - (illus) \$3.00
46. "Handy" - Blue Book of Party Fun - ten kits with binder - \$2.50; each kit 25¢
47. "Handy II" Red Book of Ancient Games - \$2.50; 10 kits; each kit 25¢
48. The Happy Party Book - Ethel Owen - (illus) \$0.50
49. Having a Party - Louise P. Bell - (illus) - \$1.50
50. Home Entertaining - William E. Chenery - \$0.75
51. Homemade Games - Arthur H. Lawson (illus) - \$2.00
52. Ice Breakers and the Icebreaker Herself - Edna Geister - \$1.35
53. Indian Games and Dances With Native Songs - Alice C. Fletcher - \$2.00
54. Indoor and Community Games - \$1.50 - Sid G. Hedges
55. Indoor Games and Fun - Sid G. Hedges - \$1.25
56. Let's Play - Edna Geister - (illus) - \$1.50
57. The Life of the Party - (parlor games), Fred Manaker & F. Folsom - cloth \$1.00; paper \$0.35
58. The Mary Dawson Game Book - Mary Dawson - \$2.00
59. Modern Backgammon - Nicholas Grosveber - \$1.50
60. My Book of Parties (for children) Madeline Snyder - (illus) - \$2.00
61. New Mathematical Pastimes - P. A. McMahon - (illus) - \$2.50
62. Parties - by Hazel C. Maxon - (illus) - \$2.50
63. Parties That are Different - Ethel Owen (illus) - \$0.50
64. Partners in Play (Recreation for young men and women together) M. J. Green \$1.00
65. Party Fun - Hazel C. Maxon - \$2.50
66. Party Games - Bernard Stanley - \$1.00
67. The Perfect Hostess - Heaton - \$1.00
68. Phonology - E. O. Harbin - \$1.50
69. Play Games and Other Activities - Albert B. Wagener - (illus) - \$2.00
70. The Popular Book of Entertaining - V. C. Alexander - \$1.00
71. Practical Handbook of Games - Emily W. Elmore (illus) - \$1.25
72. Practical Parties - Ella Shannon Bowles - \$0.75
73. Puzzles for Parties - Gladys Lloyd - \$1.00
74. Recreational Games - E. N. Hebbart - (illus) - \$1.50
75. R.S.V.P. - Toni Taylor - Singing Games from Bible Land - Saunders - \$0.60; \$0.90
76. Social Games and Group Dances - J. C. Elsom & B. M. Trilling - \$2.50 (illus-music)
77. Social Games for Recreation - B. S. Mason & E. D. Mitchell - (illus) - \$2.50
78. The Song Play Book - C. Ward Crampton & Mary A. Wallaston - (illus) - \$2.40
79. Story Games for Everybody - V. C. Alexander - \$1.00
80. Stunt Poems for Little People - Josephine Bacon - \$0.50
81. Stunt Night Tonight - Catherine A. Miller - \$1.50
82. Stunts For All Lands - Catherine A. Miller - \$1.50
83. Suppose We Play - Imogen Clark - \$2.00
84. Suppose We Do Something Else - Imogen Clark - \$1.00
85. Twice 55 Games With Music - \$0.25
86. What Shall We Do Now? - Doroty Canfield and others - (illus) - \$5.00
87. What Shall We Play? - Fannie W. Dunn - (illus) \$0.88
88. What Shall We Play? - Edna Geister - \$1.50
89. Winter Nights Entertainment - R. B. Abraham - \$1.75
90. The Year 'Round Party - W. P. Young & H. J. Gardner - (illus) - \$1.00

REPORT OF SUB-COMMITTEE ON PHYSICAL ACTIVITIES

Edward L. Smith, Specialist of Physical Activities
Charles Braidwood
Uncas Miller
Horace Beard

I. Age levels, their special needs, and methods of meeting them:

- (a) Pre-School
- (b) School
- (c) Out-of-School
- (d) Adult

In describing the various age classifications in the program of athletics the following terms or classes may be recognized in the field. Major, Senior, Minor, Intermediate, Junior, Midget, Cadet, Club, and Juvenile.

It naturally follows that a set of names for different age groupings in order to be successful and worthy of adherence should follow simple lines. It is felt that these following basic age classifications according to different size communities should be followed:

Senior	Open class, any age
Minor	Under 21
Intermediate	Under 19
Junior	Under 17
Cadet	Under 15
Midget	Under 13
Cub	Under 11

Assuming that community recreation programs were to use the above classifications, it is evident that a Junior (under 17 years of age) playing in one community, is almost the exact age as all other Juniors, playing in other communities, and that fact is precisely what this study aims to obtain, uniformity in the end.

In the smaller communities where a Senior may be any young man over 17 or 18 years of age, the word Senior still contains the same meaning; it means that the particular athlete is a member of the particular age or top ranking athletic talent in the community.

So, too, in the smaller communities it is not necessary to use all of the above mentioned classifications, for the word Senior may be the name given to the top teams. Junior leagues will be young men under 17, and Midget leagues will be open for little fellows under 13 years of age.

You will note that in no case have we used the expression 15 and over, or 17 and over. We feel that in all cases a boy is always under a certain age. Except for the adult teams, all others should be referred to as UNDER.

In larger communities where a two-year separation between Minors and Intermediates for example, is not sufficiently in detail, it can easily be remedied by adding the suffix "A" to the classification desired. For example - boys of 17 and 18 are intermediates. Should the department or community have a sufficient number of teams to warrant placing the 17 year old

I. Age levels, their special needs, and methods of meeting them: (Cont'd.)

boys in a different league from the 18 year old boys, the term Intermediate should apply only to the 17 year old boys, while the term Intermediate "A" should apply to the 18 year olds. The suffix "A" will always denote a higher class.

The terms Industrial, Factory, Commercial, Church, Fraternal, and a large many other such names, should continue to be used. These names merely indicate special requirements, and in almost all cases mean adult teams.

Another method used in organizing athletic teams and leagues is by using height and weight rather than age as a basis for classes. Some communities may use all three as requisites. There is no reason why this system should not continue to be used in those communities where it has been put into practice, and no interference or conflict with basic nomenclature will result.

As regards deadline dates in determining current leagues in which a boy is eligible, there is wide diversity in the suggestions. We suggest that the following standard deadline date on eligibility be set as of January 1st of the current year, of all age classifications in the athletic program. It is not our desire or purpose to set age classifications for other activities than that of athletics.

Special requests for a classification of activities in the athletic program has been requested and emphasized and we are hereby setting a suggested standard of activities under age classifications, and a coding for Spring (Sp) Summer (S) Fall (F) Winter (W) program as suggested. Physical education standards and classification of these activities are used as a basic measurement of the following phases for boys, girls, both sexes:

AGE GROUPS: Under 13

BOYS

Roller Skate Hockey (F-Sp)
Shinney (F-Sp-S)
Kick ball (F-W-Sp)
Indoor baseball (W)
Punch Ball (Sp-S)
Basketball Clinics

BOTH SEXES

Volley Ball (F-W-Sp-S)
Newcomb (F-W-S)
Soccer (F)
Softball (F-Sp-S)
Low organized games (F-W-Sp-S)
Relays (F-W-Sp-S)

GIRLS

Bounce dodge ball (Sp)
Club snatch (Sp)
Captain ball (F-W)
Volley newcomb (Sp-S)
Basketball clinics

BOTH SEXES

Line soccer (F)
End ball (W)
Dodge ball (F-W-S-Sp)
Hit pin ball (F-W-S-Sp)
Circle stride ball (W)
Baseball (Sp-S-F)
Long ball (Sp)
Bombardment (W-Sp)

INDIVIDUAL AND DUAL ACTIVITIES

AGE GROUPS: Under 15

BOYS

Touch Football (F)
Soccer (F-Sp)
Field ball (F-Sp-S)
Hand polo (Sp)
Sponge ball (Sp)

GIRLS

Roller skate hockey (F-Sp)
Soccer baseball (F-Sp)
Fist ball (F-Sp)
Broom hockey (W)
Captain ball (W)
Club snatch (Sp-S)

