

SUGGESTIONS FOR TEACHING FAMILY
RECREATION THROUGH THE
HOMEMAKING PROGRAM

by

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THESIS AND ABSTRACT APPROVED:



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PREFACE

Teachers, parents, and students have expressed the need for more satisfying leisure time pursuits than those in which youth and families generally engage. As a result of a long time interest in the recreational problems of today's youth, this study was undertaken in an attempt to discover some of the problems basic to present day recreation; to formulate a philosophy of worthwhile activities in this area, and to assemble examples of types of activities which illustrate that philosophy through actual incidents.

Shared family leisure activity is offered as one type of creative recreation that embodies the concepts with which this study was concerned. A check list was sent to a selected group of high school pupils in order to determine general trends in present recreational activities and interests of the students and their families. Suggestive materials were collected to further meet the expressed need of teachers for help in organizing and conducting the study of recreation in home economics classes.

The author wishes to express her sincere appreciation and gratitude to Rowan Elliff, Associate Professor of Home Economics Education for her encouragement, her assistance in directing this study and for her inspiration in the developing of a philosophy of personal and family recreation which provided the incentive for this problem. Appreciation is also expressed to Dr. Millie V. Pearson, Head of the Department of Home Economics Education and to Dr. Lela O'Toole, formerly Professor of Home Economics Education for their personal interest and assistance with the recreation program of the graduate groups as described in the study; to the graduate group who cooperated in the recreation program conducted in conjunction with the study; to state teachers and their students for helping with the check list; to other individuals and groups who contributed delightful personal stories

of worthwhile recreation; and to the various publishers who contributed books to include in a family recreation library.

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RECREATION FOR THE FAMILY: IT'S IMPORTANCE IN THE HOMEMAKING PROGRAM

Statement of the Problem

Self expression through recreation is a vital part of home and family living. True recreation is more than passive entertainment or physical activity; it can be educative, creative, and dramatic. Wisely planned recreation can provide opportunities for the development of positive attitudes and for the broadening of interests and knowledge. Shared recreation can be planned which will include all ages and increase mutual understanding and respect.

Because recreation provides opportunities for individual growth and development, it can be one avenue through which the family and school may cooperate to achieve their mutual goal of producing democratic citizens. This study offers suggestions for using shared family recreational activities as one means of providing both individual enjoyment and mutual growth.

It was the purpose of this study to set up a philosophy regarding recreation and to illustrate its integral concepts through stories of actual incidents. This study also proposed to show through the results of a brief survey, the recreational activities in which a selected group of high school girls and their families were interested; were at present engaged in; and those activities in which the students were not interested.

The study further proposed to make available materials that teachers may use in teaching family recreation as a part of the homemaking program. Since homemaking teachers sometimes feel inadequate in the area of family recreation, this study proposed to provide a list of reference materials suitable for individual, family, and school use. The study further proposed to suggest the educational implications of the proposals made for teaching family recreation, with suggestions for teacher use.

Need for the Study

The investigation was undertaken because it was felt by teachers and leaders in home economics education that various elements of social change have tended to lessen interest in worthwhile family recreation and comradeship. Leaders believe that young people engage in many costly and unsatisfying recreational pursuits because they lack capable guidance in planning activities of sufficient value to interest them; that many times both young people and adults alike seek recreation outside the home for no other reason than that no recreational opportunities sufficiently interesting are provided within the family group. / Many homemaking teachers believe that they have a definite contribution to make in this respect and that they should share the responsibility for helping families meet their recreational needs as one avenue toward the improvement of personal, home, and family living. These educators also recognize the need for developing plans and helps that might be used by teachers in the area of family recreation which should be included in the suggested curricula. It was believed that teachers would welcome such help since little has been done in this direction by home economists.

Limitations of the Study

The problem was limited to the responsibilities the homemaking teacher has for teaching a unit of work designed to motivate high school girls and boys to cooperate with families in developing desirable family recreation.

The study did not include activities which are generally considered as physical education, except as possibilities for personal and family recreation. Plans for organizing or directing community playgrounds were not included. This does not mean to assume that homemaking teachers should not encourage families to cooperate in planning and assisting with community recreation projects; but on the contrary, that within the family framework, provisions should be made to help members to see the values accruing from

desirable participation in community life.

Major Hypothesis

The major hypothesis giving direction to the study assumes that a need exists for guidance in planning family recreation, and that it is the responsibility of the homemaking teacher to help meet that need in organized homemaking classes.

Basic Assumptions

This study was conducted with the following basic assumptions in mind:

1. The purpose of true democracy is to achieve for its members maximum personal and group welfare and security.
2. No single democratic institution can direct the growth of its members into capable, well adjusted individuals in the society. Such an endeavor requires the effort of the four major groups which comprise our society: the church, the community, the school and the family.
3. It is essential and desirable in a democracy that these groups share the responsibility for developing and educating the individual in accordance with accepted social values.
4. In the past it was assumed that the school was the sole agency capable of giving children the training necessary for satisfying adult life. It is now commonly accepted that what the individual will be depends in great measure on his family life.
5. Various authorities believe that the family, as the basic unit of living, has four major responsibilities toward society as well as its own members.
 - a. The family is obligated to meet the physical and emotional needs of the individual
 - b. The family is obligated to provide opportunities for personal

experiences which prepare the child for satisfying and competent membership in society.

- c. The family is largely responsible for the transmission of cultural influences including racial and family traditions.
 - d. The family should cooperate with the school, the church, and the community in developing and educating the individual in accordance with accepted social values.
6. Present social and economic trends in America have tended to disperse family interests, responsibilities, and ambitions. The result has been that the school, the church, and the community have assumed an increasingly dominant role in providing educational facilities for all members of the family.
 7. The basic function of any educational system is to aid in the development of the student as a capable member of society; an individual adjusted to his environment.
 8. One of the well defined purposes of home economics education is to assist in the improvement of personal, home, and family living.
 9. Recreation can help toward social maturity, can be educative, creative, interesting, and thus promote better family and social relationships.
 10. Family foundations could be strengthened and the family could more effectively make adjustments among its members if there is wisely planned cooperative activity. Families need and would welcome help in planning these activities.
 11. Every person should have the opportunity to participate in worthwhile recreation, alone, with the family, and with others in the community.
 12. The child needs to be given the opportunity to have a variety of experiences in all areas of living which will aid in his optimal

development.

13. True recreation utilizes the culture of the past, as well as present, and can help make the life of the individual more meaningful to himself and society as a whole.
14. Individual differences can find expression in recreational activities channeled to meet personality preferences. These activities can also help develop latent possibilities.
15. Adolescents will accept guidance in planning worthwhile recreation, and when they become acquainted with the possibilities for family recreation, they will work with their families in developing recreational activities for the family.

Procedure

Basic needs of all family members were kept in mind as the study was organized. The plan of study included the following procedures:

1. Outlining the study.
2. Participating in a recreational program for graduate students.
3. Interviewing high school teachers concerning their feeling of adequacy in teaching units on recreation and finding whether they thought there was a need for such a study.
4. Asking teachers what resource materials were needed to help them organize units on recreation.
5. Examining teaching materials to find what was available.
6. Consulting literature to find causes and possible solutions for current lack of interest and participation in shared family recreation.
7. Investigating literature to help formulate a philosophy concerning recreation and develop guides for worthwhile recreation.

8. Collecting ideas for educative, interesting, and inexpensive recreational activities from the experiences of selected families and certain social activities of a group of graduate students in home economics education.
9. Describing experiences of selected groups and individuals to illustrate various principles of learning and of human relationships.
10. Compiling a check list of educational activities of a recreational nature in order to validate the hypothesis that a need exists for guidance in planning family recreation and that high school students and their families are interested in participating in worthwhile recreation.
11. Submitting the prepared check list of 120 high school students in 10 selected home economics departments in Oklahoma.
12. Investigating recreational literature, and choosing a selected list of materials to be included in a kit of suggestive materials to be made available to homemaking teachers and students.
13. Preparing a bibliography of recreational references, resources, and materials, to be included in the kit of teaching aids.

Fundamental Beliefs

The basic function of any educational type system is to aid in the development of the student into a capable member of his society. To reach this objective, educators must understand the principles on which the society is based, what a democratic society demands of its members, and the desirability and necessity of cooperating with such important educational institutions as the home, the community, and the church.

True democracy is not confusing nor is it complicated. It is a way of life based directly on those principles which pertain to human relationships and personal growth. Thus its purpose is to achieve for its members maximum

personal and group welfare and security. Although individual effort is essential, it is usually co-ordinated through interrelationships of the functioning groups and agencies which perpetuate the values of democracy.

It is necessary that each individual understand what is demanded and what is offered under conditions of equality of opportunity and responsibility, and how agencies which symbolize democracy can help perpetuate its ideals in our present confused world. Many agencies and groups provide opportunities for cooperative planning and problem solving. One of the values of such participation may be shown in evidences of respect for the worth and intelligence of individuals. This is accomplished by giving each individual responsibility in ratio to his ability, and through seeking to cultivate those personal characteristics which aid in desirable development.

According to Science in General Education,¹ the desirable members of our society possess the following personal characteristics: creativeness, self direction, the disposition and ability to use reflective thinking in the solution of problems, tolerance, social sensitivity, aesthetic appreciation, and the ability to cooperate in group undertaking. These traits can be acquired only through experience in situations which demand or profit from their application and exercise.

It is obvious that no single institution or group could properly direct the growth of members to be capable, well-adjusted individuals in a democratic society. Such an endeavor requires the effort of the four major groups which comprise our society: the church, the community, the school, and the family. The school can, by serving the community and at the same time directing its activities in the light of a democratic philosophy, be an influen-

¹ Report of the Committee on the Function of Science in General Education, Commission on Secondary School Curriculum. Science in General Education, pp. 41-53

cing, if not a determining factor in the preservation of democratic ideals and the improvement of democratic practices.

Home economics has a unique contribution to make toward the growth and development of the individual to full realization of democratic living in family, community, national, and world circles. The very skills, abilities, and appreciations which the pupil develops or studies in his home economics help to prepare him for more satisfactory and effective membership in the family and in local and national groups.

Home economics teachers need to be able to recognize the merit of many means of fostering the development of a democratic individual. Pupils need to be allowed to proceed with an increasing degree of self-direction in accordance with their ability and experience. They should be given the opportunity to experience success in cooperatively planned and executed activities. If such a goal is to be achieved methods must be used which necessitate the use of reflective thinking in solving problems, and encourage the use of scientific methods of inquiry and investigation.

Recreation can help toward social maturity, can be educative and interesting, and it can promote better family and social relationships. Therefore, it is a legitimate function of homemaking education at all levels to instruct students in planning worthwhile individual and family recreation.

Summary

This study assumes that a major aim of any society is the development of individual members in terms of the philosophy of that particular group. In our democratic society, four major groups, the church, the school, the community, and the family cooperate in contributing to the development of the desirable personality. Of these four, the family has the major responsibility because it is the basic unit of living; here attitudes are determined; the total personality develops, and basic needs are met.

Many factors, some peculiar to our society, hamper or prevent the efforts of the family group in performing its several functions. Some of these distracting factors are unavoidable; others are the result of neglect or lack of concern.

The aim of democratic education is the optimum development of the individual personality, and that of home economics is the improvement of personal, home and family life. It is, therefore, the legitimate responsibility of these two groups to cooperate with the family in discovering ways the family can perform its functions. Many educators and families recognize the desirability of an need for renewing interest in planning shared family activities, and the unlimited possibilities for increased enjoyment and improved relations which would result from wisely guided and planned recreation. This study offers suggestions for using shared family recreational activities as one means of individual enjoyment and mutual growth.

