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Lawrence V. Loy Extension Specialist in Community Organization &  
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Ruth McIntire-Extension Specialist in Recreation

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Amherst, Massachusetts.

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Pamphlets		
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## Games and Stunts for the Banquet

Odds or Evens. Mixer mass game. Give everyone in room 10 peanuts (about 180 peanuts to pound). Have them move about the holding out any number of peanuts in one hand; #1 calls out "odd or even"; #2, the one questioned, guesses. If the guess is "even" and there are an even number of peanuts in #1's hand, then #2 gets the peanuts. If the guess is wrong, then #2 must pay #1 the number of peanuts in #1's hand. Give prize to one who has the greatest number of peanuts at the end of a certain period of time.

Novelty Grand March. (When all guests have arrived and you are ready to go to the table.) Then an exhilarating simple grand march may be conducted to stimulate mass play spirit, and lively march music is used to kindle in all a desire to get in line and march along. All formal commands are omitted. In step or out, everybody either whistles, sings, or claps to the rhythm of the music. The grand march concludes with partners facing each other in a double circle. Then the stunts following may be introduced.

Stunts. These stunts require only simple skills and coordinations. They help to ~~break down reserve and formality.~~ Moving one pace to the right to bring new people face to face for a new stunt.

These stunts offer reasonable assurance of success, create a comic picture, and retain the double circle formation.

1. Nose and Ear. The nose is grasped with the right hand, the right ear with the left. When signal to change is given the nose is grasped with the left hand and the left ear with the right. The positions are taken alternately by those in each circle upon command of the leader.

2. Elk Sign and Violin. Those on the inner circle place the thumbs of the right and left hands in the right and left ears respectively. The fingers of each hand are spread to form the so-called "elk sign." Those on the outer circle pantomime the playing of a violin. The action is started by those on the inner circle. Any time they wish they start to play the violin as a signal for partners to become elks. These changes are made quickly and frequently causing considerable amusement and confusion.

3. The --- Toast. Before the toast is read, each person supplies a descriptive adjective or adverb. This is done without their having any knowledge of how it is to be used. The toast is then read by the chairman substituting the descriptive words in the blank spaces. The following form may be used as an indication of what may be used. It may be made any length: Good evening \_\_\_\_\_ Friends. Never before have I had before me such a \_\_\_\_\_ group of \_\_\_\_\_ Men and \_\_\_\_\_ women. Such \_\_\_\_\_ faces, such \_\_\_\_\_ dispositions, such \_\_\_\_\_ personalities! To look into your \_\_\_\_\_ eyes, and know that among you are to be found the \_\_\_\_\_, the \_\_\_\_\_, the \_\_\_\_\_, of America is a \_\_\_\_\_ thrill. This is a \_\_\_\_\_ occasion. You will never forget it, etc. etc.

4. Just for Fun. Do this quickly, allowing only a moment for thought. Write with a calm mind-no dinner for you until you've finished. Paper with numbers 1-2- with a dash after each number is provided for each person. The result reads "Refreshments are ready".

(1) If you ever saw a cow jump over the moon, write "N" in spaces 1, 4, 14 and 16. If not, write "R" in these spaces.

(2) If "X" comes before "H" in the alphabet, write "Z" in space 3. If it comes after "H" write "F".

(3) If 31,467 is more than 12 dozen, write "E" in spaces 2,5,9,15, and 17.

(4.) If you like candy better than mosquitoes, indicate with an "S" in spaces 6 and 12. If not, better consult an alienist at once. Without counting on your fingers, write

(5) Closing one eye and without counting on your fingers, write the eighth letter of the alphabet in space 7.

(6) If Shakespeare wrote: "Twinkle, twinkle little star, How I wonder what you are! put ")" in space 20. Otherwise write "Y".

(7) If white and black are opposite, write "M" in space 8. If the same color, write nothing there.

(8) If ten quarts made one pint, draw an elephant in space 10. Otherwise write "N".

(9) If summer is warmer than winter, put a "D" in space 19, and "T" in space 11.

(10) If you think this is foolish, write the first letter of the alphabet in spaces 13 and 18, read the result and let your conscience be your guide.

Songs. Sentimental. Each table might choose some song which they wish to sing in competition with the other tables.

Progressive Dinner - As the guests have finished the first course, ask all men to rise, place their napkin over the left arm in waiter style, pick up the water glass and silverware, bid his boy a fond adieu and pass to the chair to his right. In other words, skip 3 chairs and occupy the fourth. This places him between 2 boys to whom he must introduce himself. Repeat after each course. Use this only where tables are in rows.

Fortune Telling. Ask all the men to rise. Tell them that the boys have been secretly instructed how to read their fortunes, provided they follow the leader. Ask each one to fold his napkin exactly as you do. When ready, tell them to bite hard as you do on the corner of the napkin, leaving teeth marks which the boys will interpret. Just as they are biting say "This shows that you bite easily."

Auto Romance. Distribute blank cards and pencils to boys. Read a poem which tells about an auto trip and where every tow lines rhyme the last work in every other line is left out and written on the card by the boys, with the help of his father. For example:

Agnes Brady and Mr. Klutz  
Went riding in his brand new (stutz)  
Away they went until something broke;  
He hit the curb and broke a (spoke) etc.

Pass cards, one to the right, and correct as entire poem is read.