BOTH SEXES

Volley ball (F-W-S)
Relays (F-W-Sp-S)
Field hockey (F)
Hit pin ball (F-Sp-S)
Basketball (W-Sp)
Indoor baseball (W)
End ball (W)
Softball (Sp-S)
Baseball (Sp-S)
Long ball (S-Sp)
Field ball (S)
Punch ball (F-Sp)

AGE GROUPS: Under 17 years

BOYS

Touch football (F-W)
Broom hockey (F-W)
Basketball (F-W-Sp)
Clinics (F-Sp-W)

GIRLS

Roller skate hockey (F-Sp)
Speed ball (F)

BOTH SEXES

Soccer (F-W-Sp)
Field hockey (F-W)
Volley ball (F-W-Sp-S)
Relays (F-W-Sp-S)
Field ball (F-Sp-S)
Basketball (W-Sp)
Indoor softball (W-F)
Baseball (Sp-S)
Softball (Sp-S-F)
Hit pin baseball (Sp)
Cork ball (F-W-Sp-S)

AGE GROUPS: 17 to 25 years

BOYS AND MEN

Touch football (F)
Field ball (F-Sp-S)
Cabinet ball (W)
Two hand touch football (F-W)
Basketball (F-W)

GIRLS AND WOMEN

Socer baseball (W-Sp-S)
Touchdown pass ball (W-Sp)
Field Hockey (F-W)
Basketball (F-W)

BOTH SEXES

Soccer (S-Sp)
Volley ball (F-W-Sp-S)
Speed ball (F)
Field hockey (F-W)
Indoor softball (F-W)
Relays (F-W-Sp-S)

AGE GROUPS: 25 years and over

MEN

Punch ball (F)
 Soccer (F)
 End ball (W)
 Hand polo (W)
 Hand ball (F-W-Sp-S)
 Cabinet ball (F-W)
 Baseball (Sp-S)
 Softball (Sp-S)
 Cork ball (F-Sp-S)

BOTH SEXES

Volley ball (F-W-Sp-S)
 Ring tennis (F-Sp-S)
 Indoor softball (F-W)
 Basketball (W-Sp)
 Relays (Sp-S-F-W)
 Cork ball (Sp-S-F-W)

WOMEN

Indian club hockey (F-W)
 Bounce ball (F-SP)
 Soccer baseball (W-Sp)
 Guard ball (W)

BOYS

Marbles (F-Sp-S)
 Box hockey (F-W)
 Horseshoes (F-Sp-S)
 Handball (Sp-S-F-W)
 Skooter races (F-Sp-S)
 Boxing clinics (F-W)
 Dainty (F-W-Sp-S)
 Table Tennis

BOTH SEXES

Croquet (F-Sp-S)
 Track and Field (F-Sp-S)
 Tennis variations (Sp)
 Table Tennis (Sp-S-F-W)
 Badminton (Sp-S-F-W)
 Aerial Dart (Sp-S-F-W)
 Quoits (F-Sp-S)
 Roller skating (F-Sp-S)
 Bicycle races (F-Sp-S)
 Athletic badge tests (F-Sp-S)
 Indoor track meets (F-W)
 Loop tennis (Sp-S-F-W)
 Tumbling and stunts (W-Sp-S-F)
 Tether ball (Sp-S-F-W)
 Clock golf (F-Sp-S)
 Swimming tests (S)
 Swimming meets (S)
 Shuffleboard (F-W-Sp-S)
 Archery (F-W-Sp-S)
 Boddle ball

GIRLS

Hop Scotch (Sp-S)
 Jump rope (Sp-S)
 O'Leary (Sp-S)
 Softball skills (Sp-S)
 Table tennis

AGE GROUPS: Over 16 years

BOYS AND MEN

Hunting (F-Sp)
 Fishing (F-Sp-S)
 Wrestling (Sp-S-F-W)
 Handball (Sp-S-F-W)
 Quoits (F-Sp-S)
 Box hockey (W-Sp-S-F)
 Fly casting tests (F-Sp-S)
 Boddle ball

BOTH SEXES

Clock Golf (Sp-S-F)
 Tennis (F-Sp-S)
 Archery (4 seasons)
 Tether ball (4 seasons)
 Horseshoes (F-Sp-S)
 Target shooting (F-Sp-S)
 Bowling (F-W)
 Riding (F-Sp-S)
 Badminton (4 seasons)
 Croquet (4 seasons)
 Fencing (4 seasons)
 Table tennis (4 seasons)
 Shuffleboard (4 seasons)
 Squash (F-Sp-S)
 Winter sports (W)
 Bowling on the green (F-S)
 Boating and canoeing (Sp-S)
 Water sports (S)

GIRLS AND WOMEN

Table tennis (4 seasons)
 Shuffleboard (4 seasons)
 Ring tennis (4 seasons)
 Boddle ball (4 seasons)
 Loop tennis (4 seasons)
 Tether ball (4 seasons)

II. How can we use the physical activities more effectively in meeting recreation needs? Let us consider:

A. Standards:

Adoption of uniform rules governing various phases of athletics, and have courts layed out by the same manner.

B. Facilities:

We suggest that a survey of the community facilities first be made and through proper channels, such as school authorities, municipal officials and private agencies endeavor to obtain the use of such physical equipment as is desired to carry on the general athletic program.

C. Methods:

One of the best methods of impressing continued interest on the part of various sponsoring agents and persons interested in the athletic program, either as a board member of the community as a participant, is the proper laying out and maintaining such activity courts and facilities used in the athletic program. We suggest that closer supervision on the part of project supervisors and senior leaders be centered in the conduct and planning of playgrounds and community center activities.

D. Leadership:

1. Although the types of games and arrangement of material are important in successful recreation program, by far the most vital factor is the leader. The person who helps others to have a good time must approach a group with the feeling that he, as well as they, is going to have an enjoyable experience and that the program is something neither would miss willingly. He or she should radiate enjoyment and enthusiasm. They are contagious. The players give back the spirit as set them by the leader in charge. A few general rules help both the leader and his group. These may be summarized as follows:

- (a) Understand thoroughly what you want done and make your directions brief and clear. Demonstrate the action when possible.
- (b) Stand where you can face everyone. Speak so you can be heard, but do not shout. Expect the players to listen. If the group is large use a whistle, but use it sparingly.
- (c) Be as alert and aggressive with as full a knowledge of all rounded athletics as you are able to absorb from training and by self research in material available.
- (d) We recommend that center bibliography be prepared and kept at first hand at all times.

III. Co-Recreation and Successful Ways of Promoting It.

- A. How can we develop more fully the recreation possibilities in family life?

Athletics is a type of program that can be applied to all walks of life and through the family group common objectives are often a center of attraction, whether as a participant, or as a spectator.

Many successful type of programs have been conducted with family groups as participants, such as father and daughter croquet tournaments, mother and son tennis tournaments, brother and sister marble, croquet, horseshoe, volleyball, tennis and ring tennis tournaments, etc.

It is a fact to be well remembered that where there is a common goal or interest in family life there is developed a finer relationship. We admit that one of the big problems of this type is in getting the mother and father to participate, partly due to self-consciousness on the part of each. One of the city playgrounds has proven that co-recreation even between mothers and fathers can be successfully conducted. Thursday night was set aside for the husband and wife softball league activities and the largest spectator attendance was noted.

We recommend that at least an endeavor on the part of the leaders (assisted by the project supervisors) to develop such programs should be attempted and even they will be surprised at the reaction from the groups.

- B. What phases of our field are applicable to co-recreation in athletics?

See report of age classifications and classification of sports where we have broken down the general athletic program into activities for boys, girls, men, women, and for both sexes. The report is given by age groupings as well. In addition, this report carries the seasonal breakdown of the athletic program of events.

In conclusion, we feel that the pleasure and enjoyment we receive out of participation is important - rather than the development of skills in co-recreation.

Submitted by:

Athletic Sub-Committee

SUBJECT: How may we gain the full cooperation of school boards, city officials, and recreation authorities in the use of facilities and play areas, and what are the best methods of approach?

FIRST: Investigate the possible facilities and play areas in the community. Familiarize yourself with the customs of the community, the type of community - that is, whether it is an industrial, mining, or agricultural town, etc. Then ascertain the population, approximate number of children of school age, pre-school age, etc. Examine and study the surroundings and the community problems. Sometimes visit with juvenile authorities in order to be informed as to delinquent children and local child problems. With this information and understanding contact the city officials - usually the mayor first.