FAMILY RECREATION: IT'S EDUCATIONAL IMPLICATIONS

Much has been written about young people and their relation to the home. The concensus of opinion is that many regard it as merely a place to eat, to sleep, and to dress. During the last few generations, family patterns and customs that had been accepted for centuries have been discarded or remoded. The roles of family members have been modified. The parent-child relationship has changed so markedly during the past decades that Dr. Thom¹ says, "...it is not surprising that parents find themselves a bit confused about just what their obligations and responsibilities toward their children are in this modern world." He says further that "Time itself has introduced social factors which necessarily must affect the child's attitude toward his parents." As civilization has advanced and the interests of man have broadened, and as various trades and professions have developed, children have had greater opportunity for associating with varied groups of people. "Under these conditions parents obviously become less dominant factors in the lives of their children."²

The function of the family has changed also. Its duties have been re-assigned and have become largely managerial. Margaret Mead³ says that it is understandable why the family has problems since one family unit now does what the entire clan once did. That is, it is responsible for the health, education, and economic condition of each of its members.

1 Douglas A. Thom, Guiding the Adolescent, p. 77

2 Thom. Loc. cit., p. 77

3 Margaret Mead, "What is Happening to the American Family?" The Journal of Social Case Work, Vol. 28, No. 9 (November 1947), 327

It is another paradox of American family life that the family is responsible for meeting these major needs, yet is no longer the closely integrated unit it was, with its living centered in the home. Now hospitals have taken over the events of birth and illness; schools have in great measure been delegated to educate the child; churches have all too frequently been considered only as places for the marriage ceremony; while the funeral chapel relieves the family of the last services to the individual. Mumford⁴ expresses this idea; "Family events that once had social dignity and all manner of aesthetic enrichment have now been reduced to purely physical processes, presided over by paid specialists." He says, "...the sense of the family unit and of family unity has been largely lost."

Our economic system contributes to diversity of family interests. Because the father usually works away from home, more often than not at some specialized or mechanized job, there is little in his work to interest the family. He returns home at night, tired, to children he hasn't taken time to know and whose school work either bores or frightens him. Often the mother also works, and is in no mood to play with the family after she has prepared a hurried meal. Families often overlook the possibilities of using mealtime for sharing home responsibility, planning and working together and discovering new avenues of self-expression. Mumford⁵ says that people have thoughtlessly come to accept this unsatisfying routine as quite a normal one, and

For the great mass of urban families there is as yet no other possibility; the nearest they come to a common way of life together is in the Sunday motor ride, most of which is spent in the constriction of a car, in the benumbed state

4 Lewis Mumford, Faith for Living, p. 236

5 Mumford, Ibid, p. 242-243

that has become so constant that motorists are not even aware of its existence...One day out of seven there is a chance for a common life. That is how much our civilization during the past fifty years, has come to value the family.

If free weekends are not spent in the automobile or in the movies, it is frequently considered a social catastrophe for parents and children far too often spend little of their time together. Children, may meet the gang and sit for hours in the local hangout or walk the streets for lack of something better to do. Entertaining friends at home may be impossible because the Sunday afternoon bridge club has priority over daughter's crowd, or parents resent the noise and commotion which characterizes adolescent parties.

The frantic and unsatisfying search for 'something to do' is the deplorable result of the "ruthless destruction of the household arts and crafts" according to Mumford.⁶ The emotional satisfactions our forefathers got from work is denied us by specialized industry which not only displaces the home in production of major wants, but even takes over the homemaker's weekly baking. Margaret Mead⁷ says that the mother is no longer a producer, but a coordinator of activities and that often all a woman can say at the end of a day is that she got through it.

The foregoing analysis indicates the number and extent of factors in our present day society which prevent the family from meeting its responsibilities for the spiritual, social, and emotional development of its members. Some of them are unavoidable in our specialized culture; others are the result of shortsightedness or neglect.

6 Mumford, Ibid, p. 238-239

7 Mead, op.cit., p. 328

Students must become aware of the possibilities that shared family recreation offers for the improvement of their home life, if the study is to be vital to them. Many students are probably not even aware of the shortcomings of their present recreation programs because the generally accepted pattern is the only one with which they are acquainted.

There are many interesting ways the teacher may help to develop the interest of her students in making the home and family the center of shared creative activity. Perhaps the first step could be an inventory of interests and abilities of individual family members. Many personal contacts and mutual interests have been crowded out by busy routines, and students might be surprised to know that father once won a district prize for dramatic ability, and that mother took private painting lessons. When all the interests and abilities of the family have been listed, there will be many avenues for further exploration and when interest is aroused in one area, it will probably suggest many others. It might also be a revelation to family members to know that others are concerned with their personal interests and desires.

Another possible means of creating interest might be to have the students investigate, through their families, the recreational customs of their ancestral heritage. By making such traditions a matter of personal and family pride, the family becomes a more interesting unit, and further study may progress in many directions. Study of costumes, cooking, crafts, and home architecture could each revolve around cooperative family research and discussion.

The most important consideration is for each member of the family to become aware of the resources and facilities which exist within the family and home. Few families would be content to return to an aimless groping

for new thrills if home life became vital and fascinating: if each member sought to improve his own personality and contributed to the well being of the group.

Plans Used in This Study

It was believed that the area of recreation could be used to strengthen family foundations and combat the destructive effect of many present social influences. Many educators believe that families would be interested in planning wholesome cooperative activities, but that they need guidance. It was believed that home economics teachers can help to guide families in organizing and planning cooperative recreational activities. This study proposed to discover teaching materials that could be made available for homemaking teachers to use in organizing a unit of work designed to help high school girls and their families to develop and participate in worthwhile family recreation.

In order to determine the types of recreational activities that are suitable for family and individual participation, and to set up a unit of suggestive materials, several preliminary steps were necessary. These steps were not necessarily consecutive, but rather, interrelated.

During the academic year of 1949-50, a recreational program for graduate students was developed and participated in, and ideas were tried out for worthwhile, creative, inexpensive, all-family recreation which applied principles of learning and human relationships. Although individual preferences and interest determined the direction of activity, much detailed planning was done in conjunction with this phase of the study.

Experiences of home economics teachers, state educators, graduate students and faculty members, writers and selected families were collected and literature was consulted to find causes and possible solutions for the current lack of interest and participation in shared leisure time activities.

Through investigation of literature and experiences of the graduate group, a philosophy concerning recreation was formulated which assumes that wisely planned recreation can be a most desirable and an interesting way for the family to fulfill its responsibilities to its members, and that leisure time activities can be planned which will aid in mutual enjoyment and understanding among family members. Such a concept seeks to relate the cultural heritages of the family and the race to modern living. From these, and other sources, a list of recreational activities suitable for individual and family participation was compiled.

In order to validate the hypothesis that a need exists for guidance in planning family recreation, the list of activities was submitted to 120 high school girls and their families to determine their present activities and interests. Educational implications of the results of this investigation were considered.

Guides were developed which might help the family in planning worthwhile recreation. Illustrations of the application of these guides were given through real life incidents collected from graduate meetings and from selected families and individuals. Possible educational implications were drawn.

In order to provide teachers with resource materials to use in conducting the study of family recreation in organized classes of value to a family in developing a recreational program, books were obtained from publishers. These books will be available to teachers and students in homemaking classes in Oklahoma. It is anticipated that materials collected for this study will be incorporated with that assembled in connection with other studies made by students and teachers in developing units of work concerned with shared family recreation.

The study did not include a separate section devoted to related literature. Pertinent opinions and points of view of authorities were used in various relationships. They were used to give direction to the philosophy of education, family life, and recreation included; to high light and point up specific principles of human relationships and education and to help develop guides for planning worthwhile recreation.

In many cases, the literature cited is interrelated, as were the steps of procedure in the study. It was believed that authoritative literature is of more value if used in conjunction with various ideas, rather than when it is merely cited as pertinent information for later reference.

Similar studies which were investigated dealt mainly with certain types of recreational activities as such, rather than as a means of promoting family unity and the welfare of the individual.

The guides which were formulated to help individuals and families select suitable recreational activities are given along with illustrations of their application. The guides include:

1. Recreational Activities Should Help the Individual Toward Social Maturity.

This requirement is suggested by Davis⁸ as, "...teaching acceptable ways of utilizing emotional energy and preparing the individual to live at peace with himself and with society." Many instances are suggested in which the individual may be guided to develop the ability to plan and work with others, to engage in creative activities, and to respect and appreciate the rights of others. Planning family entertainment provides an excellent

⁸ Robert Davis, Educational Psychology

opportunity to include all members in cooperative activity. Small children cherish responsibility in affairs with adults, and often regard their duties more seriously than grownups. Planning family entertainment likewise affords opportunity for creative activity. Children have demonstrated their ability to make artistic flower arrangements in horticulture shows; they might reasonably be expected to create artistic ones for family parties.

Children need to share pleasant hours with the family, to be given the responsibility and privilege of helping with household duties and social functions, and to have their opinions and rights respected. Dr. Thom⁹ says

Children will become interested in parents and the family as a group only if they are permitted to take an active part in the family activities at the earliest possible age. Children should be given an intelligent insight into what goes to make up the life of the parents. The child should know something about his father's work, his mother's responsibilities in running the house, the social and economic status of his particular family as compared with that of other families.

2. Recreation Should Help the Family Provide Opportunities for Personal Experiences Which Prepare the Child for Satisfying and Competent Membership in Our Society

The responsibilities of competent democratic citizenship are not clearly understood by most parents. It is much easier for parents to dictate to children than to tolerate mistakes and indecision while the children are learning to direct their own actions wisely. Therefore, this parental responsibility is often ignored, or even denied.

In the past many people assumed that the school was the sole agency capable of giving children the training necessary for satisfying adult life, but many adults who have had the advantage of excellent schools and

9 Thom, op. cit., p. 82

teachers, and who have a feeling of responsibility, have reached adulthood with an assortment of frustrations, negative attitudes, and neuroses. It is probably more nearly true that the school acts in a supplementary capacity to the family. It is now commonly accepted that what the individual will be depends to a large extent on his family life. Muriel Brown¹⁰ believes, "...fundamental attitudes toward life are actually formed in early childhood as the child learns to adjust day by day to the expectations and requirements of family life."

Dr. Gerald T. Hudson¹¹ expresses this idea in more detail when he says

The family is not only a basic biological group, but it is a basic social group in our society. This is where the child is born, where the physiological needs are met, and where it gradually becomes a social being with attitudes, values, and behavior largely conditioned by the family. If the child finds satisfactions in the home experiences to be selfish or thoughtful, to lie or tell the truth, to be careless or responsible, these patterns will be transferred to his experiences outside the home. Thus it is evident that the home experiences may influence whether a child is a socially responsible member of society or whether he is irresponsible.

One family was often criticized because friends thought the children did not show proper respect for their parents. Mrs. Green repeatedly explained that what seemed to be lack of discipline was a democratic relationship between children and parents. They had certain privileges many other teen-agers did not have, but they also had home responsibilities the others would not assume. Their opinions in planning family

¹⁰ Muriel Brown, "My Father's House Has Many Mansions", Childhood Education, Vol. 22, No. 2 (October 1945) 75

¹¹ Gerald T. Hudson, "The Home as a Center of Community Coordination," Family Living Today, (1947-1950) 43

vacations and major purchases had weight in the family circle.

Short sighted friends failed to associate democracy with the Green's family life, and did not recognize that the childrens' responsible positions in school, church, and social club work were a result of this shared family living.