Musical Romance. Pass cards and pencils to dads. Read a story and every now and then pause, and have a pianist play a few bars of some of the old songs, and titled of which complete the sense. Contestants jot down these titles. Pass cards and correct while whole story is read. For example:

A maiden fair was sitting (in the Gloomings)  
Waiting for her lover who was (coming thru the rye) etc.

Party Line. Pass long string down length of each table. Have every-one hold string between thumb and forefinger. Man at end of string telephones to other end. After a short 'phone conversation one may ask: Well, what have you now?" and the answer comes: "Along line of fish."

Ball of String. With tables paralalled, give each line of diners a small ball of colored string. Ask the head of each line to wrap end of string about finger and on signal pass ball down the line, unrolling it as it passed down. When it reaches the end, ask each one to wind up his share until ball arrives again at head of table.

~~I wonder when I shall be married~~

From--Yours For A Song

1. I wonder when I shall be married,  
Be married, be married,  
I wonder when I shall be married,  
For my beauty's beginning to fade.
2. My father has forty good shillings  
Good shillings, good shillings,  
My father has forty good shillings,  
And they'll be all mine when he dies.
3. My mother is ready and willing,  
And willing, and willing,  
My mother is ready and willing,  
For she has four daughters besides.
4. My shoes have gone to be mended,  
Be mended, be mended,  
My shoes have gone to be mended,  
And my petticoat gone to dye green.
5. They're going to be ready by Sunday,  
By Sunday, By Sunday,  
They're going to be ready by Sunday,  
Oh, say, won't I look like a queen?
6. A spoon and a cup and a trencher,  
A trencher, a trencher,  
A spoon and a cup and a trencher,  
And a candlestick made out of clay.
7. Oh, say, won't I be a bargain,  
A bargain, a bargain,  
Oh, say, won't I be a bargain,  
For someone to carry away?

3

Tell John Don' Call Duh Roll  
From--Yours For A Song

1. Tell John don' call duh roll,  
'tall I git dere,  
Oh, tell John don' call duh roll,  
'tall I git dere,  
Oh, tell John don' call duh roll,  
'tall I git dere, Oh, sinnuhman  
yah would not belebe.
2. Tell Mary don' ring duh bell,  
Tell I git dere, etc.
3. Tell Petuh don' beat duh gate,  
Tell I git dere, etc.
4. Tell Me'tuh dn' draw duh line.  
Tell I git dere, etc.
5. Gawd gib me six wing, tell me 'uh fly,

2  
Playfield Song

By Alice and Morrie Morrison  
Tune-Buffalo Gal

1. Call the crowd together,  
together, together,  
Call the crowd together,  
We want to have some fun

Chorus

- Every one has lots of fun,  
lots of fun, lots of fun,  
Every one has lots of fun  
When they come here to play
2. Make the children happy,  
so happy, so happy,  
Make the children happy,  
So happy all the day, oh
3. Keep the games a-going,  
a-going, a-going,  
Keep the games a-going,  
a-going all the time, oh
4. Keep the band a-playing,  
a-playing, a-playing,  
Keep the band a-playing,  
a-playing all the while,
5. Keep the ball a-bouncing  
a-bouncing, a-bouncing,  
Keep the ball a-bouncing  
a-bouncing up and down,

4

Music-Rings on yours' finger

1. The darkness has fallen,  
And our days work is thr  
We're come to the PTA Me  
Now this is what we do,  
We study to be better Pa  
and Teachers,  
And some times just to p  
To help our children to  
the better way, Hay!

5

There's Nae Luck About the  
From--Yours For a Song

1. And are ye sure the new  
true? And are ye sure I  
weel? Is this a time  
o'wark? Ye jades, flin  
your wheel!  
Is this a time to think  
o'wark, when Colins st  
dean? Give me my clock

1  
(Tune ... Now the Day is Over)

As we are together  
May Thy blessing rest  
On this PTA, Oh, Father  
On each welcome Guest,  
Give us joy in service,  
Grant that we may see,  
As we help each other,  
We are serving Thee. Amen.

2  
"MULES"  
(Tune .. AULD LANG SYNE)

On mules we find  
two legs behind,  
And two we find before.  
We stand behind  
before we find  
What the two behind are for,  
When we're behind the two  
behind  
We find what these be for,  
So stand before the two  
behind  
And behind the two before.

3  
(Tune ... Revive Us Again)

A voice from within, lets you  
know you are ill,  
And when you go hunting for  
powder and pills  
Better never listen to the  
chairman,  
Leave the powers alone,  
Take an hour for recreation,  
to revive you again.  
  
I wonder if we like the bonnie  
could be,  
If we lived in the garden, as  
happy as he,  
He eats spinach, Do you like it?  
He eats carrots, Oh, my,  
He eats parsnips, makes him  
peppy,  
As he passes us by.

With a wink of his eye, as he  
nibbles the bean,  
As his little nose quivers, He  
is sorry it seems,  
Eat some colery, eat a radish,  
Eat some cabbage, eat a pea,  
That's a message his is sending,  
You can hoo just like me.

4  
POSTURE SONG  
(Tune .. "When You Wore a Tulip")

Are you a camel, or aren't you  
a camel?  
And say, have you got a hump?  
Do you sit at the table just as  
Straight as you are able,  
Or do you sit all in a lump,  
lump, lump?

Are you a flapper, a flip  
flopping flapper,  
Without any starch in your  
spine?

Now if you're a flapper, a  
flip flopping flapper,  
Just find somewhere else to  
recline.