If the object is to secure a suitable building and adequate playground space, try to impress upon the city officials the need of recreation centers under proper leadership.

Always contact the Parent-Teachers' Association in every community with the same idea in mind.

The school superintendent is, likewise, contacted. If the object is to seek permission to use the school building and playground space, the School Board must give its approval. It is oftentimes difficult to secure the school superintendent's permission to use the school building after school hours. In this event contact the Chairman of the School Board first and then the other members, asking permission to meet with them and to outline our program as well as their community needs along this line.

To lay down a hard and fast rule of ways to approach these authorities would be useless. After all, one's own initiative and common sense should govern the procedure, as all localities are different. The school boards, the city officials, and recreation councils members vary in type and personality in every community.

Above all we should keep foremost in our thoughts, actions, and expressions the civic need for wholesome recreation not only for the children - but for grownups as well.

We know what recreation means and we know the good that it has accomplished - especially in rural communities, so "selling" the authorities and citizens on the need for recreation in their respective communities is our biggest job.

In summarizing, to gain the cooperation of school boards, city officials and recreation authorities - first make them recreation-minded. With the information you have about their respective communities, impress upon them the many advantages of adequate recreational facilities. This requires a great deal of ground-work - - more in some communities than in others.

In Kentucky, the School Board has the power to grant the use of school buildings. Kentucky Statutes 4399-53 reads:

"Use of school property for public purposes. The Board of Education of any school district may permit the use of the school-house or houses while schools are not in session, by any lawful public assembly of educational, religious, agricultural, political, civic or social bodies under such rules and regulations as the board may deem proper."

This statute was passed and effective June 14, 1934.

For comparison we quote from the Kentucky Statutes 4399-50 which was passed at the same time.

"Kindergartens; night schools. The Board of Education of any school district shall have the power to establish and maintain kindergartens for children from four to six years of age and, subject to the approval of the Superintendent of Public Instruction, may establish such night schools, industrial schools, and other schools for the residents of the district as may be deemed advisable."

We cite the last statute only to compare the wording of the law. For the establishment of night schools, etc., the approval of the school superintendent is required. However, the use of the school for public purposes is left entirely to the school board.

We do not think, however, it would be wise to try to force the issue in this matter. It is better to proceed carefully and gain the school Superintendent's approval, even though the law does not require it in the use of the school building and property. In most instances, the board acts upon the suggestions of the school superintendent. We believe, therefore, to gain his approval first would be the advisable procedure.

Reported by Charles Braidwood.

IV. How Can Volunteer Leaders Supplement the Work of Our Paid Recreation Leaders in Physical Activities?

One of the most important steps in organizing recreational service is a training course for those to be employed, and for volunteers. We should combine theory and practice. The faculty of such a training course can be recruited from volunteer and employed specialists in the community. This can be done even in small communities. We have found that a fair number of persons in every community have had former experience in all of the special activities in a recreational program and may be enlisted in this work - either in school or public recreation. Many college and high school graduates have had sports, drama, music, nature lore, art, handicrafts and other desirable training.

All of these contacts are essential if we wish to have a balanced program acceptable and effective in a community.

All participants should have an opportunity for:

1. Personal relationship with playground leaders.
2. Small group experience.
3. Participation in large community events.

The program of activities should be broadly inclusive in all interests. From the start leaders should realize that no matter how diversified their training, they could not and should not attempt to personally instruct, supervise, and administer an entire program.

Success depends upon recruiting the resources of the community (both material and personnel) and in developing leadership within the ranks of the participants themselves. Recreation Supervisors should observe the following procedures:

1. Organize an adult neighborhood playground association.
2. Make contact with all agencies at work in your communities.
3. Recruit, for group instruction, volunteer adult leaders with whose special skills.
4. Organize clubs and groups on the playground or in the community center according to major interests. Get leaders from within the group.

Mr. V. K. Brown, Chief of Recreation Division of the Chicago system says in regard to voluntary leadership:

"By giving rather than by getting, we make it the shrine of our devotions that we sing about, the altar on which we have laid our sacrifices. I think you will agree that in the devotion of our recreational service to the community at large, we have a chance to affect such identification of

"ourselves with the community, the nation, and the ideals for which our nation and our community stand."

A volunteer leader should have some knowledge of a specific phase of athletics, and the ability to impart this knowledge in an interesting manner to others, or be able to give lectures on some phase of athletics in which they have taken part or specialized.

Problem for discussion:

Why do we have but a few athletic organizations and clubs in communities?

- (a) Lack of capable leadership.
- (b) Lack of general knowledge of an athletic program.

Does an athletic program fit into every community? If not - why not? Where it does not it is probably due to:

- (a) Lack of facilities.
- (b) Lack of community cooperation.
- (c) Lack of interest.

Horace T. Beard, Summarizer

EQUIPMENT AND FACILITY PLANNING LAY-OUT

(Physical Activities)

Topics:

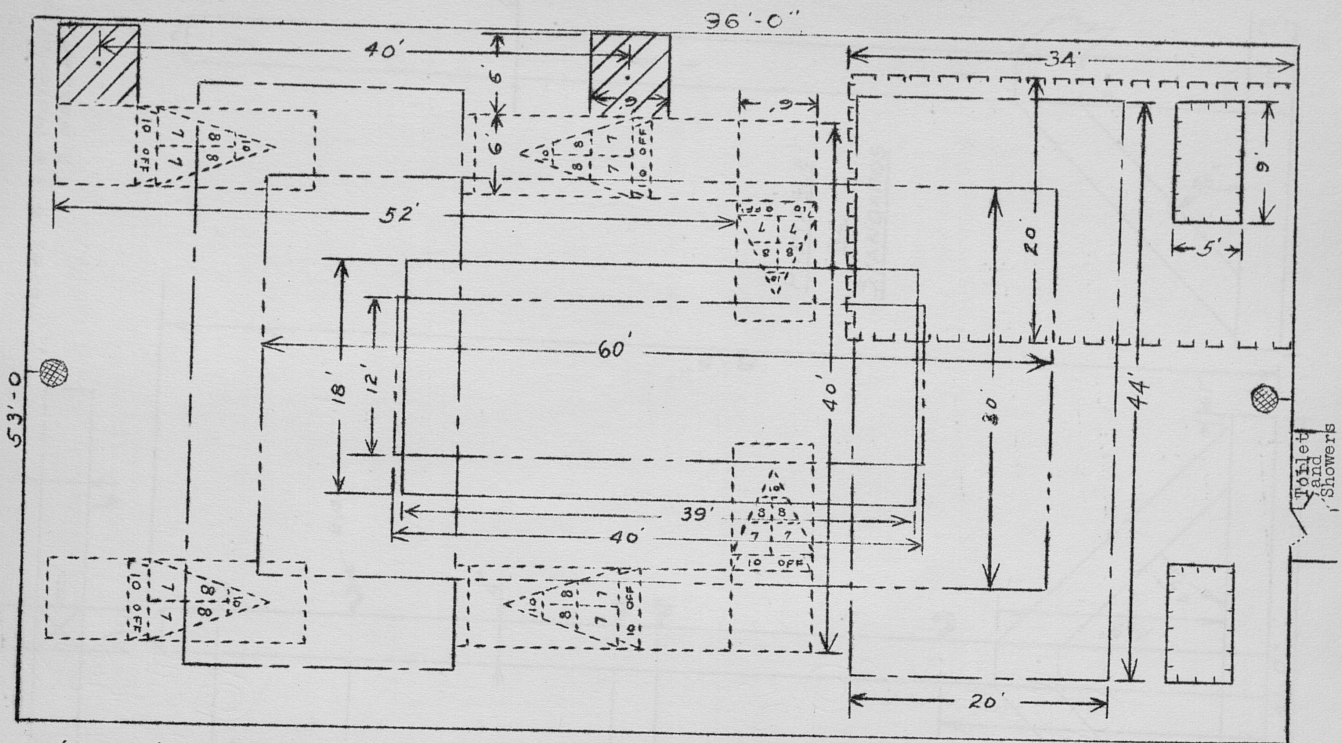
- (a) The laying out of a community center and athletic field so as to obtain the best use of its facilities.
 - (b) Floor plan for large center with single floor space.
1. Laying out courts in large single floor space. It is suggested that different colored lines be used to indicate various activities, such as: Basketball, badminton, volley ball, paddle tennis, shuffleboard, table tennis, loop tennis, deck tennis, indoor softball, etc.