According to various authorities, the family, as the basic unit of living, has four major responsibilities toward society as well as its own members:

- a. The family is obligated to meet the physical and emotional needs of each member.
- b. The family should provide opportunities for personal experiences which prepare its members for satisfying and competent membership in society.
- c. The family is largely responsible for the transmission of cultural influences, racial, and family traditions.
- d. The family should cooperate with the school, the church, and the community in developing and educating the individuals in accordance with the accepted social philosophy.

3. Recreational Activities Should Help the Family perform its Several Functions.

In the area of helping to meet the physical and emotional needs of the individual, a basic concept of human relationships applies to family recreation. It is that the individual is secure only if the family is organized to foster individual as well as group welfare.

When this principle is observed in the average American family, it is largely concerned with what constitutes 'individual welfare'. Certainly the child who is forced to endure hours of resentful piano practice would be poorly convinced that his welfare was being fostered. Other members of the family might agree with him. On the other hand, the entire family group can help select interests that are suitable for each member and encourage his accomplishments in that line. How much better it is to search for types

of educational and cultural accomplishments which suit the interests and abilities of each individual, than to force him to engage in some popularly accepted activity which becomes a nuisance to the entire family!

4. Recreation Should Help Provide the Child With Opportunities to Have a Variety of Experiences in All Areas of Living Which Aid in His Optimal Development.

Here again, the important consideration is that one form of recreation or study not be allowed to monopolize the entire time and attention of the individual. The necessity of total development is expressed by Dr. Thom¹²

Notwithstanding the fact that we study the physical growth and development of the child, that we investigate with keen interest his varied habits and conduct patterns; we still are confronted with the necessity of measuring success or failure in life in terms of how well all those varied aspects of the total individual are coordinating one with the other. After all is said and done, a good intellect, sound bodily health, and what are commonly called "good habits", all may work out to no useful purpose unless they are so operating as to make a harmonious unity.

Muriel Brown¹³ agrees with this when she says

To organize family living in such a way that all family members are constantly growing in their appreciation and use of these possibilities (in each field of human activity) is, of course, a major parental responsibility.

It is extremely important that each person be introduced to a wide variety of possible interests. George Bernard Shaw once defined an educated man as one who know something about everything and everything about something. If a child appears to have an excess of interests, it is possible to encourage him in them and to suggest new avenues into which his interests can lead. The more fields of activity with which a child is acquainted; the wider range

¹² Thom, op. cit., 82

¹³ Muriel Brown, op. cit., 76

of interest he develops, the more he may be expected to understand people and hence become a more interesting individual. The one precaution governing this wide development of interests is that each individual needs to be directed toward some goal. Interest in any activity is often of short duration and it should be remembered that a short interest span is characteristic of pre-adolescence.

5. Recreation Should Be One Means Used by the Family to Help the Individual Develop His Ability to Make Choices.

A common complaint of parents today is that children are satisfied to drift along with the crowd, whether their activities are worthwhile, or whether they are merely killing time. Many parents would probably be surprised to find that much of their after-five time, which is usually set aside for social clubs, dinner clubs, or others, might be more profitably and pleasurably spent planning and engaging in recreational activities for the entire family. Such an allotment of time is simply a matter of choice. Parents may spend their time at bridge clubs and young people may frequent the drug store, or both may choose to spend much leisure time with the family reading good books, listening to good music, making furnishings for the home, or getting better acquainted with each other. If the parent chooses selfish, unimportant pastimes, it is logical to assume that the child will do likewise. However, if the family as a unit weighs carefully the values of various activities, the individual members may be expected to do the same.

6. Recreation is an Excellent Means of Developing Latent Possibilities of the Individual.

In our specialized society, allotment of time and preparatory education of each individual is often decided from the moment he enters school. After formal education ends, more time is spent in specialized activity, to the

exclusion of a variety of interests. Play time should be thoughtfully planned to provide opportunities for indulging in special interests otherwise unexplored.

Strangely enough, hidden interests often are unexpectedly discovered, making the discovery twice as exciting. Such an example of a chance discovery is cited in the story of a woman who had become interested in flower arrangement and had developed a high degree of skill in this area. One evening while softening a piece of clay to be used as a flower holder, she happily discovered the recognizable image of Daniel Webster. Because of the genuine pleasure found in this elementary creation, she expressed regret that earlier opportunities for clay experimentation had not been given her as a child. Because she had not had occasion to work with modeling, she had been deprived of many hours of pleasure.

7. Recreation Should Help Develop Mutual Interests and Improve Family Relationships.

The value of hobbies in attaining these objectives is well established. Hobbies can be simple, occasional pursuits, such as studying wild flowers, or expensive and time consuming projects as orchid culture. They can be activities either in direct contrast to one's everyday work, or they can grow out of work and have a direct relationship to it. Leta Moore¹⁴ Extension Family Life Specialist at Oklahoma Agricultural and Mechanical College says:

To be truly a hobby, and not just a part of the job, however, it must be a genuine interest and have enough drive behind it to encourage the person to plan his work so as to leave time to pursue this interest into realms beyond those of routine activity. Just to make a new dessert occasionally or to make one quilt is not making a hobby of an interest.

¹⁴ Leta Moore, Family Recreation, Hobbies., p. 1-3

That is simply a variation of the job. A hobby implies a long time interest, with time to experiment, study, or to join groups interested in similar things, to really do something about carrying out the interest.

In addition to being fun and offering escape from trouble and tiresome routine, hobbies can help improve relationships both in family and social circles. Hobbies contribute to family living by making the individual a more interesting, dynamic person. Mrs. Moore continues:

The values that come to family life through the sharing of different hobbies, the helping of another to achieve success in his special activity, and the provision for hours of wholesome recreation for all members of the family are all worthy contributions to the life of a family.

Members of a family that share in a common enterprise are bound to be closer, to feel the unity and togetherness of their family relationships. Each member of the family gains a greater understanding and appreciation of the abilities and limitations of every other member through the planning, sharing, and remembering that are important parts of such a hobby. The bonds of family relationships are strengthened in a very real manner.

One outstanding example of a hobby which grew out of a simple incident was the collection and repair of old musical instruments by two music students. Both the boy and girl were accomplished in playing several instruments, and were excited to find an old harp, caked with dust and in bad condition, in an attic. While the harp was being repaired and put into playing condition, they began searching for other old, unused instruments. Many pleasant though tedious hours were spent polishing keys, sanding and varnishing wood, and tuning strings. Many guests have been entertained with impromptu concerts and the two students have greatly increased their musical knowledge and appreciation. In addition, they became more interesting persons as a result of this interest.

Another hobby, started by a boy's energy and curiosity, has gained the interest of his family and many business acquaintances of his father.

From a study of ants placed in a tin can, the twelve year old boy has built glass cases and has transplanted four ant colonies. He can, and loves to, lecture with authority on the industry and amazing organization of the ants. With his ant colonies well established, he is starting a study of identification of birds in that locality. Since the father is interested in his son's studies, they will have many opportunities for pleasant outings.

A mother who took the time to play with paper dolls with her daughters and help design clothes for them has been amply rewarded, although her oldest daughter is only fourteen. The girls design their own clothes, and they are in excellent taste. They know and understand the elements of design such as balance, rhythm, and emphasis. They design wardrobes for paper dolls which they give to eager girl friends for birthday and Christmas gifts.

Many parents complain, and with good reason, of the money required for recreation for today's youth. Again, unless a child knows the possibilities for creative activity, it is easy for him to 'do what the gang does'. This often becomes a ritual of attending each new movie in town, skating every session at the local rink, bowling line after line, or 'just riding around' hour after hour. All these activities may be desirable occasionally, but there are many more interesting things to do. The surest way to develop a youth's interest in creative activity is to share that interest with parents. Gladys H. Groves¹⁵ relates two examples of parents who were successful in sharing interests with their children.

I recall one father living in a city who is chronically short of cash but who has an intimate knowledge of boats that makes him a hero to his adolescent son. Year after year this man has found a way of getting access to a boat, by making him-

¹⁵ Gladys H. Groves, "Mother, Father, and the Children," The Survey, Vol. IXXXVI. No. 5 (May 1950) 255

self useful to the owner. Whenever he could, he took his boy along with him; and now today the son is almost as much at home on the water as his father.

Another city dweller, while his children have been growing up, has taken one of them with him each week to the public botanical gardens, where his own eager interest has made him an expert in plant growth. Simpler hobbies, requiring less skill or application, are open to all. The outing of father and child are no less family recreation than the home pursuits or playing together of the whole circle.

Father and son excursions are by no means rare, but one family in which there were two boys and one girl overcame the usual constraint between father and daughter with an unusual tradition--Joan and Daddy Day. At least twice a year the father and daughter had a day to spend as they desired. Often they did something in which the mother was not particularly interested. Occasionally, the plans included a trip which mother's mild disapproval made more exciting. One of these trips was to a cattle auction, and Joan still remembers the bid her father allowed her to make on a beautiful calf.

Joan and her father made several trips to the busy merchandise markets; they visited factories and museums, and planetarium, historic landmarks, and cafes where now-famous musicians once played all evening for a meal. Joan met owners of foreign cafes and learned to eat with chopsticks. More important than the particular learning experiences Joan had, was that she knew her father wished her to have a variety of interests and was willing to take time from his busy schedule to be with her.

8. Recreation Should Help Acquaint the Individual with the World in Which He Lives.

Dr. Thom¹⁶ shows how this may be made a vital part of family living when he says:

Although leisure is a term that scarcely seems applicable before adolescence, education in the use of leisure time begins

16 Thom, op. cit., p. 50

long before. It begins when father and mother first set aside a Sunday or a holiday for an expedition to the zoo or a picnic considered sufficiently entertaining and worthwhile for their parents to be willing to devote some of their precious leisure time to it.

Beginning when the children are still quite small, short trips can be made great occasions. Both in the country and in the city there are nearby points of interest that are worth excursions. There are colorful flower gardens to be seen and fascinating fountains; the zoo must be visited and the aquarium; or there is the river to fish in, and the town where the paper mill is located to visit.

There are innumerable other trips which help acquaint the child with the world in which he lives and which stimulate his curiosity. Father can take his children to visit the local fire station, or arrange to have them see the inside of a railroad locomotive, or to visit a large construction project or a local dairy. Dr. Thom¹⁷ says that city families do well to make trips to the country to provide their children with opportunities for some first-hand observations of horses, pigs, cows, and chickens. Children need the chance to see rolling fields of wheat, orchards bending with golden ripe fruit, and herds of fat, sleek cattle grazing in a green pasture.

Though these examples are of 'things to see' there are even more things for the entire family 'to do'. Family hobbies can include activities from the care and training of pets to vegetable or flower gardening projects. There is no better opportunity for father and son to become really acquainted than to discuss theories of animal care by working together to build a suitable shelter, or for a mother to teach her children the beauty of nature through caring for a flower garden. Many winter evenings can be spent selecting flowers and vegetables from exciting flower catalogs for spring planting.

Nature study provides an excellent background for recreational activities. It provides opportunities for healthy comradeship which are seldom

17 Thom, Ibid., p. 51

possible in other forms of recreation. The person who has a wise and intimate knowledge of some facet of nature study is a more interesting person to himself and to others.

The study of natural phenomenon has been at least indirectly responsible for the continued interest in Scouting and other related organizations, and often a Scout's interest in trees or birds has spread to include the entire family.

Nature study often is commended as being one of the few things in the world which is free. A well known newspaper writer once said one of the greatest pleasures he had was studying clouds and forecasting the weather.