5  
(Tune .. The Old Oaken Bucket)

How good for our health were  
the old fashioned doses.  
Which, without prescription,  
we once used to take,  
No matter what ailed us these  
remedies never failed us,  
But healed every pain that  
this flesh is heir to.  
There was Lydia Pinkham and  
Old Doctor Munyon,  
And Fletcher's Castoria, for  
which children cried,  
The dear old Smith Brothers  
and all the others,  
We thirst for the bottle that  
stood on the shelf.  
The old favorite mixture, the  
cure-all elixer,  
The bottle that fixed yer,  
that stood on the shelf.

6  
BELIEVE ME

If you can't be a pine on the  
top of the hill  
Be a scrub in the valley but be  
The best little scrub at the  
side of the rill  
Be a bush if you can't be a tree  
If you can't be a highway then  
just be a trail  
If you can't be the sun be  
a star;  
O, it isn't by size that you  
win or you fail  
Be the best of whatever you are

Just a song of welcome  
 Just a song of cheer,  
 Just to say we're happy,  
 That you all are here,  
 You'll find our latch string open  
 Here's a greeting true,  
 And a hearty welcome,  
 For each of you  
 For every one of you.

3

MINGLE! (Jingle Bells)

Mingle! folks, Mingle folks!  
 Shake hands, Howdy-dol  
 O! what fun it is to be  
 With a jolly Bunch like you ool  
 Mingle folks! Mingle folks!  
 Comrades good & true.  
 O, what fun it is to be,  
 With a jolly bunch like you.

5

(Tune- Glow Worm)

1. Grow, little fat girl, thinner,  
 thinner  
 Do without your daily dinner,  
 Eat hot biscuits every day,  
 They MAY drive the fat away;  
 My arm is long, but it wont go around  
 you.  
 Gee, you're a peach, & I'm glad I found  
 you.  
 ROUND your waist my arm wont go,  
 Until you thinner gro w.

2. Grow little thin girl fatter, fatter, Oh, here we sit like birds  
 Curves today are all that matter, in the wilderness,  
 Don't be like those big icicles Birds in the wilderness,  
 Cut out grape-fruit, & dill pickles. Birds in the wilderness;  
 You need more than "WELCOME" on your door mat. Here we sit like  
 Don't be just an animated bed slat. birds in the wilderness,  
 Girls that are patterned like MAE WEST? Waiting for the show to  
 Are those I love the best. start.

7

HEALTH SONG (Yankee Doodle)

1. If you would keep your health side up  
 And make your eyes shine brightly, You'll  
 Leave some starches all alone  
 And your health will be dandy.

Chorus-Oranges, lemon. grapefruit, lime,  
 Keep the fruit juice handy,  
 Use all other fruits so fine  
 Your health then will be dandy.

How, how, how's you do  
 How my friends are you?  
 I'm glad to say, I'm fine to  
 I trust that you are too.

4

WE'RE HERE (Auld Lang Signe)

We're here for fun, right from  
 the start  
 So drop your dignity  
 Just laugh & sing with all your  
 heart  
 And show your loyalty.  
 Let all your troubles be **forget**  
 Let this night be the best  
 Join in the songs we sing to-night  
 Be happy with the rest.

6

S M I L E

It isn't any trouble just to  
 s-m-i-l-e  
 It isn't any trouble just to  
 s-m-i-l-e  
 And if you take the trouble  
 Troubles vanish like a bubble  
 If you only take the trouble  
 Just to s-m-i-l-e.

2- G-r-i-n- 3- Ha-Ha-Ha!

8

BIRDS IN THE WILDERNESS  
 (Tune- Old Gray Mare)

Waiting for the show to start  
 Waiting for the show to start  
 Repeat 4 first line.

7

(continued)

2. Now, you can grin at  
 father time  
 If you will use  
 discretion,  
 You should not eat meat  
 every day  
 Then try to learn this  
 lesson.

PLAN OF WORK FOR 1940-1943

COMMITTEE ON RECREATION

J. W. Faust, National Chairman  
315-4th Avenue  
New York City, New York

There was an old hymn of our youth "We're marching to Zion, beautiful, beautiful Zion," which crystallized the longings and the aspirations of those ancient days for a heaven free of earthly cares and toil. The trouble was that sometimes so much fervor was spent in singing the hymn that there wasn't enough left to tackle the unpleasant earthy things necessary to be combatted to make this a heaven on earth.

Ever since its organization the national Recreation committee has had a Zion - an ultimate objective toward which all its work has been directed:

YEAR-ROUND RECREATION FOR ALL AGES, UNDER TRAINED PERSONNEL,  
TAX-SUPPORTED AS IS ANY OTHER SOCIAL AND EDUCATIONAL NECESSITY.

Whether the emphasis has been on the home, the school as a neighborhood recreation center, or after-school play, it all leads toward this objective.

Toward a Plan of Work for the next three years, your national chairman submits the following suggestions:

SUGGESTIONS FOR STATE CHAIRMEN

For your own basic information read, at least, the pamphlet "Recreation - A Major Community Problem"\* and "The Theory of Play."\* If you have not already done so, get for your kit on social recreation "A Handbook for Recreation Leaders."\* Ask your library for these. The national chairman will be glad to send you on request a full bibliography on recreation too long to print here.

Build up a lending library which you can loan to local parent-teacher groups. Have in it besides books a wide range of information pamphlets and material, game kits with instructions as to how they can make their own kits.

One state has formed state recreation teams that put on play nights at association, council, district, and state meetings.

Help associations plan play evenings, or furnish materials.