It is suggested that we use movable standards (which are used for attaching nets) for various games such as volley ball, badminton, etc. these standards to be so constructed that they might be moved into a corner or against the wall and changed into seats. The standards may be made from wooden boxes obtained from grocery stores, measuring approximately 18" X 15" X 12". Place the pole on the outer section of the box, afterwards filling the box with crushed rock - allowing the greatest strain to be pulling against the weight of the box. The box must have a top so as not to spill its contents.

It is suggested for the bottom of the box that strips of old automobile tires or tubes be used to prevent marring the floor.

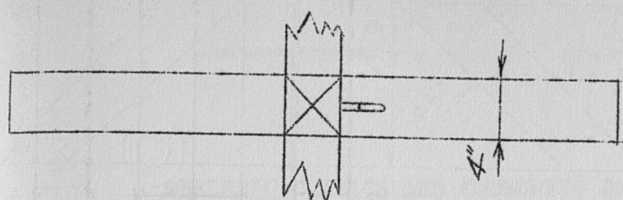
2. Plan for two-room center:

A general physical activity program cannot be conducted indoors in two or three-room centers where space is limited to rooms of approximately 20' X 25'. It is suggested that such games as table tennis, miniature shuffle boards for small children, indoor loop tennis, or table loop tennis be used. The tables should be made so they can be taken apart.

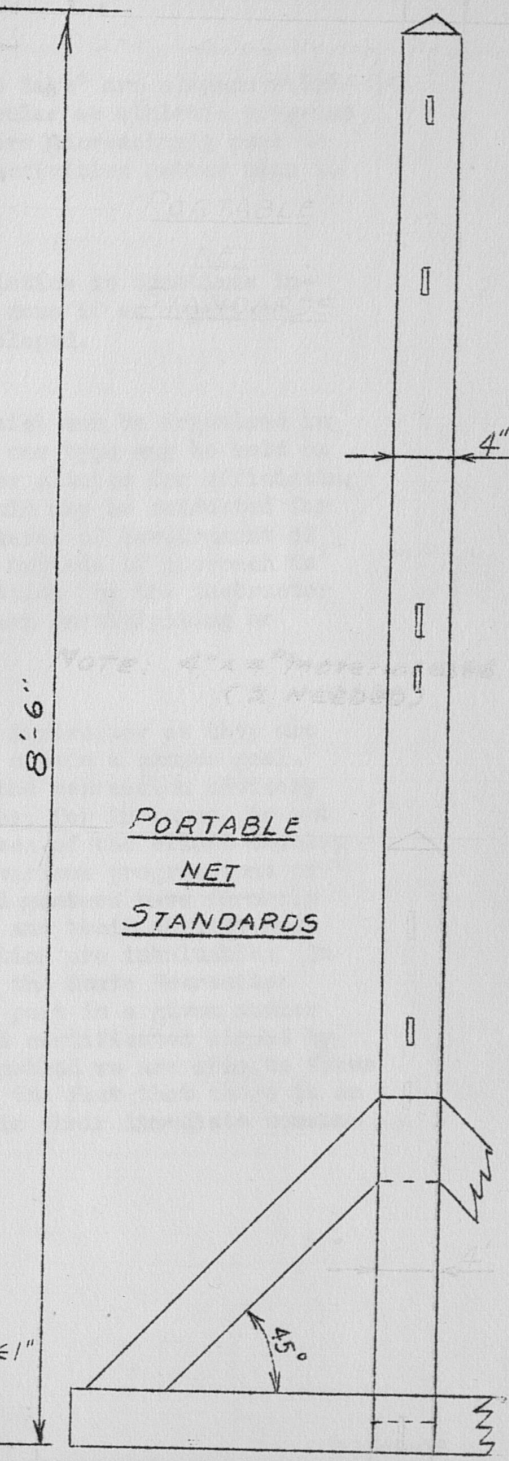
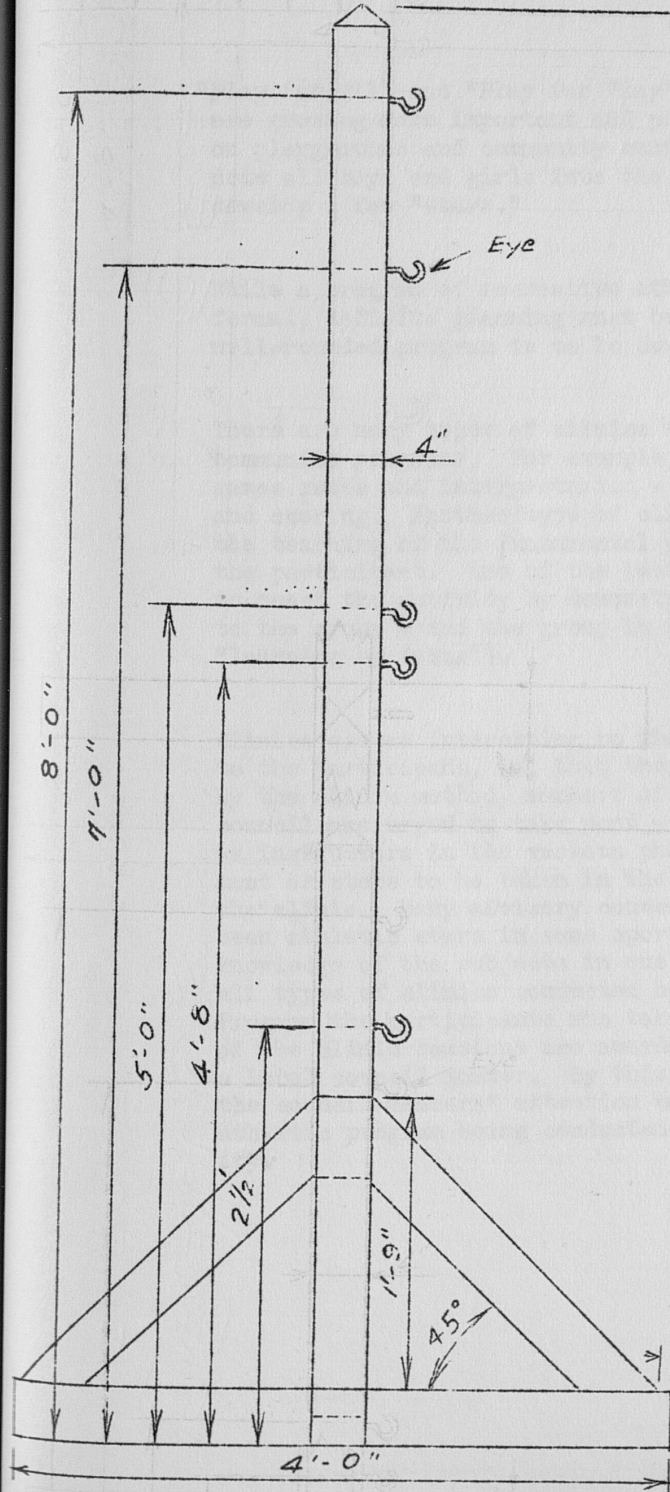


(6' X 40') (6' X 52') SHUFFLEBOARD
 (12' X 40') RING TENNIS
 (17' X 44'(s) 20' X 44'(d) BADMINTON
 (5' X 9') TABLE TENNIS

(18' X 39') (a) (13 1/2' X 39') (s) PADDLE TENNIS
 [Hatched Box] HORSE SHOES (Box 6' x 6') (Pegs 40' Ctr. to Ctr.)
 (30' X 60') VOLLEY BALL
 (20' X 34') Floor (20' X 16') Wall HANDBALL



NOTE: 4"x4" Material used.
(2 NEEDED)



PORTABLE
NET
STANDARDS

ATHLETIC CLINICS AND COMMUNITY ORGANIZATION OF ATHLETICS

"Play for All" and "Play for Play's Sake" are slogans which are growing more important and popular as athletic programs on playgrounds and community centers increasingly seek to draw all boys and girls into the activities rather than to develop a few "stars."