Many urban families, denied the privilege of having pets, believe that their study of nature is confined to museums, parks, and zoos. An aquarium is at least one answer to this problem. To children, an inexpensive gold fish is as fascinating as a rare tropical specimen, and goldfish do not require exacting care.

Window boxes for flowers is a common interest of apartment dwellers. One mother who was unable to share a real flower garden with her daughter spent many hours of serious study with her, deciding which flowers they should select for a tiny window box. They also studied larger shrubs and plants to find the ones suitable for a home in the suburbs, which the family was planning to build later. The mother found an excellent way to keep her daughter aware of the life that is possible outside the city, and the girl is growing up with an appreciation of rural family life.

9. Recreational Patterns of the Family Should Change to Meet the Needs of Family Members as They Grow Older and Relationships Change.

Many parents do not realize that one characteristic of adolescence is the child's desire for approval from his peers, over and above his desire for

family approval. He wants to be treated as an adult; one who is capable of managing his own affairs. However, in some areas he wishes to retain his child rights and privileges. The area of recreation is particularly affected by the feeling of belongingness and security, or of resentment at unnecessary supervision and restraint. Home entertainment of the child's friends can well be used to illustrate this point.

From the time the Brown girls were in kindergarden, they had been encouraged to bring their friends to their home, and two or three times each year, special parties had been planned. For each of these parties, Mrs. Brown planned and worked with the girls, and when it was possible, Mr. Brown helped also. At the parties the parents entered into the activities of the group. As the girls became interested in jitterbug dancing and other adolescent frivolities, Mrs. Brown not only adapted the party arrangements and entertaining to the interests of the group, but she did something far more important. She let the daughters assume the major responsibility for the planning, preparing for and attending the guests. She made a definite effort to make each guest feel welcome, and then retired to the background unless needed.

While many of the daughters' friends were always willing to help with preparations for a party at the Browns, they refused to entertain in their own homes.

10. Recreational Activities Demand Planning if the Family is To Enjoy Real Cooperation and Unity in Their Participation.

To the family which is sincerely interested in maintaining the home as the center of interest, this concept is extremely important. If the home is to attract young people, it needs resources and resourceful people. No child or parent will choose to spend evenings seeing a second rate movie or loafing

downtown if the other members of the family are engaged in exciting, interesting activities at home. Nor is it likely that family members will stay at home just to be with the family if the evening is spent trying to shut out the din of loud jazz music or just sitting.

One family started a collection of play equipment and ideas for games. After the collection was well started, their chief problem was to find time to try out many of the interesting ideas the various members brought home.

In most homes it has become a custom to accumulate supplies for rainy day entertainment. The idea could easily extend to supplies the entire family could use. Discarded clothes might be collected for costumes for a family drama; unusual recipes could be collected for nights the family gathers in the kitchen to create special treats. If the family is contemplating redecorating the present home or building a new one, the entire family has the right to help in that planning. Many evenings could be spent collecting pictures of attractive rooms and compiling a scrapbook of usable ones.

11. Recreation Should Be Planned to Include All Family Members

Relatives living or visiting in the home can help provide exciting variety in family entertainment. Grandparents are ideal for story telling time, and at family gatherings the grandfather or visiting uncle are glamorous partners for young boys and girls.

A suggestion to persons planning a gathering which will include persons from nine months to ninety, is to include games in which all can participate. It is much better to play simple games in which everyone can join than it is to leave the oldest and the youngest on the fringes of the game to watch. Travel games allow Uncle Jim to re-live his trip to Mexico, and Grandmother to show that although her travel has been limited, she has stored up mental

pictures of places she has heard and read about. The chances are the next week the children will find geography more real and interesting.

Playtime is a good time to build positive attitudes, to teach the children to give or take and to win and lose graciously. When Dad takes a trimming in horseshoes from his 15-year old son in the manner of a good sport, he teaches an important lesson without preaching. Children are quick to learn rules of a game and when they have make-believe play with old clothes or groceries, they can learn the rules about what things they can and cannot use. They learn that things are to be returned to their places after play, that some things can be done on rainy days and others cannot.

12. Recreation Should Provide Opportunities for Creative Self Expression.

Modern children, confronted with a maze of modern play equipment may not be as fortunate as their parents consider them. It is true, that elaborate electric trains and life like dolls, with real hair, are available; but the train often requires adult manipulation and expensive dolls are often given to little girls with the admonition to "be careful and don't muss her hair."

How different are homemade playthings made by the child. He has the joy of both creating and using. One aunt taught her four year old niece to make hollyhock dolls. She was happily surprised the next morning to find her niece making more dolls. When she asked if her assistance was needed, the little girl showed her that she could even tie the knot in the string to make the skirt. Besides the joy of creating a doll and imagining what such a finely dressed lady would do, the child used her hands, and her imagination. Who could say she would enjoy an expensive doll more?

There are innumerable toys which children can make: doll cradles from

oatmeal boxes, simple doll clothes, tractors and soap bubble pipes from spools, bean bags, whistles from willow stems, and doll quilts from scraps. All of these can be made from materials already in the home, and even a superficial search will reveal many more items which can be converted into toys.

Cooking is one creative activity in which all family members can participate. Cooking can be especially challenging to the busy urban family. Experimenting with refrigerator meals or taking turns preparing main dishes can make meal time more interesting. Inviting guests occasionally encourages attention to gracious living.

13. Recreation Should Help the Family to Transmit Cultural Influences.

There are countless opportunities within the home for each family to increase its appreciation and understanding of aspects of various cultures. Music should be a part of everyday living. The radio and phonograph make possible acquaintance with the best music of the time as well as the worst. When parents are tired at the end of the day, it would be restful as well as inspirational to listen with the children to beautiful music, and children might have the opportunity to learn to appreciate types of music other than jazz. Symphonies may be heavy to start with, but many beautiful folk songs from all countries of the world are available in recordings. Parents as well as children should not deny themselves the opportunity to hear them.

The responsibility for transmitting cultural influences is more important than it is commonly assumed when one considers Dr. Brown's¹⁸ statement that "It is because of the crucial part the home plays in the 'culturing' of

18 Brown, op. cit., 76

the individual that most societies in human history have cherished and protected their families." She speaks of 'culture' as "the particular pattern of beliefs and practices which each different national or racial group has evolved out of its own experiences"¹⁹ and says that one of the most important things a child's family can do for him is to reflect the most significant cultural influences of his generation.

The responsibility of our present generation as distinguished from all families in the past is well stated by Dr. Brown²⁰

Because we live in a country which has been spared the devastation of war we are in a very special sense, responsible for preserving the values essential to the continuing development of a world culture. It is not only a privilege but an obligation to learn how to make intelligent use of the media through which these values may be interpreted to us.

All that is said for music and art can be repeated for books. Parents complain that comic books are permanent fixtures in the hands of their children, yet how many of these children have a chance to know the real adventure and interesting facts they can find in good books. The classics are avoided with zeal, just as good music is, when it is really the parents who are to blame. Again, if good literature is living and interesting to parents, it will be alive and interesting to children. Everyone pities the boy who grows up without making a kite or fishing from the bank of a cool stream, but the boy also deserves pity who grows up without becoming acquainted with Kipling, Cervantes and Dante. Boys assume a distaste for poetry, but few boys would giggle at the poems of Alaska that were written by Robert. Parents may not find it easy to tell stories, but books can be read

19 Brown, loc. cit.,

20 Brown, Ibid., 78-79

in nightly or weekly installments or the entire family can take part in reading a play. If the family finds it difficult to get in a dramatic mood, they might try reading or acting by firelight. It does wonders.

There are infinite possibilities for variety in dramatic play in the home. They range from the young child's 'playing house' to the elaborate and fanciful productions described in Little Women. All varieties have one thing in common. They are fun for the cast as well as the audience.

One group of children, whose families often spent Sundays together, wrote and produced several 'dramas' for the gatherings. Each project was carried to completion with the utmost secrecy, and no help was asked from parents unless absolutely necessary. Many of the plays were weird fantasies, but one parent was pleasantly surprised when her birthday was acknowledged by depicting her life from pictures in the family album.

Interest in music and literature could easily extend to current affairs, local, national, and global. Program selection will be carefully made to meet both the individual and common interests of all family members.

The Jones family made a serious game of studying current events. Twice each week they gathered for a family forum, and reliable information was a prerequisite for every opinion expressed. Radio forum transcripts were ordered, serious magazines were read. News and political authorities became familiar figures to the family. This one custom did more to increase mutual admiration between parents and children than innumerable lectures to the children on worthless radio programs and magazines. The parents learned to respect the opinions and quick insight of the son and daughter.

In another family, the father was continually disgusted with dinner table conversation of his children, which amounted to complaints about

former dates, or speculation concerning future ones.

One evening the family entered the dining room, and at the end of the room was a wall sized map of the world. No explanation was given, but they made a game of locating places on the map. Soon the children became interested in places all over the world and began to follow the news closely. They also began to read histories of some of the more interesting places. They were eager to share new information with the family, so dinner table conversation soon became interesting and worthwhile. The children, who had never been particularly interested in news, became ardent listeners and readers.

With an increased knowledge of geography, there are many interesting games the family can play at home, or on long, tiresome trips. Several geography games are suggested in the accompanying materials, but original ones are easily invented.

There are many other ways to interest boys and girls in current affairs and geography of the world. One cardinal point for the parent to remember is never to talk 'down' to the children.

Four-year old Mary's aunt and her mother were listening to the radio; Mary was supposedly engrossed with a new toy her aunt had brought. The aunt turned to the radio saying, "Isn't that Churchill's voice?" Mary looked up and said, "Our Mr. Churchill is sick. He has pneumonia."

World personalities were familiar figures to Mary because her parents discussed them so Mary could understand and she was interested in their welfare. The four year old child has quicker perceptions than most adults realize, and is interested in everything if they are not told it is too difficult for a child to understand.

If children can be interested in events across the globe, it is reasonable that they will be interested in happenings in their own community.

It is as unjust to deprive the child of community and church experiences as to deprive him of interesting toys. Children accept responsibility that seems important to them, just as adults do, and they can perform a valuable service in helping busy parents and friends. During World War II, many children's clubs were relied on to help with scrap and paper drives. Their zeal should not be forgotten.

The family that fails to acquaint its members with cultural influences and family traditions which identify the individual with his own forebearers is neglecting a rich resource. Stories of family history and personalities are as much a part of family reunions as food laden tables. These stories should not be lost.

At almost any family gathering there is one member who can take shorthand and type. It would be a simple matter for that person to record the stories, have them mimeographed, and send a copy to each family some weeks after the reunion. If this were repeated for several years, the results would be a volume of family stories to be enjoyed by generations to come.²¹

Family reunions likewise offer an excellent opportunity for dramatized play. With authentic costumes from the family attic, the younger generations can mimic an old family portrait and show the family resemblance in a striking way.

Puppetry offers many possibilities for dramatic activity in home entertainment. The men in the family may be hesitant about joining in dramatic play if they must appear before an audience. They cannot ignore the fascination of puppets for long. If they are not interested at first in the plot of the play, they may enjoy manipulating the puppets or constructing a more adequate stage.

There are many educational possibilities in the use of puppetry, such

21 National Recreation Association, Home Play, p. 42

as the development of muscular skills, or close observation of human and animal actions before the puppets can be manipulated intelligently as well as the development of self-expression, both oral and written, and the improvement of speech which comes through the necessity for good enunciation and pleasing voice modulation. Perhaps one of the most beneficial possibilities of puppetry is in developing the personality of the shy and self-conscious child. "As soon as he identifies himself with the character his puppet portrays, he loses his diffidence, becomes natural, and so derives complete emotional expression and satisfaction from the performance."²²

14. Recreation of the Family Should Include Activities of the Community Group.

America has often been called "the melting pot of the world." We have the opportunity no other culture has had to choose the best from each of them.