Keep local associations informed of: available free and inexpensive material, speakers on recreation, recreational leaders who can help them in training and in other ways. We can send you the names we have listed here of superintendents of recreation for your state if you ask.

Find out from the state agencies mentioned below what helps and free material they have available.

\*See Bibliography

Collect from your locals and from individuals forms of recreation popular and successful at parent-teacher meetings and in the home. Use these and other materials in making your own state recreation bulletin.

There is scarcely a committee of the state board that has not a stake in adequate and wholesome recreation. See that the importance of recreation is considered by your state board as a whole. The entire state organization should be behind doing something effective about it.

Study the existing state legislation enabling counties and local communities to establish programs and support them. If none exists, consult with the National Recreation Association (315 Fourth Avenue, New York City) on securing adequate state-enabling legislation.

Cooperate with all state agencies concerned with the recreational use of leisure time such as the state library commission, extension service of the state university, the farm bureau, departments of public instruction, parks, conservation development, and others. Use their resources.

The state chairman in some states has found it helpful to have a small unofficial advisory committee made up of representatives from public and private agencies concerned with the question of recreation.

Cooperate with the Safety committee and other agencies in state-wide "Learn to Swim" and water safety programs.

Cooperate with the state committees on Music, Art, Reading and Library Service, and others in furthering the recreational use of leisure time.

#### SUGGESTED RECOMMENDATIONS FROM STATE CHAIRMEN TO LOCAL CHAIRMEN

Local chairmen will find many of the above suggestions useful. In addition here are some others:

Get your local library to catalogue all recreation material available in the library and set up a recreation shelf.

A properties and costume loan closet will prove a big aid for dramatic stunts at the play periods of the associations and other groups.

Tie the men of your associations closely into the recreation program. Place upon their shoulders a major responsibility for taking the lead in meeting recreation problems.

Join with other parent-teacher committees and outside agencies in suppression of degrading and unwholesome leisure-time activities. These are usually of a commercial, exploitive nature.

#### SUGGESTIONS FOR WORK IN GENERAL

##### I. Work for permanency in the whole recreation program.

Strengthen and expand existing municipal and county programs by helping obtain adequate financial support. Cooperate with other related committees and organizations and with recreation departments, park departments, and boards of

education in this work. Cooperate with officials and directors of recreation in the development of public opinion for the support and use of recreation.

A. Work in urban areas for -

1. The establishment of a municipal recreation department, recreation commission or board, or a separate recreation department under the school board.
2. Municipal appropriations for an all-year-round recreation program for all ages, under trained personnel. Recreation is as definite a lien on tax funds as is education.
3. Sponsor local conferences for the consideration of the problems of recreation planning.

B. Work in rural areas for a rural community program through either -

1. A lay committee including representatives from such agencies as the Farm Bureau, the Grange, 4-H clubs, Future Farmers, church, school, etc., with leadership and funds obtained through these agencies or by their support in a campaign for public funds.
2. A county recreation commission to direct a county-wide recreation program, supported from county tax funds, when this is permissible.
3. Enabling-legislation to lay a foundation for (2) where necessary.

C. Make permanent the gains realized through the Federal Emergency Recreation Program.

Great impetus has been given by the Federal emergency program to education on the vital need of recreation and to the development of facilities for recreation. Federal aid was set up as an emergency measure only. It will ultimately be withdrawn. We must conserve this great gain, as suggested in A-1, B-2, and B-3 above, and make it serve as a spur to increased local initiative and action toward a sound and sane program of recreation for everybody.

II. Continue -

Use of volunteer recreation leaders

Leadership training

Classes in family recreation for parents

Town, county, and state committees of volunteers to plan and promote recreation

Sponsoring supervised playgrounds and other recreation facilities

Use of schools as neighborhood centers

Providing equipment, supplies, apparatus

Fostering participation in play, athletics, arts, music, dramatics, crafts, hobbies by all ages and economic groups

Beautification of school properties and playgrounds

III. Promote recreation for everybody through -

1. Recreation periods at parent-teacher meetings, conferences, conventions
2. Family play; neighborhood recreation
3. Cooperation with youth in the development of programs which meet their needs
4. Personal participation in recreation for the sheer fun of it

IV. Promote individual or group study of the fundamental reasons for recreation and its place in a program for effective living.

A recreation committee or group of association or council members who are especially interested in studying recreation might form themselves into a study group. For this purpose the pamphlet, "Recreation - A Major Community Problem," is recommended, supplemented with the book "The Theory of Play," as a reference. See the Parent-Teacher Guidebook sections on Recreation, Art, Music, Library Service. Many interesting studies and experiments could be planned. Such groups, reporting back to their associations, can be of incalculable value in stimulating activities in the field of recreation by making specific recommendations supported by their studies.

V. Use of resources

Every local parent-teacher association should know where to turn for advice and assistance on any phase of recreation work. Let us keep them informed about the services - offered through our state and national office, the Farm Bureau, the extension divisions of state colleges and universities, recreation departments, the National Recreation Association and its district representatives in different parts of the country, and the state offices of the Federal emergency agencies - W.P.A. and N.Y.A.

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Proceedings. Annual report of national chairman on Recreation and report of Recreation Conference at National Convention.

Our Homes. Select chapters on various phases of recreation in the home.

National Parent-Teacher Magazine. A list of articles on recreation may be obtained from the National Office.

Other References:

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Introduction to Community Recreation. Edited by George D. Butler.