While a program of recreative athletics is sometimes informal, definite planning must be done if an organized, well-rounded program is to be developed.

There are many types of clinics which can be organized in community programs. For example, one type may be held on games rules and interpretation - or clinics for officiating and scoring. Another type of clinic may be conducted for the teaching of the fundamental phases of development of the participant. One of the best methods of approach is to teach the activity by demonstration (by the instructor to the group - and the group in turn participating or "learning by doing").

Clinics are as interesting to the instructor as they are to the participant, in, that they create a common goal. By the clinic method, members of the recreation advisory council are urged to take part - as, for instance, to act as instructors in the various phases of the clinic development or steps to be taken in the various progressions of the clinic. Many advisory council members have formerly been athletic stars in some sport and their ability and knowledge of the subjects in question are invaluable. In all types of clinics conducted by the State Recreation Program the participants who take part in a given number of the clinic sessions are awarded certificates signed by a local council member. By this method we are able to focus the council members' attention on the fact that there is an athletic program being conducted in their immediate community.

GENERAL RECOMMENDATIONS OF THE SUB-COMMITTEE ON

PHYSICAL ACTIVITIES

I. Organization and Planning.

The organization of a physical activities' program usually involves the formation of teams and leagues, the planning of tournaments, and mass participation. Whether the activity is of a competitive or non-competitive nature, long-term planning must be done. Not only must the community as a whole be fully informed of the events scheduled for a community center or playground, but the recreation advisory council should have a sub-committee on athletics or physical activities to plan all special events. Furthermore, it is desirable that one member of that sub-committee be thoroughly familiar with athletics, either as a participant or as a managing official.

II. Community Participation.

The type of athletic program chosen should be related to the athletic interests of the community as expressed by previous participation. If the community recreation council and the athletic sub-committee have a chance to study the athletic program proposed by out supervisors or leaders and if the participating groups fully understand and participate in the program agreed upon, many objections and prejudices will be overcome. To encourage more wide-spread participation in leagues - such as table tennis, volleyball, badminton, etc., the names of individuals and teams, and the standings of leagues should be published regularly in local newspapers. All recreation centers should endeavor to have at least one afternoon or evening a week set aside for league play.

III. Leadership and Training.

Participation in the physical activities' program comprises about sixty percent of the total participation in all activities, consequently it is necessary that a greater number of leaders be assigned to this phase of activity. The leaders assigned to this activity require special training - especially in the handling of large groups.

BIBLIOGRAPHY OF BOOKS, PAMPHLETS, SPECIAL REFERENCES FOR ATHLETIC
PROGRAMS, ORGANIZATION, ETC.

1. Obtain a copy of W.P.A. Recreation Project Circulating Library Bibliography. Obtain state office, Louisville, FREE.
2. Write National Recreation Association for FREE COPY of Publications on Play and Recreation, 315 Fourth Avenue, N. Y. Contains publications of material which may be purchased at 10¢, 20¢, and 25¢. Very helpful material for athletics organization, etc.
3. Athletic Badge Tests for Boys and Girls. Free in single copies. (In additional copies 3¢ each.) Contains efficiency tests, badge awards and certificate awards. N.R.A.
4. An Athletic Meet. 10¢. Contains suggestions for preliminary organization, officials and their duties, and events. N. R. A.
5. Games and Play for Schools. Very good book 20¢. Games to meet the needs of various age groups. Games are made to take on a new significance. N. R. A.
6. Handbook for Recreation Leaders, by Ella Gardner. 25¢. One of the best in the field for the price. Good for all rounded recreation programs. Worth twice the money. Obtain from U. S. Department of Labor, Childrens Bureau. Publication No. 231, Washington, D. C.
7. Manual of Recreational Activities for Young Men's Work Camps. 50¢. Helpful in any athletic program for older boys and young men. N. R. A.
8. National Achievement Standards for Boys. 10¢. N. R. A.
9. National Achievement Standards for Girls. Instruction book. 20¢. Obtain state office, Louisville, FREE.
10. Home-made Play Apparatus. 25¢. N. R. A. Designs and instructions.
11. Playground Layout and Equipment. FREE. N. R. A. Contains publications of material which may be purchased at 10¢, 20¢, and 25¢.
12. Space Requirements for Children's Playgrounds. 40¢. N. R. A.
13. Play Leadership. N. R. A. FREE. What is it? What is the function of the play leader. (In additional copies 3¢ each.) Contains efficiency tests, badge awards and certificate awards. N.R.A.
14. Conduct of Community Centers. N. R. A. 25¢. Very good. Proper organization and administration and a well balanced program.
15. Conduct of Playgrounds. 25¢. N. R. A. Also very good. Proper technique and knowledge essential for good leadership. Good practical guide. Needs of various age groups. Games are made to take on a new significance.
16. A list of free and inexpensive recreation references with annotations. W.P.A. Recreation Division, Washington, D. C.
17. Handbook for Recreation Leaders, by Ella Gardner. 25¢. One of the best in the field for the price. Good for all rounded recreation programs. Worth twice the money. Obtain from U. S. Department of Labor, Childrens Bureau. Publication No. 231, Washington, D. C. 21540-77.
18. Manual of Recreational Activities for Young Men's Work Camps. 50¢. Helpful in any athletic program for older boys and young men. N. R. A.

Continued -

17. Education and Recreation, issued by the Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Penn. Bulletin #107. This book tops in the field for a new leader and an old one. Is FREE and may be obtained by writing to above.
18. The Community Center as a Neighborhood House. N. R. A. 25¢.
19. Write A. S. Barnes Publishers for The Complete Catalogue of Barnes Books. 67 West 44th Street, N. Y. Best information on market today.
20. Symposium on Physical Education and Health. Compiled and edited by J. B. Nash, February 27 - 28 - March 1, 1930. Distributors - N. Y. University Press Book Shop, Washington Square, East, N. Y.
21. School Program in Physical Education by Clark W. Hetherington, World Book Company, \$1.20. Yonkers on the Hudson.
22. Girls Basketball Today. KFB #16. N. R. A.
23. Four Hundred Girls Play Basketball KFB #17.
24. Organizing Girls Tournaments in Jacks, Hop Scotch, O'Leary, and Jump Rope KFB #20.
25. Girls Basket Ball Course for Coaches and Officials KFB #23. N. R. A.
26. Junior Girls Club Plan (for Girls 10 - 15 years.) KFB #22 N. R. A.
27. A. G. Spalding, any Spalding Red Cover Series #115R American Sports Publishing Company, 105 Nassau Street, N. Y. 25¢.
28. Basket Ball #17R for Women and Girls.
29. Athletic Badge Tests for Girls. N. R. A. FREE.
30. A Brief Manual of Games for Organized Play, Children's Bureau. #113. 10¢.

REPORT OF SUB-COMMITTEE ON SOCIAL DANCING

Tommy A. Noonan - Specialist of Social Dancing
Leola Margaret Caudill
Harry Thomas
Flossie Lindsey
John Moore

- I. Why Social Dancing should be included in the Recreation Program.
 - A. It has a great popular appeal and will reach a large group of adolescents.
 - B. It is a means of interesting them in other activities.
 - C. It has great co-recreational possibilities.

- II. Policies.
 - A. The leader should attempt to intermingle the groups as much as possible.
 - B. Social Dancing should be conducted as a class or club activity.
 - C. Before such a program is undertaken it is important that proper leadership and facilities be secured.
 - D. There should be a progressive plan of class work.
 - E. Social Dancing should not be conducted except in Centers where there is qualified leadership, - someone capable of making out a definite class plan of work. This leader, however, may be a volunteer.
 - F. Basic steps should be taught and novelties introduced with the understanding that they are novelties.
 - G. It must be a co-recreational activity.
 - H. It must be backed by the Recreation Council.

- IV. Classification as to participation reports.
 - A. If conducted as a class, Social Dancing should be reported as Rhythmics.
 - B. If as a club, reported as Social Recreation.

We should endeavor through this medium of Ballroom or Social Dancing to introduce Folk Dancing or to build up the Folk Dance Program due to the socializing factors involved.