Families which are only second or third generation Americans often become so enthusiastic about becoming typical American citizens they overlook the opportunity to enrich their own lives and those in the community to share interesting and beautiful customs and traditions of their homeland. Activities which mark them as 'foreigners' are all too frequently suppressed or forbidden.

A community might enjoy becoming intimately acquainted with other cultures. In one community consisting mainly of Bohemians, school activities were usually programs stressing American traditions, and Bohemian traditions were purposely omitted. A friend of the superintendent who was concerned with the general neglect of folk lore asked why the rich possibilities were

²² Ruby Minor, Puppets for Dramatic Play, Portfolio on Materials for Work and Play., Assn. for Childhood Education, Washington, 6, D. C.

being denied the entire community. The well-meaning superintendent realized the loss he was causing his students and arranged a program featuring Bohemian dances and costumes. The entire community was surprised, pleased, and proud that they possess this resource, and relationships between native and emigrant citizens had a strong basis for further study and work together.

After developing an appreciation of the various cultures represented in a community, there is no limit to the interesting and valuable paths which further study might take. The community ought to be a composite picture of the people in that locality. Every race and religion has contributions which can enrich American life. It is not necessary or desirable that each contribute beautiful dances or colorful costumes. It is equally important to become acquainted with the art of cooking or vegetable growing, or to learn the history behind customs and traditions.

The negro race has many fine traditions to share with others. Negro spirituals are treasured by every race because of the suffering and joys which went into their creation. Every song is a part of their race and often the story behind a spiritual is as well known and loved as the song itself.

Japanese flower arrangements are universally famous. Any local garden club should consider itself fortunate if an accomplished Japanese woman in that community could give a lecture on principles used by her race in that art.

Community wide interest in becoming acquainted with all cultures could make a difference to the children. From being the scapegoat at school, the alien boy might soon become the envy of school mates because he could sing a song in French - or German - or Spanish. Classmates might profit from his intimate knowledge of homeland geography, customs, resources, or language.

People from other lands often have many cultural traditions that are

beautiful and inspiring. No race can excel the beauty of American Indian ceremonials. In recent years more and more Americans have become aware of the efforts which the various Indian tribes are making to preserve these traditions. It is gratifying that this effort is being made, but there is no way to recover the arts and skills of many tribes which were lost when a national effort was made to change the Indian into a generalized concept of a good American citizen.

Dr. Hudson²³ believes that there is an interrelationship and interdependence between the home and the community which must be recognized. Community activities provide an invaluable opportunity for parents and children to experience democratic living outside the home. However, the true meaning of democratic living must be fully understood by the family before its values may be achieved in community activities.

Paul R. Hanna²⁴ writes

A community activity can have a reality and a challenge that no lesser activity can properly have. Moreover, it serves to bring the youthful group into desirable intimate contact with the surrounding community.

He offers two precautions: "It will, of course, be necessary for the sharing to be real and not, out of politeness, feigned. It will also be necessary that each age should have a part suited to it..."

The recent war gave families and individuals the opportunity to use neglected resources in many ways. In many communities, restricted travel and entertainment facilities resulted in planned recreation nights for people of all ages.

23 Hudson, op. cit., 43

24 Paul R. Hanna et al, Youth Serves the Community, p.18-19

15. Recreation Should Provide Opportunities for the Family to Include the Church as a Place of Wholesome Fellowship as Well as Worship and Inspiration.

Religion is frequently considered as something separate from day-to-day living. It is often ignored as an aspect of family life today even though parents acknowledge that some of their most vivid and inspiring memories of childhood were religious in nature. Religion is, in fact, vital to desirable family life. Today many people consider a religious family background a cultural advantage equal in every way to musical and literary education.

Dr. Thom²⁵ states the advantages of a religious background in terms of personal satisfaction and security:

The child who has had the advantage of living in a home with a religious background..that type of religion which is practiced as well as preached and which teaches the individual to think in terms of others than himself..finds that something very fundamental and important has been woven into the moral fabric of his personality. Religion helps to give to the boy or girl that sense of security and worthwhileness about life both present and future that the maturing individual needs.

The church is the only group which has continued its efforts to meet the needs of the family as a group. It is the one place outside the home where the family is encouraged to feel a communion of spirit and ideals. Before the recent revival of community recreation, the church was the only group, in many localities, which provided wholesome shared recreational activities for all age levels. In planning family recreation today, the rich experiences possible in church activities should not be overlooked.

From various sources, a concept of worthwhile recreation has been formulated, which can aid the family in performing its responsibilities

25 Thom, Ibid., p.83

toward its members and society in general.

A group of graduate home economics students at Oklahoma Agricultural and Mechanical College and their families participated in a series of social meetings which illustrate the concepts basic to this philosophy. The meetings grew out of the expressed need for worthwhile, shared leisure time activities and a desire to learn some of the home arts and crafts which are commonly neglected in the education of modern American youth. Recreation was planned to provide for individual and group growth and development for all age levels as well as providing a means for wholesome fellowship.

Selected Experiences of a Graduate Group Which
Illustrate the Successful Application of a
Philosophy of Desirable Family Recreation

The unique experiment in which a group of graduate home economics students participated illustrates the value of shared recreation. It provided an opportunity for them to become better acquainted with each other and with their instructors; to have experience with many types of home activities for which the curriculum made no provision. The meetings were used as a 'proving ground' for types of activities exemplifying criteria set up for worthwhile recreation.

The main purpose of the meetings was to have fun, and to enjoy the fellowship of associates. Its secondary purpose was to experience and to be aware of the application of psychological principles of learning in the field of human relationships, in pleasant and interesting ways.

For these meetings which grew out of definite needs of the students, three of the instructors made their homes available. This did far more than to give students the opportunity to learn to do specific things; for students

took much of the responsibility for hostess duties, and within the setting of these homes, practiced graciousness in human relationships.

Several of the students had husbands and children, which fact could have presented a problem large enough to prevent the meetings entirely. From the first, both husbands and children were welcome and soon became a vital part of the group. The idea of recreation for the entire family made the activities of the group of real consequence.

Although principles concerning learning and human relationships were compiled from various sources, many were those discussed by Davis and Macomber in Psychological Principles of Education.²⁶ The principles were stated in a way that was directly applicable to the activities of the group.

The group recognized with Davis and Macomber that learning is a growth process—a process of maturing through experiencing. There were numerous examples of the application of this principle. No doubt, many of the husbands, and students, approached the instructor's home the first time with a feeling of trepidation, and perhaps a feeling that their presence would not be so noticeable if they sat quietly in the background. But, from the moment they entered the door, each individual was equally important and soon became a participating member of the group.

It was assumed that each person wanted to master the particular project for the evening. The first project was to learn to pull colored threads through small mats of coarse white material, to give a pleasing decorative effect. The men discovered that this simple handcraft skill which they thought was limited to women was fun for them too. After the technique was

²⁶ Henry Beaumont and Freeman G. Macomber, Psychological Factors in Education.

explained, the conversation was constantly interrupted with sighs, questions, and final shouts of success from men; men who had thoroughly enjoyed doing a simple home handicraft. The success of the venture was proved beyond a doubt when one of the students reported the next day that her husband had completed another mat that morning before breakfast.

During the two semesters the group met approximately once each two weeks, as the desire or need to get together presented itself. One of the aims of the group was to discover various types of recreation appealing to all age groups, interesting pursuits which could be done at home with materials on hand, and would teach as well as occupy time. Another aim was to learn some of the handicraft arts which have been largely neglected in the education of the present generation. A meeting in which each of these aims was met was the one at which stocking dolls were made for Christmas presents. Other ideas for safe, attractive, and unusual homemade toys were discussed and displayed.

A pre-Christmas meeting provided an opportunity for all members of the family to take part in Christmas preparations. The meeting was devoted to making candy and the young daughter of one of the members was the success of the evening. She was purposely directed to make pecan brittle, a candy which is always successful if correct principles are used. She was directed in using correct principles to insure the success of the candy.

A very important principle of learning might be emphasized here. If the teacher wishes to arouse interest in any area, there is no better way than through making every effort to have the first attempt successful. In the several meetings which the little girl attended, her work was carefully but unostentatiously supervised and praised, and she was not encouraged to do work at which she might become discouraged.

The child's ability was not underrated, for the evening the group worked with crochet and other needlecrafts, she mastered the simple stitches very quickly, and completed her pot holder before several adults mastered the basic processes. This same meeting was a surprise success for the husband of one of the members. Various machine attachments were made available for persons who had not had an opportunity to use them. This husband had recently bought a fully equipped electric machine for his wife and spent the entire evening engrossed in experimenting with the various attachments. This is only one instance of the provision of activities to suit individual personalities which the group arranged. Many of the husbands, who were probably reluctant to attend the first meeting, found that if they were not particularly interested in the general group activity, there was some related work which did interest them.

The plan for one meeting was to make flower arrangements to be used by the instructor in a lecture-demonstration for the local garden clubs. The opportunity for the class to make the arrangements came as a result of a real interest in the ability of the instructor to compose artistic and unusual arrangements from any type of plant.

Here a principle of learning is observed: the teacher is an integral part of the pupil's psychological environment. The relationship between the instructor and the class was such that she was willing to share with them the values which made life more meaningful to her, and the students were eager to incorporate those values into their own lives. The instructor could have made her abilities enviable and unattainable; but she chose to share her knowledge and appreciation with her students and they realized the opportunity which she offered.

After types of arrangements needed in the demonstration were decided

upon, flowers and containers were provided and the work started. Already another principle had been applied; the learner is a goal-seeking organism and learns most effectively when proceeding toward goals recognized and accepted as his goals and the ability to generalize forms the basis upon which transfer is made in problem-solving situations.

When attempts at arrangement had been made in class, the instructor realized the importance of a satisfying attempt in doing creative work and gave help at crucial points. In this instance, she watched the progress of each student closely, and offered assistance only when it was necessary and acceptable.

The principle that human beings are creative organisms, and as such are capable of creativeness in expression is again ideally illustrated in creating beauty from native products and materials. It has long been recognized that Oklahoma possesses both unexcelled beauty and unforgivable ugliness. Persons who are concerned for the preservation and appreciation of Oklahoma's beauty were recently delighted when some creative individuals converted the commonly despised nuisance, Johnson grass, into beautiful, artistic mats and other household articles. The finished mat resembles a miniature bamboo screen, and the colors of the stalks are equally lovely whether green or partially dried grass is used. The idea 'caught' immediately, for these mats were introduced into the community in the early fall, and before winter many enthusiastic persons were showing friends how to make them. Several groups, to which mats were shown immediately asked for demonstrations. At a meeting of the graduate group each member experimented with small, distinctive variations. The work of the daughter of a member was noticed particularly, because it exemplified specific characteristics of adolescents which should be remembered.

During the period of the meetings the previous year, she had obviously attended because it was the expressed wish of her mother. She took no initiative in participating in activities, and after being asked, was not urged to take part.

The particular meeting at which her psychological growth was so noticable was the first meeting of a new group. Still, she was not aggressive and did not initiate any conversation. When the construction of the mats was explained, she assembled her materials and started to work, without any insistence from the group, the instructor, or her mother. She was the first to complete a mat, and after she had showed it to her mother, she made several comments on the work of other members of the group. The girl came quietly to the instructor for help. She did not want to attract the attention of the group, and did want to have a success equal to that of the adult members.