McGraw-Hill Book Company, Inc., New York. Just published. An authoritative reference on the field. \$3.50.

Handbook for Recreation Leaders. U.S. Children's Bureau. May be obtained from the Superintendent of Documents, Washington, D.C. Publication No.231. 20¢.

Partners in Play. (Youth age.) National Recreation Association. \$1.00.

Adventures in Recreation. (Youth age.) National Recreation Association. 72¢.

Recreation publications of Federal and state Government departments and of extension departments of state universities.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

600 SOUTH MICHIGAN BOULEVARD

CHICAGO ILLINOIS

January 14, 1941

To: State Chairmen of Recreation

The attached copy of the letter which has been sent by our national Legislation chairman to state presidents and state Legislation chairmen regarding the Schwert bill for Health, Safety, Physical Education, and Recreation is sent to you at the request of your national chairman, Mr. J. W. Faust. Since this communication touches upon the field in which you are particularly interested, he believes that you should have information on the subject.

*Ruth A. Bottomly*

Ruth A. Bottomly  
Office Director

# NATIONAL CONGRESS OF PARENTS AND TEACHERS

600 SOUTH MICHIGAN BOULEVARD

CHICAGO ILLINOIS

FOR YOUR INFORMATION

January 9, 1941

To: State Presidents  
State Chairmen of Legislation

Owing to misinformation which has been circulated among our states, Mrs. Kletzer has asked me to write you regarding a bill which was introduced in the last U.S. Congress under the title of the Schwert bill H.R. 10606, and which has just been reintroduced in this Congress. The material sent out on this bill by the American Association of Health, Physical Education, and Recreation states that the Congress of Parents and Teachers, national, state, and local, has endorsed this bill. The National Congress has not endorsed this bill and, in its present form, is not likely to endorse it. Mrs. Kletzer asked me to remind you that this bill affects several of our committees, and under our procedures each of these committees would need to be satisfied with the provisions of the bill as it affects their work. We have not had, to date, such endorsement by these committees.

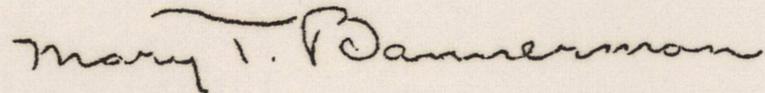
This bill also cuts across activities which we have built up with cooperating agencies in the fields of health, education, recreation, and safety. These agencies were not consulted when the bill was drafted. Notwithstanding the claims of its proponents that there is no Federal control, the bill tends toward Federal control in almost every section. May we further invite attention to the fact that if the maximum amounts were reached under Parts 1 and 2 of the bill, the total for both would be \$200,000,000 annually, or two-thirds of the total amount authorized annually in the old Harrison-Fletcher bill for all areas of education. This, it would seem, might lessen the possibility of ever obtaining equitable appropriations for other equally important phases of education.

An organization such as ours, having no special interest to promote, is in an excellent position to evaluate a program in its relationship to the whole educational and community health picture. For a lasting and effective program in health and recreation, it is necessary to keep a very long view. In this way we shall be able to follow through on the statement accepted by the National Congress this fall, in which it pledged itself to "hew to the line" in the work being done in behalf of children during the emergency.

During the 77th U.S. Congress which was convened on January 3, many measures will be introduced which doubtless we shall be urged to support in the name of "defense," and which on close analysis may not be in accord with our principles and the long-time interest of our children. Therefore, whenever you are approached for such support, do not hesitate to communicate with me, for I shall be happy to send you such information on the bill as is in the hands of the Legislation committee.

With kindest regards and the best of good wishes for success in solution of the many difficult problems involved at this time in the care and protection of children and youth.

Faithfully yours,

A handwritten signature in cursive script that reads "Mary T. Bannerman". The signature is written in dark ink and is positioned above the typed name and title.

Mrs. Mary T. Bannerman  
National Chairman  
Committee on Legislation

An aerial photograph of a rural landscape, likely in Iowa, showing a grid of rectangular fields. A central area contains a town or village with a street grid and numerous buildings. A road or path runs diagonally across the lower left portion of the image. The title 'Tomorrow's Community' is printed in a large, bold, sans-serif font across a white diagonal banner that cuts across the top half of the image.

# Tomorrow's Community

**EXTENSION SERVICE**

**IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS**

Ext. Circ. 251 (Revised)

**AMES, IOWA**

June, 1940

Cooperative Extension Work in Agriculture and Home Economics, Iowa State  
College of Agriculture and Mechanic Arts and the United States Department of  
Agriculture Cooperating. Extension Service. R. K. Bliss, Director, Ames, Iowa.  
(Distributed in furtherance of the Acts of Congress of May 8 and June 30,  
1914.)

# Tomorrow's Community

## A GUIDE FOR DEVELOPING RURAL COMMUNITIES<sup>1</sup>

Communities are made up of people and the things that people have and do—their programs, activities and interrelationships. Like all things that are alive, communities are constantly changing. These changes are beneficial to the extent that advantageous choices are made and worthwhile programs developed.

### WHAT IS COMMUNITY PLANNING?

Community planning provides a way of looking ahead and making the choices which contribute consistently to better community life. It includes:

- (1) analyzing community problems
- (2) deciding on activities to be developed
- (3) outlining steps by which programs can be achieved
- (4) enlisting participation
- (5) checking results
- (6) keeping members of the community informed.