We recommend that there be a consultant appointed from the State Staff for this activity.

REPORT OF SUB-COMMITTEE ON CHORAL MUSIC

I. Where Leadership may be obtained.

The proportion of leaders of such groups is very small. The development of music among our people would be greatly enhanced if adequately remunerative positions could be provided for the conducting of amateur groups; however, insofar as receiving no money for the work, conducive to growth of amateur spirit, the best available leader should be obtained as follows:

- a. Public school music supervisors
- b. Church organists or choir directors
- c. Mature music students
- d. Those preparing for public school music degrees

II. Music groups which may be organized:

- a. Informal singing
- b. Adult groups
- c. Boys' glee club
- d. Children's chorus

III. Types of Leadership.

- a. Social
- b. Executive
- c. Purely musical
- d. Supervisory

IV. Characteristics of a good leader.

- A. Leader should have health, personality, enthusiasm, skill, sympathetic understanding of people, alertness, confidence, devotion, dependability, patience, sense of humor, tact, and, above all, character in his general life as well as in musical, and expression that is worthy of emulation.
- B. Music leader should know music. One may know little and yet be a good leader of community music--but his success will be greater if he has intelligently experienced to the full a great deal of the best music.
- C. Musician with a love and understanding of the best music. Preferably one who has played the piano and sings fairly well--and who has the true amateur spirit, and the other qualities necessary to leadership of uncultivated groups.

S U M M A R Y

GROUP WORK AND COMMUNITY ORGANIZATION

I. Community Organization

A. Purpose of the W.P.A. Recreation Program:

1. To promote higher standards of living in both personal and community life.
2. To provide friendship and group life.
3. To provide facilities for play and recreation.
4. To socialize attitudes and behavior.
5. To educate for creative leisure.
6. To provide vocational educational guidance.
7. To make participation in community affairs possible for all people.

II. Essentials of good group work.

A. The method to be used in achieving these purposes. Roy Sorenson gives the following standard of group work.

1. Is the group continuous and congenial either as to persons or interest?
2. Is this group related to other groups?
3. Does the group have a creative approach to its subject matter?
4. Is the focus of the leadership on the individual as well as on the group?
5. Is the leader-member relation one of alternate assertion and withdrawal?

B. Type of personnel:

1. The Supervisor should know the leaders - their education and background.
2. The leader should have definite skills.

C. The things the Community must offer.

1. Facilities
2. Determine what is being done by overlapping agencies.
3. Determine who need our services most.

D. The first thing to do in setting up a program:

1. Have formal openings:
 - a. Puppet plays
 - b. Games
 - c. Exhibits of craft work
2. Have personal interview.

III. Suggestions:

A. Find the interest of the group.

1. Survey - age participation, group interests, etc. by personal interviews.

III. Suggestions: (Continued)

2. Use questionnaires.
3. Make a friendly approach to the individual by the leader at the door.
4. Contact people outside the center and find out what they want offered.

B. The group should be organized wholly on the basis of the interests of the group.

1. According to age levels.
2. According to friendships.

Over a period of time, due to ages and the development of new skills, there will be shifting from group to group. It was brought out here that some groups tend to become closed. One problem is clubs, due to the isolation of the group.

C. Supervision should be definitely related to the needs of the person.

D. Supervision should be sound all the way down from the top, otherwise very little can be accomplished.

E. Supervision has to be adapted to the capacity of the one being supervised, such as to leave no suspicion as to your motive.

F. Supervision should be regular, consistent, and definitely related to the situation.

G. Supervisors should learn something about the leader by what the leader brings to staff conference.

H. It is just as essential that the leader know the community as well as he knows the group.

I. Have conferences with individual workers in which they are encouraged to present the problems, however trivial, that are causing them concern.

J. Have one staff conference a week if possible.

K. Have one staff conference carry over to the next.

L. Let the leader talk out his personal problems, just to "get it out of his system."

M. Have the leader give an oral report at his personal conferences on the work of his groups.

N. There should be enough conferences with a given leader to discover and help with really important problems. There should be a "carry-over" from each previous conference to guide subsequent ones.

BIBLIOGRAPHY

Group Work, Leisure, and Recreation

- Blumenthal, Louis H., Group Work In Camping
- Burns, Cecil, Leisure in the Modern World
- Coyle, Grace, Studies in Group Behavior
- Coyle, Grace, Social Process in Organized Groups, Richard R. Smith, Inc. 1930
- Cutten, George B. Challenge of Leisure, Unit Study Bulletin No. 10, Modern Problem Series.
- Cutten, George B., The Threats of Leisure, Yale University Press, 1926.
- Dahlberg, Arthur Claus, Jobs, Machines and Capitalism, Macmillan, 1932.
- Gardner, Ella, Handbook of Recreation Leaders - Gov. Doc. No. 231.
- Gardner, Ella, Development of a Leisure-time Program in Small Cities and Towns. Gov. Doc. No. 241.
- Greenbie, Marjorie Latta, The Arts of Leisure.
- Hambridge, G. Time to Live; Adventures in the Use of Leisure.
- Heaton, Kenneth L., Character Building Through Recreation.
- Jacks, Lawrence Pearsall, Education Through Recreation.
- Jacks, Lawrence Pearsall, The Education of the Whole Man.
- Leigh, Robert Devore, Group Leadership.
- Lundberg, G. A. Leisure; A Suburban Study.
- McCaskill, Joseph, Theory and Practice of Group Work.
- Neumeyer, Martin Henry, Leisure and Recreation; A Study of Leisure and Recreation in their sociological aspects.
- Pack, Arthur Newton, The Challenge of Leisure.
- Ready, Marie Margaret, References on Physical Education and Recreation for Exceptional Children.
- National Recreation Association, Recreation Work, Training, Experience and Compensation in Community. (Pamphlet).
- Sheffield, A. P., Training for Group Experience.
- Steiner, Jesse F., Americans at Play.
- Williamson, Margaretta A., The Social Worker in Group Work.
- Lindenberg, S. G., Supervision in Social Group Work.
- Patten, Marjorie, The Arts Workshop of Rural America.
- Atkinson, R. K., The Boys' Club.
- Slavson, Samuel R., Character and Education in Democracy.
- Slavson, Samuel R., Creative Group Education.

- Pence, Owen E., *The Y. M. C. A. and Social Need.*
- Lee, Joseph, *The Normal Course in Play*, A. S. Barnes & Company.
- Lies, Eugene T., *The New Leisure Challenges the Schools*, National Education Association, 1933. Contains classified bibliography on education and leisure.
- Mitchell, E. D. & Mason, B. S. *The Theory of Play*, A. S. Barnes, 1924.
- Osborn, L. D. & Neumeier, M. H. *The Community & Society*, American Book Co., 1933.
- Rainwater, Clarence E., *The Play Movement in the United States*, the University of Chicago Press, 1922.
- Rogers, James T., *The Child & Play*, the Century Company, 1932.
- May, H. L. & Dorothy Petgen, *Leisure and Its Use; Some International Observations.*
- Frankl, P. T., *Machine-Made Leisure*, Harper and Brothers - 1932.
- Joad, C. E., *Diogenes, or the Future of Leisure.*
- Gillich, Luther, *The Philosophy of Play*, Scribners, 1920.
- Lampland, Ruth, *Hobbies for Everybody*, Harper & Brothers - 1934.
- Atkinson, R. K., *Delinquency and Leisure.*
- Dewey, John, *Democracy and Education*, Macmillan, 1916.
- Follett, Mary P., *The New State*, Longmans, 1918.
- Kilpatrick, W. H., *Foundations of Method*, Macmillan, 1925.
- MacIver, R. M., *Community*, Macmillan, 1928.
- Moreno, J. L., *Who Shall Survive*, Nervous and Mental Disease Publishing Co.-1934
- General Bibliography on Group Work, Russell Sage Foundation, 130 E. 22nd Street, N. Y. C. Classified list of group work books and articles giving publishers data and a brief description of content of each.
- Recreation Bibliography, published by Co-operative Recreation Service, Delaware, Ohio.
- Crafts Bibliography, the appendix to *Handicrafts of the Southern Highlands*, by Allen Eaton.
- Busch, H. M. *Leadership in Group Work*, Association Press, 1934.
- Dimock, H. S., and Hendry, C. E., *Camping and Character*, Assoc. Press, 1929.
- Elliot, H. S., *The Process of Group Thinking*, Association Press, 1927.
- Hartshorne, Hugh, *Character in Human Relations*, Scribner's, 1932.
- North, C. C., *The Community and Social Welfare*, McGraw-Hill Book Company.
- Pendry, Elizabeth R., and Hartshorne, Hugh, *Organizations for Youth; Leisure Time and Character Building Procedures*. McGraw-Hill Book Co. Inc., 1935.
- Perry, Clarence A., *The Work of the Little Theatre*. Russell Sage Foundation.
- Bogardus, Emory S., *Leaders and Leadership*, The Century Company, 1934.
- Burr, Walter, *Community Leadership*, Prentice-Hall, Inc., 1929.
- Gregg, A. J., *Training Group Leaders*, Association Press, 1924.
- La Porte, W. R., *Rec. Leadership of Boys*. - The Methodist Book Concern, 1927.
- Nash, J. B., *The Organization and Administration of Playgrounds and Recreation* - A. S. Barnes and Company, 1927.
- Smith, C. F., *Games and Game Leadership*, Dodd, Mead & Company, 1932.
- Lehman, H. C., and Witty, P. A., *The Psychology of Play Activities*. A. S. Barnes & Company, 1927.