This particular discovery of a use for native materials accomplished another purpose: it helped to give a listless, uninterested person a renewed interest in life and activity. The interest of the instructor in sharing her appreciation of beauty has been mentioned previous. In this instance it was doubly commendable. The semi-invalid mother of one of the instructor's friends had repeatedly refused to be interested in any activity or person. She resented the necessary conclusion of her active professional life and had decided nothing could interest her again. The instructor had made several attempts to establish a friendly relationship with the mother, and at one time, decided to show her the ingenious Johnson grass mat.

At first, the mother declared that she could never learn to make the mat; that she was not physically able. The instructor showed her how simple it was and the mother agreed and was soon engrossed in selecting

suitable stalks. When the instructor left, before the mat was completed, she purposely left a large enough supply for more mats. With her interest aroused again, the mother has entered into other activities which may help her regain interest in life.

Johnson grass mats deserve a vote of thanks for providing an interesting pastime to another group. Another college instructor, whose interest in handicrafts has enabled her to meet many varied groups took a sample mat when she assisted with a conference for teachers. She was pleased by the interest shown by a teacher in the school for the blind, but doubly gratified when she received word that students in the school for the blind had constructed several mats and had collected material for many more.

In the meetings of the graduate group, each person was important, and the welfare of the group depended on the welfare of each member. The principle that learning is emotional as well as intellectual and physical was well understood.

Probably the outstanding meeting of the entire year were the ones planned to express the appreciation of the group for the opportunity to have evenings of fellowship and pleasant recreation. One of these meetings was arbitrarily organized in honor of one of the members, at the time a patient in the local hospital. The plan of the group was to prepare a box of gifts to occupy this convalescent's hours while still in bed, unable to sit up, to read, or to use her hands. Because the project provided an opportunity to express the feeling of close fellowship which existed, members tried to find ideas which would exemplify ideals which the group had worked toward. The following items were wrapped as small packages, one to be opened each day: small crayon characteratures of landscapes, members present, and food brought to the pot luck supper; paper cutouts, both

artistic and supposedly comical; personal notes from each member; small useful items such as packages of facial tissue, candy mints, pocket combs, and powder puffs. The major project for this hospital patient was the composition of a story, written for and about her accident and illness, illustrated with magazine pictures and appropriately labeled. These pictures were mounted on 8"x 8" tagboard and undoubtedly furnished amusement for many visitors, as well as the original recipient.

Another meeting was a surprise but planned Christmas party. With the instructor, the class planned a meeting to make Christmas candies, and generally have a party which embodied all the old, traditional spirit of good will. Unknown to the instructor, the class planned something more. Knowing how much she enjoyed group singing, a portable organ was borrowed from a local church to give a holiday air to the party and the group announced its arrival by singing carols under the window. The happy smile which greeted them from the window set the note of excitement for the evening making the party a memorable one for everyone present.

Quite a different meeting was arranged to acquaint the group with a useful skill which was the hobby of one of the instructors; the art of hat renovation and decoration. Since time was so limited, only one evening was allotted to the study of millinery, and only the elementary principles were discussed. Many of the members expressed the desire for more experience with millinery under the direction of the instructor, but plans did not materialize. Had arrangements been made for additional study, it would have afforded an excellent opportunity for creative self expression. As it was the students became acquainted with the possibilities for an interesting and worthwhile hobby, and had an opportunity to become better acquainted with the instructor.

Several other meetings were held to discuss decorative and structural design in household furnishings, and other related topics. According to the students these meetings were very beneficial and adequately met many of their needs.

Educators and other interested groups are aware of the need for more complete and satisfying family life experiences. Although many factors in our present day society have tended to destroy family integration, the area of recreation offers many possibilities for rich experiences for individuals and family groups. It is believed that the school, and home economics education, in particular, share in the responsibility for helping families discover some of the possibilities for shared recreation.

REACTIONS OF HIGH SCHOOL STUDENTS BASED ON A

CHECK LIST OF RECREATIONAL ACTIVITIES:

FINDINGS AND CONCLUSIONS

A check list to determine reactions of high school students and their families to various types of recreational activities and to survey briefly the trends in family recreation was sent to teachers in ten selected Vocational Home Economics departments in Oklahoma. It was not intended to be a thorough analysis but it proposed to determine if students really do evidence a need for guidance in planning worthwhile recreational activities. It was prepared in order to determine, in general, the present leisure time interests of students, and to suggest new ones which teachers could use as guides in setting up a unit in family recreation.

The check list was set up under seven general areas: Creative Activities, Educational Activities, Play Activities, Shared Home Recreational Activities, Handicrafts, Hobbies, and Sports. These groups were subdivided into specific activities believed to provide desirable and suitable family recreation. The various groups were not mutually exclusive, and no definite number of activities was planned under any one heading. Activities were selected to suggest possibilities for cooperative family recreation that is educational and creative as well as relaxing and entertaining. Some activities were listed in detail in order that they might suggest as wide a range as possible in order to meet individual needs and interests.

The activities listed were compiled from suggestions made by individuals and groups or from other lists of recreational activities and recreational literature. Items were selected in the belief that recreation should help

toward social maturity and be educational and creative as well as entertaining.

Activities which are generally considered as part of the home economics curriculum were not listed in detail but were included because it is believed they are a desirable part of home and family living. Community, physical education, and school activities were mentioned only as they affect the family. Commercial entertainment was not included, although some is desirable. In all areas of living, effort was made to include worthwhile activities, and to avoid allowing habit to dictate choice of entertainment.

Twelve check lists were sent to each of the ten schools and teachers were requested to ask 10 students to check the list following the directions. Each student was asked to indicate (1) the activities which her family was already enjoying as a group, (2) which activities her family would be interested in learning or doing as a group, (3) which activities she would like to do or to learn, (4) which activities she personally was already doing, and (5) which activities had no interest for her.

Teachers were asked to return the checked lists immediately and within 25 days, a total of 112 were returned, in spite of the fact that three of the teachers were planning to be married immediately. A possible reason for the gratifying response was that teachers were selected who were known to be interested in or realized the importance of recreation in the curriculum and who had been exposed to the philosophy of recreation with which this thesis is concerned. A personal note from the major thesis adviser to each teacher requesting cooperation probably influenced the unusual return by the teachers.

The check list or the analysis of it might be used by teachers to

suggest suitable recreational activities and new leisure time interests that would meet the needs of individuals. The list might well be used by students to suggest to their families a broader concept of recreational possibilities and facilities than the patterns that are commonly accepted.

Summarization of the reactions of students was limited to significant responses. The returns from separate schools were not analyzed because there was a marked similarity. In instances where responses indicated possible underlying reasons, they were given. Responses which indicated unusual interest in learning activities unfamiliar to the student were noted. The range in responses was given to indicate variance of interest and participation. Summarization was made according to the five possible reactions which the students indicated: (1) activities which the family enjoys as a group, (2) activities which the family would be interested in learning or doing as a group, (3) activities which the student would be personally interested in learning or doing, (4) activities which the student is already personally engaged in, and (5) activities where no interest was shown by the student. Specific activities were summarized as a part of the major groups rather than as individual items.

Each student did not check all the items included in the list. The total number of responses ranged from 81 to 109 on the various items.

I. Creative Activity

In the area of creative activity, items were listed under the major categories of dramatic activity, improving personal appearance, making the home more attractive and enjoyable, and making play equipment. These categories do not include all creative activities, but were considered as possibilities for family participation.

A. Dramatic Activities

Family participation in the area of dramatic activities was small.

Except for the item of attending stage plays which 30 students checked, no activity received more than six checks. Only one student reported that her family engaged in the study of stage production or memorized poetry. Two students indicated that their families participated in pageants, puppet shows, or amateur dramatics.

Seventeen students thought their families would be interested in having talent night for the family group; 14 students indicated that their families would be interested in acting out Bible stories although only three students indicated that their families were presently engaged in this activity. Nine students indicated that their families would be interested in acting out poems or plays; three students had indicated present family participation.

Only two students indicated that their families would be interested in having puppet shows. Probably this is because families have neglected the opportunity for participation in this kind of activity together and the idea is so entirely foreign to the thinking of students they cannot conceive of the family's being interested. However, with even the small nucleus checking interest in this activity the alert and even mildly talented teacher might be able to help students and their families to develop this type of recreational activity.

Individual interest in dramatic activities was one of the highest reported. At least 15 students indicated that they were interested in these activities. The greatest number indicating interest was 57 students who indicated that they were interested in learning to act out Bible stories. Forty-eight students indicated interest in learning to act out poems or plays. Family participation in each of these activities was reported by only three students. Forty-six students indicated that they were interested in taking part in amateur dramatics although only two students reported that their families participated in this activity.

Least interest was expressed for memorizing poetry, which 15 students checked.

Individuals who participated in dramatic activities varied from 45 students who memorize poetry to four students who participate in talent night for the family and four who have puppet shows. Only six students indicated that they take part in acting out Bible stories although this was the activity considered of most individual interest by the students.

The small degree of family and individual participation reported except for memorizing poetry, attending plays, and reading plays aloud suggests that when these activities were carried on they were probably a part of school work. The interest expressed for acting out Bible stories and poems and plays indicated that this might be an interesting introduction for a creative program which the student could suggest to her family.

Dramatic activities which were of little interest to students included puppet shows, reported by 67 of 97 students who checked the item as being of no interest to them, and producing shadow pictures which was reported by 60 of 100 students who checked the item. This response is believed to indicate lack of familiarity rather than lack of interest. Other activities which were indicated as not interesting were probably not familiar to many high school students. The teacher should acquaint herself with the possibilities dramatic play offers in improving pose and self assurance. This response of little interest might present a challenge to the informed teacher to introduce her students to the opportunities for rewarding leisure in study of puppetry and other dramatic activities.

Only 25 of the 105 students who checked the item reported that they were not interested in acting out Bible stories; only 34 of the 107 who checked the item acting out poems and plays considered it uninteresting.

B. Improving Personal Appearance

The category of improving personal appearance was only briefly outlined because it is usually included in the home economics curriculum. It was included because it offers many possibilities for family members to enjoy working and learning together.

The item of making accessories such as belts, gloves, and jewelry was indicated as individually interesting by 62 students. This was the greatest individual interest expressed for any activity included in the list. Six students indicated that members of their families made accessories and seven reported that they thought their families would be interested in the activity.

Only 16 of the 108 students who checked this item reported that they made accessories and 17 students indicated that they were not interested. This reaction probably indicates the desirability of making clothing study vital and interesting.

Of 107 students who checked the item making garments, 33 reported that they were individually interested and 59 reported individual participation. Family participation in making garments was reported by nine students, while five reported that their families were interested. Only one student indicated that she was not interested in making garments.

C. Making Home More Attractive and Enjoyable

In this category were included activities concerned with improving the exterior of the home, various types of cookery, and making household furnishings including furniture and accessories. Items in this group were checked by a high percentage of students ranging from 86 who checked building furniture to 109 who checked cooking.

Family participation in making the home more attractive and enjoyable was reported by students ranging from 31 who checked the item caring for

flowers, herb, and vegetable gardens to no reported participation in making pottery and sculpting. Activities in which general participation were reported were landscaping home grounds which was checked by 27 students, and cooking, which was checked by 28.

Several students indicated that their families would be interested in making the home more attractive and enjoyable. Sixteen students reported that they believed their families would be interested in building play facilities for youths and adults such as badminton and tennis courts. Fourteen students indicated that their families would be interested in refinishing furniture. No students thought the family would be interested in making shadow boxes. It would appear that there is sufficient interest to warrant a teacher's attempting to encourage those already interested and the possibilities of demonstrating to others the value of family participation in making the home more attractive.