Community planning differs from other types of rural planning in that it deals with all that enters into community life in a local area. It aids land-use planning and comparable endeavors by coordinating different interests and by showing how one factor in community development is related to other elements in the situation. In turn, each program which benefits the people in a community is a part of community planning.

The various elements in community growth may be classified in 10 groups as indicated in the following outline:

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<sup>1</sup> Prepared by Rural Sociology Section, Extension Service, Iowa State College, Ames, Iowa.

## GUIDE FOR A PRELIMINARY ANALYSIS OF RURAL COMMUNITY SITUATIONS<sup>2</sup>

	Score <sup>3</sup>
<b>1. GOVERNMENT</b> Citizens vote, laws are enforced, social welfare programs are adequate	_____
<b>2. EDUCATION</b> Schools are well equipped, efficiently administered and provide education which contributes to all of life	_____
<b>3. RELIGIOUS LIFE</b> Church equipment, religious leadership and church programs adequately serve all members of the community	_____
<b>4. RECREATION</b> Recreation equipment and programs provide easy opportunity for all members, young and old, to enjoy leisure time activities	_____
<b>5. HEALTH</b> Health organization, education and sanitary precautions protect health and safety of all members	_____
<b>6. HOME ACTIVITIES</b> Home life and housing are advanced through group study and cooperative planning	_____
<b>7. FARM INDUSTRY</b> Production and marketing programs assure maximum farm income from agricultural enterprises	_____
<b>8. TRADE SERVICES</b> Town and country people work together to develop trade and good relations	_____
<b>9. CONSERVATION</b> Soil, water and human resources are being conserved and used to best advantage	_____
<b>10. COMMUNITY ORGANIZATION</b> All agencies in the community are working together on a unified community program	_____
 <b>Total number of each grade: A— B— C— D— E—</b>	

<sup>2</sup> For each of the 10 phases of community development a 4-page check sheet has been prepared which presents a classification of goals suggested by leading authorities for the consideration of community committees. Copies of these may be obtained from the Extension Service, Iowa State College, Ames, Iowa.

<sup>3</sup> Code for scoring:

- A—Excellent, more than 95 percent of all that is desired.
- B—Good; 86-95 percent.
- C—Fair; 76-85 percent.
- D—Poor; 50-75 percent.
- E—Less than 50 percent.

### WHY NEED WE PLAN?

In earlier days, when new territory was being explored, planning was chiefly a matter of extending activities in "horizontal" directions. Financiers, lawmakers, educators and other leaders cooperated to encourage the appropriation and use of new land, minerals and forests. State, county and township boundaries were established; roads were laid out; towns were plotted and individual farmers were given opportunities to homestead land.

Now it is only by building more activities and programs within the areas in which we live that we can have more jobs and expanded satisfactions. Thus we have need for a type of "vertical" planning.

"Vertical" community development, even more than "horizontal" community progress, depends on group effort. During the period of locating and appropriating natural resources, many individuals were rewarded as they extended themselves away from people. Now, comparable achievements are possible only as we understand and work with people.

### HOW CAN WE PROCEED?

People cooperate voluntarily only when they know that certain desired benefits can be achieved by coordinated effort. The average citizen is most interested in those problems that he has helped to discover and analyze, and having had a part in defining one community need, he understands and appreciates the conclusions that others reach regarding related problems. Therefore, if conducted by members of the community, local surveys provide a logical start in community planning.

In a democratic society no "outside" agency or advisor can establish rules for developing the program of a local community. As the interactions of human beings differ, procedures will also vary. Nevertheless, in community planning there are certain essential steps. These include:

- (1) Developing a council of leaders which may be (a) an incorporated community council, (b) a council of the presidents of different organizations, (c) a community planning committee elected at a representative community gathering or (d) a self-constituted group of leaders who appreciate the need for working together in coordinating and advancing community life.
- (2) Making an analysis of community resources and needs, either (a) using the check sheets suggested in this out-

line<sup>4</sup> or (b) drawing out of local discussions statements of interest that can be developed as specific projects.

- (3) Selecting activities and developing a program in which each activity is carried forward.
- (4) Coordinating community events through the development of community calendars.
- (5) Keeping citizens informed through (a) news reports of all events and (b) community achievement programs.

### **WHO ARE THE LEADERS?**

To enlist the talents of all members of a community may be too much to hope for, but certainly the degree to which this is done measures the success of community planning endeavors. Again there is no formula for success. It is largely a matter of effective leadership.

Skillful community leaders have established certain guides which may be taken as patterns. Usually one who is an effective community leader—

- (1) is vocationally efficient and dependable
- (2) has a genuine interest in the welfare of others
- (3) is thinking about the opportunities which his children will have as well as the pleasures which he can now enjoy
- (4) works with the established institutions and agencies
- (5) plans his work so that he will have time for community activities
- (6) knows where and how to get needed help
- (7) likes to see others succeed and gives recognition to their achievements.

### **WHERE—FOR WHAT AREA?**

It may be said that each one of us lives in a thousand communities. The areas of group interest are many. In extent they range from the local loyalty that exists between a boy and his dog to the broad concern that people all over the world

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<sup>4</sup> See footnote 2.

have regarding war. Community interests also vary from those that we can see and handle, like the trade with the groceryman, to influences that are mystical and spiritual, as those of religion.

But in this complex world of interdependent relations, people have vocations and homes. In the agricultural community, vocations and homes go hand in hand. Moreover, they are grouped around centers which provide trading opportunities, school facilities, churches and the like. All of this makes a natural interrelated unit in which the welfare of each person is very distinctly related to the welfare of the others.