RESUME OF LUNCHEON MEETING - BROWN HOTEL ROOF

December 4, 1939, - 12:30 P.M.

Louisville, Kentucky

The luncheon meeting was held in honor of Mr. G. Ott Romney, National Director of Recreation, Washington, and Mr. Frank Bentley, Regional Supervisor of Recreation, Atlanta. The meeting was attended by approximately 150 persons from central and southwestern Kentucky - sponsors, recreation leaders, and recreation council members.

Parties ranging from five to eight persons representing various towns, clubs, etc., requested that they be grouped together - and were seated accordingly. The tables were beautifully decorated by Miss Josephine Burger, Project Supervisor of Recreation, Jefferson County. Pine cones, cedar, and other Christmas trimmings were used. The small arts and crafts' exhibit, which had been arranged in the dining hall entrance by Mr. Harry Jackson, Supervisor of Arts and Crafts, attracted considerable attention and favorable comment. Mr. Harold Brigham, Superintendent of the Neighborhood House, Louisville, efficiently handled all ticket reservations. Mr. Walter Pfund, Pianist, Louisville, furnished the music for the occasion. Dr. Charles W. Welch pronounced the invocation. The menu was well chosen and the Brown Hotel cuisine was excellent.

At 1:15 P.M., Mr. Austin J. Welch, State Project Supervisor of Recreation, opened the meeting and spoke briefly on the aims of such a "get together" - or, in a word, stated that it was an endeavor to foster community planning for leisure and to give persons interested in planning at the community level the opportunity to share their mutual problems. He stated that the leisure-time meeting marked the beginning of an annual W.P.A. Winter Planning Conference (December 4th to December 9th, inclusive) and gave a hearty invitation to those assembled to visit the sessions at the Kentucky Hotel. Mr. Welch then introduced the persons at the speakers' table - who were as follows:

- Mr. Solon Russell, Director, City Welfare Department.
- Mr. Frank Bentley, Regional Supervisor of Recreation, W.P.A.
- Mr. G. Ott Romney, National Director of Recreation, W.P.A.
- Mr. E. A. Marye, Director, Division of Operations, W.P.A.
- Mr. Matt Henchey, Director, Jefferson County Department of Welfare.
- Mr. J. R. Batchelor, Field Representative, National Recreation Assoc.

Mr. Welch then called upon Mr. Bentley to address the group.

Mr. Bentley expressed his pleasure and that of Mr. Romney's upon their being present and further stated "It behooves us all to meet together quite often - to interpret the recreation program and to discuss our problems. Otherwise we might become confused." He then told a story about a recent football game between Saint Mary's and Holy Cross - how both sides fought hard and yet seemed to get nowhere. Towards the end of the game, he said, during "time out" the players of one team fell on their knees and started to pray - followed shortly afterward by the players of the opposing team, who also

fell on their knees and began praying. A man in the grandstand turned to the priest sitting next to him and said "What does this mean, Father - what's going to happen now?" The priest replied, "I can't say - but I do know it's creating considerable confusion above." Mr. Bentley reiterated that frequent meetings were necessary to obviate confusion, and to keep our minds clear and our objectives the same. He then gave, in introducing Mr. Romney, a brief sketch of the guest speaker's training and experience - which is summarized as follows:

Undergraduate of the University of Utah; graduate of Harvard University, New York University, and the University of Illinois; for twenty years has been director of athletics, recreation and physical education director in universities, city systems, etc; is an expert in several specialized phases of recreation - such as community dramatics and various branches of athletics; has specialized in the fields of journalism and public relations; has held several positions in a national capacity; "is married and loves his family."

MR. G. OTT ROMNEY: "Recreation - Society's Responsibility."

The talk, broadcasted over Station W.A.V.E., began humorously - Mr. Romney referring to Mr. Bentley as an "extremely literal individual" and to the fact that he, Mr. Romney, had jotted down a few notes for him (which, apparently, Mr. Bentley in turn had used verbatim). If he had known this was going to happen, he said, he "would have done a much better job in writing them!" Mr. Romney continued to the same vein for a while along the following lines:

I am not much kidded about myself. A long time ago I went out of the "experting business." Some time after I left college I took a position as Physical Education Director in the State of Montana. Now I had prepared myself for everything else but a director of physical ed - - nevertheless I took the job as "Physical Education Expert!" Very shortly the women in the city held a joint meeting of all the women's clubs and invited me as guest speaker to discuss the "rearing of children." I was unmarried - but was very happy to help them. They made me feel that I had done such a great service that I told them at the end of my talk if there were any questions they would like to ask me on the subject that I should be glad to answer them - and did so for about an hour. I even toured the State of Montana - enlightening mothers on "how to raise children." Then I got married and reared some of my own. I have often thought since that time that I would write each of those mothers individually - and offer an apology.

Mr. Romney contrasted the attitude of the general public of a decade ago, towards recreation, with its attitude today. He pointed out that at that time one could not talk about recreation as he would "the international policy of the nation," etc., but must do so apologetically; how persons who displayed any interest in such things were regarded as anemic, cadaverous individuals - and their interests were scorned. He said sometimes business and professional men would rise up, slap you on the back, and say "You are doing lovely work girls - go right ahead and maybe we'll buy you some swimming suits" etc., etc. Today "What to do with leisure time" is one of the most scientific issues, and one about which we dare to speak boldly.

He then discussed the reasons why the question of leisure-time and its pleasant and profitable use has assumed such importance. He spoke of the mechanized age in which we are living - how millions of people are going about daily routine tasks, using the same small sets of muscles in the performance

of such tasks, such as writing with pencils and typewriters, chald-marking things, sitting on stools adding up figures, - housewives with their whole battery of buttons to push, even the vast army of farm workers with their modern machinery which requires an occasional pulling of a lever or an adjustment here or there - - human beings working in assembly lines everywhere, taking on the characteristics of machines themselves.

Each individual spending his days in such assembly lines has the same make-up as you and I, he said, - the same physical structure, the same emotional harpsichord, and the same right to grow and flower into a total human being. He deserves a guarantee to growth to the fullest.

The mechanized age had done something to us, Mr. Romney continued, - high-powered advertising sees to it that we think alike, use the same shaving creams and toothpaste, fix our hair alike, etc., etc.

In very much the same way his attitude toward deity has changed and man now thinks he is "master of all he surveys!"

Richness has gone out of living.

If you will grant the three penalties - physical, mental, and spiritual - of this technological era you will then want to know what we mean when we talk about "the organization of play." You have come a long distance to let me talk with you about "play." "A few years' ago I would have been arrested."