Individuals expressing interest in making the home more attractive and enjoyable ranged from 56 who expressed interest in making rugs to 21 who expressed interest in making play facilities for young children, such as play-pens, sand boxes and swings. Only six students had reported family participation in rug making while 18 had reported individual participation. With this start and the number who are interested, it would seem that teachers should not overlook the possibilities for developing rug making crafts.

Few activities which make the home more attractive were of little individual interest to students. There was less interest expressed in making shadow boxes than any other item listed. Only two students expressed no interest in cooking and only 19 reported that they were not interested in making slip covers. Thus it would seem that a wide variety of home crafts might well be developed on the basis of the interest already felt in most activities.

D. Making Play Equipment

Only two classes of play equipment were included in this area: equipment for children, such as corn stalk or spool dolls, doll clothes and furniture, and equipment for youths and adults, such as checker boards, ping-pong tables, and dart boards.

Family participation and interest reported for making play equipment was much greater for equipment for youths and adults than for children. Thirteen students reported that their families made checker and dart boards, and ping-pong tables; seven students reported that their families made doll clothes, doll furniture, or spool dolls. Only one student reported that she thought her family would be interested in making toys for children; six students thought their families would be interested in making play equipment for youths and adults.

Individual interest and participation was almost identical for the two items. Thirty-three expressed personal interest in making checker and dart boards and ping-pong tables while 32 were interested in making doll clothes and furniture. Seventeen reported that they already made doll clothes and furniture while 15 reported that they made play equipment for older persons. Forty students expressed no interest in making toys for children; 35 expressed no interest in making play equipment for youths and adults.

Since wide interest already exists in this area it might be a logical starting point for introducing a family recreation program; likewise it would offer an excellent opportunity for class activity.

II. Educational Activities

Activities listed in this category were divided into two groups: those which are usually participated in within the home and those which usually take place outside the home. The items in this group were checked by a very high percentage of students, and ranged from 92 who checked the item learn-

ing ancient myths to 107 who checked the item concerning studying costume design.

A. Educational Activities in the Home

Family participation in educational activities in the home varies greatly. Forty-six students reported that their families listened to news broadcasts. This was the largest number reporting participation in any activity within the area. Forty-one students reported that current events were discussed with family members. With the 37 students who reported that they listened to news broadcasts individually and 29 who reported that they discussed current events, it is indicated that high school students and their families have a real feeling of responsibility to keep informed.

No students reported that their families studied the art of various cultures. Only two students indicated that their families studied ancient myths, architecture of various cultures, or languages. It is believed that families are missing a valuable opportunity to introduce their children to some of the finest achievements of all time. Lack of family interest indicates the need for more vital and interesting presentation of these subjects in school.

Family interest in educational activities in the home was reported as very small. Largest interest was expressed for discussing current events with family members, but only eight students reported this interest. Otherwise, few activities were checked in this group. No students expressed interest in having the family adopt the habit of listening to news broadcasts. However, 83 of 98 who checked this item had indicated present participation. No students expressed interest in studying languages at home.

Much individual interest was expressed for learning educational activities in the home. Only five students indicated interest in adopting the habit of listening to news broadcasts, but the wide participation makes

this response less important than it seems at first glance. Only seven students reported interest in listening to radio concerts, but 68 of 95 who checked this item had indicated present participation. Nine students indicated interest in discussing current events with family members, but 70 of the 105 who checked the item had reported participation.

Other than the activities listed above, individual interest was expressed by at least 18 students. This number checked the item studying geography. Forty-nine students indicated that they were interested in corresponding with persons from other countries; 60 indicated that they were interested in studying costume design; 40 indicated personal interest in studying languages.

The alert teacher would use every opportunity to have students participate in reporting comments of various news commentators or making a collection of foreign expressions. It would seem desirable to use such activities as would make it necessary for students to inform themselves or to broaden their knowledge of other peoples and cultures, such as having students participate in reporting comments of various news commentators or corresponding with students of other countries.

Individual participation in educational activities in the home ranged from 43 who participated in musical activities to four who indicated they made maps of the recreational activities in the community.

The category of educational recreation activities was in general, not particularly appealing to the students. Seventy-two students checked the item of studying geography by making maps, making trips, playing map games as uninteresting. It is believed that the statement of the item accounts in part for this response. Certainly, these students enjoy traveling, and at family reunions they would probably be intrigued by geography games which embrace stories of far-away places.

Fifty-eight students indicated that making a map of recreational activities in the community was of no interest to them. It is believed that this response was given because the students were not aware of the possibilities of such a survey. An interesting project for the homemaking department might be to make a survey of the recreational interests of the various families in the community. These families might engage in further study in groups. It is also possible that such a survey might disclose the lack of desirable and possible facilities in the community and provide an excellent opportunity for cooperative work with various organizations.

When students give reactions such as those above, and such responses are interpreted as a lack of understanding of the possibilities, it then becomes the problem of the teacher to at least introduce the students to these possibilities offered.

Sixty-nine students indicated that they were not interested in studying architecture of various cultures. This indicates a real need for more meaningful education. The students who reacted thus to this item should have the opportunity to join a class such as the one reported by an instructor. The study of architecture had been approached from the standpoint of specific examples of beautiful design or structure. Long after the class had completed the unit in architecture, students reported outstanding examples they had seen in movies, in magazines, and books. Education needs to be vital; to be a part of everyday life and to make that life more meaningful.

B. Educational Activities Outside the Home

Family participation in educational activities outside the home was greatest for attending plays; 20 students reported that their families engaged in this activity. Least participation was reported for the item reading

at the library. Four students checked this item. Six students indicated that their families participated in musical groups or visited programs and expositions of different countries and races. In this state no one should miss the opportunity to visit the various Indian programs that are held throughout the state during the summer.

Students expressed the belief that their families would be more interested in attending plays than any other educational activity. Ten students reported in this manner. Only two students thought their families would be interested in visiting programs and expositions of different countries and races. If these communities are fortunate enough to have several races represented perhaps a community wide program featuring the various costumes and dances would make the students, and adults, aware of the accomplishments of these races which have been preserved for generations.

Students expressed greater interest in individual participation in educational activities than in family participation. Forty-eight students indicated that they would be interested in attending programs and expositions of different countries and races. This was the greatest interest reported for any activity in this area. Six students had reported family participation in this activity. Perhaps students should make their interest in this area known to their parents. Forty-five students reported that they were interested in visiting museums; 10 had reported family participation and 22 had reported individual participation. Perhaps the students in the home economics department might arrange a field trip to one of the state museums. Such a trip could certainly present an incentive for various areas of study.

Forty-two students reported individual interest in visiting historic landmarks; eight had reported that their families participated in this activity. This suggests that families might profitably spend many hours invest-

igating famous and historic places they might visit on vacation trips. In this manner the study of geography and the study of historic landmarks and architecture seem more appealing than when they are presented as academic study.

Individual participation in educational activities outside the home was greatest for reading at the library, which 53 students reported. Least participation was reported for visiting programs and expositions of different countries and races which was indicated as most interesting.

Educational activities outside the home which were of no interest to students varied from seven who reported they were not interested in attending plays to 64 who reported that they were not interested in attending lectures and forums. This item would probably have been more appealing if it had been listed as attending lectures by famous aviators, authors, musicians, or statesmen.

Only 21 of the 106 students who checked the item expressed no interest in visiting museums. The reaction to this entire category suggest that if items had been presented in a more interesting manner, they would have been received differently. The teacher can profit from this if she will present topics which are assumed to be dull or remote in an imaginative manner.

III. Play Activities

Activities which were included in the category of play activities were divided into indoor games and activities and outdoor games and activities. The category probably did not give a true picture, because the various activities should have been discussed rather than listed. However, each item was checked by a high percentage of the students and the interest indicated was general.

A. Indoor Games and Activities

Family participation in indoor games and activities was reported as greatest for rainy day activities such as dress-up, treasure hunt, and making candy and for games for all family members such as 'I spy' and 'spin the bottle'. Thirty students reported that their families participated in each of these. Least family participation was reported for playing darts, which six students checked, and for playing invalid games, which seven students checked.

Family interest in indoor games and activities was greatest for playing dinner table games. Eleven students reported in this manner. Quiet games such as mental games and table games were reported as being of least interest to families. Only two students thought their families would be interested in these activities.

Individual interest in indoor games and activities was not as great as interest in other areas. Greatest interest was expressed for learning dinner table games which 31 students reported. The total number of students expressing interest in this activity which was 42 might suggest an activity through which the teacher could approach a discussion of shared family recreation.

Least individual interest was expressed for games for all family members which was checked as having greatest family participation. This suggests that families might welcome new ideas in informal family fun. This opportunity to make the family aware of new possibilities should not be overlooked.

Individual participation in indoor games and activities was greatest in rainy day activities. With the 30 students who indicated family participation, a total of 76 of the 105 students who checked the item participate in this activity. This would certainly provide an opportunity to introduce the idea of various creative activities. Least individual participation was reported for playing dinner table games, for which greatest individual and

family interest was expressed.

Play activities in the home which were of no interest to students were charades and darts. Forty-eight students reported no interest in these activities. Fifty-four students indicated no interest in learning invalid games and it is believed that this lack of interest indicates lack of understanding. Certainly the reaction would not be the same if the student had an invalid in the home or were convalescing from an illness themselves. It might be worthwhile for the teacher to take advantage of opportunities offered to show her students some of the interesting things that can be done for quarantined or convalescing patients.

Only 11 students reported no interest in rainy-day activities; however, a total of 76 of the 105 who checked the item already participated either as a member of the family or individually.

B. Outdoor Games and Activities

Family participation in outdoor games and activities was reported greatest for picnicing. Thirty-four students reported that their families engaged in this activity. Least family participation was reported for bicycling, boating and motor camping. Each of these items were checked by 12 students.

Family interest in outdoor games and activities was indicated as relatively small. Eight students reported that their families would be interested in motor camping. This was the largest number expressing interest for any specific activity. Students who reported family interest for other items varied from two who thought their families would be interested in auto riding to seven students who thought their families would be interested in camping, day outings, and fishing. The reactions of students to activities in this area is further indication that families have neglected opportunities for relaxing together and enjoying one another. If family members would

provide for special family outings they might probably realize the refreshing and stimulating opportunities they had been missing. The teacher might encourage one family or the members of one class to plan family tours or outings, making special provisions for appetizing food and pleasant entertainment.

Individual interest in outdoor games and activities was reported as much greater than family interest in these activities. Forty-four students reported that they were interested in boating, and 40 indicated that they were interested in camping. Least interest was expressed for picnicing, which 17 reported, although 48 had reported individual participation. This made a total of 72 of 106 who checked the item indicating actual participation either with the family or individually. This should suggest that students might enjoy studying ways of making picnics more enjoyable.

Greatest individual participation in outdoor games and activities was reported for bicycling. Fifty-nine students reported that they engage in this activity. Fewest students reported participation in motor camping. This was reported by nine students.

Outdoor games and activities of no interest to students was reported by 42 students who indicated that they were not interested in hunting wild game. Eighteen students reported actual participation in this sport. Fewest students reporting no interest in an activity in this category were four who reported that they were not interested in picnicing. This was explained by the wide participation in this activity cited above.

IV. Shared Home Recreational Activities

Activities included in this category were divided according to informal recreation shared with family members and others, and special occasions. Family participation in all the activities in these was the greatest reported for any area.