In undertaking community planning, leaders have first to decide the size of the territory to be included. Perhaps it will be the district served by the school. Or, in specifying a more general area, the leaders may outline the boundary from which at least half of the farm people go to the town center for a majority of such services as trade, education, worship, local newspaper and recreation. An average agricultural community will include a village of 500 to 2,500 people and a surrounding area in which there are approximately an equal number of citizens.

### WHEN SHOULD WE START?

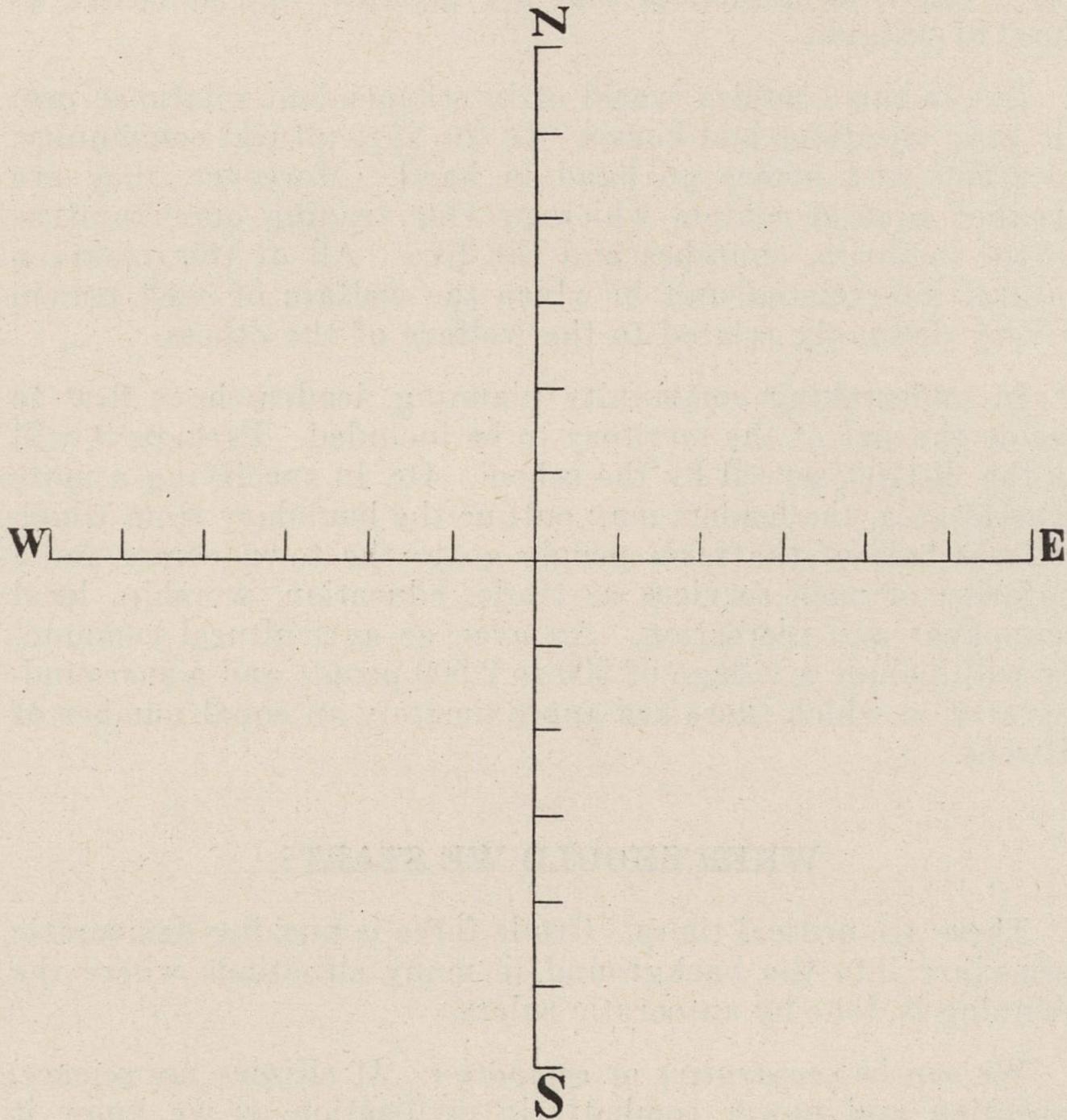
These are critical times. Crude force is pushing democratic procedure into the background in many situations where the planning is done by autocratic rulers.

We can be *cooperative* or *combative*. If citizens use science, invention and power combatively civilization as we know it can be destroyed. The alternative is "vertical" community growth, doing more things cooperatively, through which a greater future can be peacefully achieved.

While there are only a few "planned communities" in America today, thousands of communities are progressing through cooperative effort. Rural people are familiar with planned programs for 4-H club activities, home project work, agricultural conservation and scores of other endeavors. Where these are coordinated with a consistent program for town and country development the community is a better place in which to live because (1) favorable choices are being made for advancing human welfare, (2) leadership functions more effectively and (3) community pride results from coordinated achievements.

### DIAGRAM OF COMMUNITY AREA

(Indicate Shape and Size)



#### POPULATION STATISTICS

	In town	In country	Total
Pre-school, 0-5 yrs.	_____	_____	_____
Elementary school, 6-13 yrs.	_____	_____	_____
High school, 14-17 yrs.	_____	_____	_____
Out-of-school young people 18-26	_____	_____	_____
Adults, over 26 yrs.	_____	_____	_____
Occupations represented:	_____		
	_____		
	_____		

COPY OF LETTER SENT TO STATE RECREATION CHAIRMEN

February 28, 1941

ALL ABOARD!!!