In illustrating the philosophy of play Mr. Romney used a very graphic description of an imaginary plan to go canoeing and the experiences two persons might have in connection with such an outing and their probably attitudes towards them. The three stages of the adventure were described somewhat as follows:

First: I haven't a boat house or boats - but a friend of mine has, and says, "Romney, here are the keys - go down with some of your friends and take a canoe ride today." I hurry off to find you. The morning is delightful - the birds are singing, every breeze is exhilarating - I am happy just to be alive! It is good to just pick up the canoes - they seem light as a feather and we hoist them to our shoulders with ease. As we walk blithely along the branches of the trees slap our faces - but only coquettishly - and on down to the stream we go - about a quarter of a mile - smelling the sweet-scented air and reveling in our youth and our good fortune.

Second: All of a sudden I remember - - I say that I am sorry but somehow we have taken the wrong path - my friend had told us to take the path to the right - and we have taken the one to the left. The sun seems hotter - the canoes feel heavy and bothersome - and somehow the joy has gone out of your wisecracks. We make our way back to the right path and on down to the stream - rather silently and crestfallen.

Third: We reach the stream - only to find a sign posted on the bank - "Canoeing temporarily suspended - by order of the Sheriff." The whole trip seems hateful and tedious - the canoes weigh a ton - - please don't open your mouth to wisecrack now - the heat is intolerable - insects buzz around our heads and we can't knock them off because we have to hold the canoes - the tree branches annoy us by slapping us in the face and tears smart our eyes. We trudge back to the boathouse - the day is spoiled - the trip is spoiled.

We have been doing the same things, in the same environment, and with the same companion. When it was fun - it was great recreation and good sport! When we lost our way (or the pay-check was delayed) it became work. Then - when all pleasure went out of it it became drudgery.

You cannot define all play or all recreation as "a state of mind," "emotional irresponsibility," or "your response to the thing you want to do." In play - a postman can really enjoy a hike. In fact I had a postman down in Texas who, after hearing me talk, joined a hiking club. When asked later "why in the world do you belong to a hiking club?" replied, "Can you imagine walking right up to a tree - and not having to deliver a letter - or stopping for some time at the forks of a road - just to listen to a bird sing?"

When I was in school I had to read "Vanity Fair" - the teacher required it - and not only that - I had to look up all the three-syllable words - write themes on it - sweat over it. I did it because at the end of the term I got my pay-check - or rather a school credit. A few summers' ago I took "Vanity Fair" down from my bookshelf - dipped into it with the attitude of play - and it was delightful!

I know a big shot who on weekends - when he gets home and has changed into other things - makes all kinds of concrete walls, highly embellished flower pots out of concrete, and many other concrete atrocities which to my mind make his estate rather grotesque. But he is playing - having fun - and his wife indulges him occasionally by even using some of his masterpieces.

The "Cincinnati Reds" play - but not philosophically - in fact one young man lost twenty-three pounds during the games this year. There was no play element there. You have to go through with it - if it's work. In play you make it pay you dividends.

All of us should have the greatest social playground around the dinner table.

Most persons can't afford their own playgrounds, not can they pay people to teach them skills. Most outdoor activities require large areas. Therefore, society pools its assets to provide leadership and organizational possibilities and one of the richest values is derived - social value - the joy we get out of meeting together. Not just for the poor man - nor just for the rich man - but for all of the citizens.

W.P.A. is trying to render this service in the field of recreation to all the people. The objective of the federal government is not only to provide employment, but to make the nation conscious of its responsibility. We have a program for you - a variety of services for you - won't you select the one that fits your particular conditions and environment?

In coming to the end of his talk Mr. Romney stated that he wished to leave with his audience the same idea that he tried to convey in the beginning - the importance of the pleasant and profitable use of leisure time. He said if they thought there was too much heat to his enthusiasm - that he had eulogized too much - or employed too many superlatives he wished to remind them of a little story:

A president of an institution for which I once worked took me to see the home of a well-to-do friend. The man was exceedingly proud of his dwelling.

With his face beaming and with joy which he could scarcely contain he showed us around. He took us to see the basement first - the excellent plumbing and heating arrangements - gadget after gadget - detail after detail - and so throughout the house, going so minutely into the workings and ornamentation of the vast plant that he became tiresome. Finally we came to a magnificent living room - where he enumerated all of the wonderful things it possessed. Half apologetically he pointed last of all to the fireplace - as beautiful one as you ever saw - and said "Of course we didn't need this - it is useless and unnecessary with our heating and air conditioning facilities but my wife wanted it - some fool idea of hers - and to humor her we had it built." The president of the institution for which I worked stroked his chin thoughtfully and said, "Yes - useless and unnecessary - just as useless as the sunset."

And so when my critics say "You over-talk recreation - is it important economically or sociologically?" - I say - No, it is useless - just as useless as the sunset.

* * * * *

Mr. Romney's talk was enthusiastically received. Then Mr. Welch announced that an informal discussion on recreation facilities would follow after a brief recess, and invited all who wished to remain to do so. However, before the group disbanded he acknowledged with a few brief remarks the following friends of our program who were guests at the luncheon:

- Mr. and Mrs. Quentin Hartke - Director of Recreation in Indiana.
- Judge Lorenzo Wood
- Miss E. Fullerton, Director, P&S Division, W.P.A.
- Mr. Shelby Kinkead, Asst. Director, P&S Division, W.P.A.
- Mr. Robert Salyers, State Administrator, National Youth Administration.
- Mr. Alex Hood, City Commissioner, Corbin, Kentucky.
- Reverend Adams, Middlesboro, Kentucky.
- Mrs. Madrid, Owensboro, Kentucky
- Mr. George Evans, Department of Education, Frankfort, Kentucky.

Summarized by:

V. Martin, Asst. Project Supervisor.

PROGRAM

- Dinner - Ballroom - Student Union Building
University of Kentucky.

- Welcoming Address - Dr. Frank L. McVey, President
University of Kentucky.

- Plans in Federal Recreation in the Southern Area - Mr. Frank Bentley
Regional Supervisor of Recreation
in the Southern Area.

- Leadership in Leisure Time Activities - Professor M. E. Potter
Physical Education Department
University of Kentucky.

- Community Planning for Leisure - Mr. G. Ott Romney
National Director
Recreation Section
Work Projects Administration.
(Radiocast by Station)
(WLAP)

- Introduction of Mayors and Chairmen of Recreation Council - Mr. Austin J. Welch
State Director of Recreation
Work Projects Administration.

- Motion Pictures - Fifteen Minutes with Recreation
Programs throughout the State.

- Choral Singing - Nicholasville Colored Choral
Club.

NEW STEERING COMMITTEE

Wilford C. McCarty
Chairman

Areas

A & B	Horace Beard
C & D	Josephine Burger
E	Virginia Nosler
F	John Moore and Wilford McCarty
G	Leola Margaret Caudill

FUNCTIONS OF A STEERING COMMITTEE

A training program should function in a genuinely democratic manner. It follows, if fine human relationships are always maintained, that all persons engaged in training will share in the development of the program. Trainees should help with the preparation and modification of plans, the examination of techniques and the evaluation of the results of the experience.

The Steering Committee may do this by:

1. Representing the trainees in all matters necessary to be brought to the attention of the program administration of the conference.
2. Reveal the feeling of the group as to:
 - (a) Whether a common understanding is being reached between trainers and trainees.
 - (b) Is the training method being used achieving the goal?
 - (c) Is the training program functioning in a truly democratic manner?
3. Help determine the needs of the participants with respect to training.
4. Help plan a practical program to meet such needs.
5. Help supervise the operation of the training program and attend to mechanical arrangements.
6. Bring in the community point of view.
7. Help evaluate the results of the training program.

LIBRARY
U OF KY

21540-93

FUNCTIONS OF A STEERING COMMITTEE

A training program should function in a genuinely democratic manner. It follows, if the human relationships are always maintained, that all persons engaged in training will share in the development of the program. Trustees should help with the preparation and modification of plans, the examination of budgets and the utilization of the results of the experts.

This Book may be kept

FOURTEEN DAYS

A fine of TWO CENTS will be charged for each day the Book is kept over time.

Dec 21			
Jan 7 '52			

Library Bureau Cat. No. 1137,24

LIBRARY
U OF KY

21540-63

Call No. 790
Un3c

Accession No. 167145
1939

LIBRARY
UNIVERSITY OF KENTUCKY

9-47