Last year we carelessly used the heading "ALL ASHORE" for our Annual Report letter. Some of you forgot you were crew signed up for the voyage and went ashore. In other words, you sent in no Annual Reports. Hence the call this year of ALL ABOARD, and the fervent hope that every one of you will send in a report no matter how meager it may seem to you. In the broadest sense, what the national chairman is interested in is very simple, that is, What are the evidences of parent-teacher participation in recreation growth and advance in your state during the year? No matter from what source you get the evidence. Are there any human interest stories that would inspire other states? What are your problems, and what helps do you need? If you just write an informal report on that simple basis it will enable us to present a picture to the National Board. For those of you who like to check or to have suggested topics I am enclosing a list of these. You will recognize them.

THE NATIONAL REPORT IS BEING ASKED FOR EARLIER THIS YEAR  
SO MOVE HEAVEN AND EARTH TO GET YOUR REPORT IN BY APRIL 15.

DEFENSE

It seems to your national chairman that probably the most difficult and the most needed job that we have to do in all this talk and preparation for defense is defense of the spirit and morale of our children and our homes -- an everlasting alertness to leave nothing undone that will contribute to emotional stability and sanity. At the same time there are definite needs that are arising, and definite jobs in which we have a real stake. This has been set forth in the Statement on Defense of the National Congress Executive Committee which I beg of you to read carefully and to use as your guide. One word of warning: Don't rush off and begin making surveys until you find out what others are doing; don't waste strength in duplication.

There is one other point I would like to make, and that is, the importance of teamwork. In parent-teacher work we are accustomed to "gang up" with each other and other agencies in the community for the common welfare of all. It seems to me that one of the rich things we should get out of this preparation for defense is a new, real democracy of spirit, a fresh sense of the intrinsic worthwhileness of each individual, and a sense of interdependence and cooperation and a unified approach to this whole job.

You will be interested in a bulletin prepared by Miss Bernice Moss, former Utah Recreation chairman. This and the Defense Statement are being sent direct from headquarters.

Do not hesitate to write your national chairman for helps you hope or feel he should be able to give you. HE WILL BE WAITING FOR YOUR ANNUAL REPORT ON APRIL 15. Best wishes.

Sincerely yours

J. W. Faust  
National Chairman, Committee on Recreation  
315 Fourth Avenue, New York City

Enc.  
JWF:IVA

SUGGESTED POINTS TO KEEP IN MIND FOR YOUR ANNUAL REPORT ON RECREATION

NOTE: This is not a laundry check list. If you must check it for your own happiness do so but please let me have, in your own words, the story of the work for the year.

- I. THE MOST OUTSTANDING AND SIGNIFICANT ACCOMPLISHMENT (OR ACCOMPLISHMENTS) IN RECREATION FOR THE YEAR.
- II. In furthering recreation work have associations cooperated, and how, with
  - a. Boards of Education, Park and Recreation Departments, Scouts, Camp Fire Girls, 4-H Clubs, Future Farmers, Adult Education, Federal Emergency agencies, others?
  - b. Have you and your local Recreation Chairman cooperated with Art, Music and other committees of State Congress and local associations?
- III. Have programs been carried out in
  - a. Family and home recreation
  - b. School center evening recreation
  - c. After-school and vacation playgrounds
  - d. Recreation period at Parent-Teacher meetings
  - e. Other adult social recreation
  - f. Dramatics
  - g. Arts and crafts
  - h. Hobbies - creative, collecting, scientific and nature, gardening
  - i. Recreation as a program topic - local, district, state, radio  
In other ways
- IV. Have associations done any of the following
  - a. Provided leadership or training for recreation
  - b. Provided supplies or equipment - athletics, recreational, music, dramatics, arts and crafts
  - c. Joined with others in securing better playgrounds, leadership, equipment, programs, or sponsored boys' and girls' organizations and clubs; in securing legislation for recreation
- V. What should the National Chairman be doing to more effectively help your state work?

J. W. Faust, National Chairman  
Committee on Recreation  
315 Fourth Avenue, New York City

April 15!

PLEASE MAIL TO NATIONAL CHAIRMAN BEFORE

April 15!



KANSAS CONGRESS OF PARENTS AND TEACHERS, INC.

BRANCH OF THE NATIONAL CONGRESS

225 NEW ENGLAND BLDG.

TOPEKA, KANSAS

May 9, 1941

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Official Publication

**The Kansas Parent Teacher**  
Editor—Mrs. Ben McCamant  
1054 North Topeka St.  
Wichita, Kans.



Dr. Forrest C. Allen  
801 Louisiana St.,  
Lawrence, Kansas

Dear Dr. Allen:

This is to notify you that at a meeting held in Independence, April 18, 1941, of the elected officers and district directors, (the group which the state bylaws charge with the responsibility of selecting chairmen) you were selected to serve as Recreation Chairman, during the three-year period, covering the administration of Mrs. E. W. Emery, as president.

You will hear from Mrs. Emery soon, relative to your work.

Sincerely yours,

*Mrs. Ben Mc Camant*

Mrs. Ben Mc Camant  
Secretary, Kansas Congress  
Parents and Teachers

BMc:rc