A. Informal Recreation

A high percentage of students reported family participation in informal recreation. At least 12 students reported participation in each activity. This number indicated that their families watched television programs and home movies. Forty students reported that their families engaged in conversation and enjoyed singing and listening to music.

Family interest in informal recreation was reported by few students, probably because most students indicated actual participation either with the family group or individually. Ten students reported that their families would be interested in planning their vacations together. No students indicated that members of their family were interested in simply loafing. Perhaps they do not realize that sometimes just sitting and relaxing is more beneficial than making an effort to keep busy.

Individual interest in informal recreation was reported most often for watching television programs. Of 104 students who checked the item, 23 indicated present participation. Perhaps these students should realize that the absence of available entertainment can stimulate ideas which can be more creative, can develop mutual interests and make the provision of interesting entertainment more challenging.

Least interest was expressed for writing letters. Only seven students reported interest in learning or doing this. However, 48 students reported that they already engage in letter writing, and this was the greatest individual participation reported. Least individual participation was reported for watching television program, which 11 students checked. Forty students indicated participation in singing and listening to music. Of the 105 students who checked the item 40 had indicated family participation. The alert teacher can capitalize on the interest of the participating students

and thus help others to attempt similar family activity.

Informal recreation activities which were of no interest to students was indicated most often for having play hour with the children, which 45 students reported. Forty-four reported they were not interested in story telling. A unit of study in nursery school procedures or training for baby sitting would reveal to the students the rewarding possibilities of developing these abilities.

Only five students reported that they were not interested in singing or listening to music. The item was checked by 105 students.

B. Special Occasions

Family participation in observance of special occasions was the greatest reported in any area. Fifty-eight families observed holidays as a group; 57 families participate in family reunions. Least family participation was reported for card, costume, and dancing parties. Thirty-three students reported that their families engaged in these activities.

Family interest in learning to carry on such activities was reported as being slight, but this is explained by the wide participation in the various family occasions. Six students reported that their families were interested in having card, costume, and dancing parties; five reported that they would be interested in birthday celebrations and holidays; four reported interest in family reunions.

Individual interest and participation in observing special occasions was the only category for which individual interest and participation was smaller than family participation. Eighteen reported individual interest in card, costume, and dancing parties; 33 had indicated family participation. Only 12 expressed interest in celebrating holidays; 58 had indicated that their families observed holidays. Individual participation in observing

special occasions was reported by 29 students who reported that they took part in holiday celebrations, while 28 reported individual participation in birthday celebrations. Of 104 students who checked this item, 84 indicated actual participation. Twenty-four students reported that they attended card, costume, or dancing parties.

Special occasions which were of no interest to students were checked by two for celebration of birthdays and anniversaries, by three for celebrating of holidays, and by four for attending reunions. Twenty-six students expressed no interest in card, costume, or dancing parties.

Because there is such wide observance of family occasions, it might suggest an interesting study of entertainment for the family. The fact that 26 students indicated no interest in special parties might indicate that they were not acquainted with many types other than Christmas, birthday, and Valentine parties. The teacher might search for interesting types of parties so the students could have a wider range of experience in party planning and entertainment.

V. Handicrafts

Family participation in various handicrafts was surprisingly slight. Twenty-one students reported that some members of their family quilted; 18 reported that members of their families could sew. No students reported smocking as an accomplishment of members of their family. Many activities were checked by only one student. Among these were batik, block printing, etching, lace making, leather carving, and Swedish weaving.

Family interest in learning new handicrafts was reported by fewer students than those reporting participation. Seven students who reported that their families would be interested in learning waffle weaving was the largest number expressing interest. No students thought their families

would be interested in learning the art of stitchery. Only one student thought her family would be interested in finger painting, leather carving, metal work, sketching, or Swedish weaving. Mothers are missing a fine opportunity to interest their daughters in handicraft arts that have entertained women for centuries.

Individual interest in learning handicrafts was generally high. Fifty-six students reported that they were interested in learning to knit; 48 expressed interest in learning to make lace. Forty-seven reported interest in oil painting and tatting. The fact that only 15 students indicated interest in batik might indicate that they were not familiar with it. The general interest which students reported should not be ignored by the homemaking teacher. Students should not be confined to amateur embroidery of pillow slips for home projects when there is such a wide variety of possibilities in this one area.

Individual indication of participation in handicrafts varied widely. Forty-eight reported that they engaged in sewing, 34 reported participation in crocheting. One student indicated work with batik and copper.

Although the numbers reporting no interest in handicrafts appears especially great, the small amount of actual participation accounts for this, in part. Also, it is possible that the students have not yet reached the age at which they become interested in these activities. Even so, the large numbers indicating interest would justify at least an introduction to the subject of handicrafts.

Seventy-five students indicated that they were not interested in batik; 73 reported no interest in iron and tin metal work, and 70 reported no interest in copper work. Only 12 students reported that they were not interested in sewing.

VI. Hobbies

The category of hobbies was divided according to those of collecting things, doing things, learning to do tricks, and making things.

A. Collecting Things

Family participation in collecting hobbies was greater than in other types. Sixteen students reported that recipes were collected by their families; 15 reported that their families collected books and flowers; only one student reported that leaves were collected by her family.

Students indicated little interest in having their families collect things. Five reported that their families would be interested in collecting phonograph records and no students indicated that their families would be interested in collecting shells or stamps.

Individual interest in hobbies of collecting things was not large. Twenty-nine students expressed interest in collecting old coins; 28 expressed interest in collecting phonograph records. Only seven students expressed interest in collecting news items.

Individual participation in hobbies of collecting things was reported by 46 students who collected autographs; by 40 who collected recipes. Only eight reported that they collected glass.

Generally, large numbers of students indicated no interest in hobbies of collecting things. Seventy-eight reported no interest in collecting insects; 73 reported no interest in collecting leaves. Only 16 students reported no interest in collecting pictures.

B. Doing Things

Family participation in hobbies of doing things was generally small. Eleven students reported that their families worked with FHA clubs; seven reported that their families engaged in folk dancing, making model airplanes,

photography and square dancing. Only one student reported family participation in metal craft.

Family interest in hobbies of doing things was reported by few students. Four students thought their families would be interested in folk dancing; three thought their families would be interested in working with girl scouts or making and playing musical instruments. No students thought their families would be interested in learning metal craft.

Generally, students were not particularly interested in this type of hobbies although 43 expressed interest in being girl scouts. Only six students expressed interest in making car or airplane models.

Individual participation in hobbies of doing things varied greatly. Sixty-one students reported participation in FHA club work; only one student reported making boat, car, or train models.

A large percentage of students indicated no interest in each activity listed in this category. Eighty-nine student indicated that they were not interested in making car or train models; 32 expressed no interest in photography.

C. Learning to do Tricks

Family participation in activities such as amateur magic, card tricks, palmistry and ventriloquism varied from eight who reported doing card tricks to one who reported practicing ventriloquism.

Family interest in learning to do tricks was reported by five who thought their families would be interested in learning amateur magic; no students thought their families would be interested in ventriloquism.

Individual interest in learning to do tricks was reported by 37 students who wanted to learn ventriloquism; 22 students indicated interest in palmistry. Actual individual participation was reported by 15 for doing card tricks; no students reported that they practiced ventriloquism.

Seventy-two students reported no interest in palmistry; 51 reported no interest in learning to do card tricks.

D. Making Things

Family participation in hobbies of making things was reported by 10 students who indicated that their families made Christmas cards and made and decorated buttons; only one student indicated family participation in working with cork. Family interest in hobbies of this type were expressed by six students who thought their families would be interested in button making and decoration; only one student indicated that her family would be interested in block printing.

Hobbies offer fine opportunities for shared family interest and there are types suitable for any interest, time allotment, and budget. Students and their families should be acquainted with the possibilities which hobbies offer for sharing pleasant hours with the family group.

Individual interest in hobbies of making things ranged from 42 who expressed interest in learning to make Christmas cards to 15 who expressed interest in ceramics. Individual participation was reported by 11 for clay modeling, while only four expressed interest in candle wicking and felt craft.

Students expressing no interest in hobbies of this type varied from 75 who expressed no interest in working with cork craft to 39 who reported no interest in making Christmas cards. Hobbies provide an ideal means of learning principles of design and decoration as well as providing shared interests and students should have the opportunity to become acquainted with hobbies which are suitable for their abilities and interests.

VII. Sports

Activities included in the category of sports were divided according to indoor sports and outdoor sports.

A. Indoor Sports

Family participation in indoor sports was reported by six students who indicated that their families engaged in bowling and playing darts. Only one student reported that her family played shuffle board. Family interest in indoor sports was small. Only three students thought their families would be interested in acrobatics, tumbling, or shuffle board.

Individual interest in indoor sports was reported most often for bowling; 38 students reported in this manner. Thirteen students indicated interest in the sport of boxing. Individual participation in indoor sports was reported by 20 students who played darts; only six students indicated actual participation in boxing.

Seventy-two students reported no interest in boxing, while only 43 expressed no interest in bowling.

B. Outdoor Sports

Family participation in outdoor sports activities was reported most often for fishing. Twenty-six students reported in this manner. No students indicated that their families played field hockey, and only two students indicated that their families played badminton or went tobogganing. Family interest in outdoor sports was reported most often for learning to play softball, roller skate, and sail. Eight students checked each of these items.

Individual interest in outdoor sports was greatest for canoeing and ice skating. Fifty students reported in this manner. Only nine students indicated interest in rope skipping.

Individual participation in sports was reported by 50 students who went horseback riding; only one student reported that she went tobogganing. Thirty-two students had expressed individual interest in this activity.

Students who indicated no interest in outdoor sports varied greatly. Sixty-three students reported no interest in trap shooting, while only 12 reported no interest in horseback riding.

Student reactions to the check list of recreational activities in which they and their families are interested and participate indicate that they do not engage in many educational or creative recreational activities as a group, and that students are not accustomed to considering the family as a part of their social group or as possible companions for work and play.

The general interest which students expressed in all areas included in the check list, and the especially great interest reported for several activities indicates several logical means of introducing students to worthwhile shared family recreation as well as possibilities for creative recreational pursuits for the individual. The wide variance between expressed interest and reported participation in many activities indicates many fine opportunities which both the family and the school are neglecting in the education of today's youth.

The variance in numbers of students reporting no interest in various activities listed indicates the lack of interesting and imaginative presentation as well as lack of any presentation of areas of study and play which are vital to social maturity.

SUMMARY OF THE STUDY

The study was based on the hypothesis that a need exists for guidance in planning family recreation and that it is the responsibility of the homemaker to help meet that need in organized homemaking classes.

Basic Assumptions Which Guided the Study

1. The purpose of true democracy is to achieve for its members maximum personal and group welfare and security.
2. Home and family life has paramount influence on individual development.
3. Recent social and economic influences have partially modified and changed patterns by which the family can fulfill its responsibilities to its members.
4. Recreation can be educative, creative, and interesting; can help toward social maturity and promote better family and social relationships.
5. One of the major aims of home economics is the improvement of personal home and family living.
6. It is the legitimate function of homemaking education at all levels to instruct students in planning worthwhile personal and family recreation.
7. Adolescents will accept guidance in planning worthwhile recreation, and when they become acquainted with the possibilities for family recreation, they will work with their families in developing recreational activities for the family.
8. Teachers would welcome help in planning possibilities for the study of family recreation as a cooperative program between home economics teachers and students and families in the community. It may be

expected to result in the development of home and inter-family experience.

Data were collected by interviews, investigation of literature, and a brief survey to determine the trends of recreational activities and interests of a selected group of high school students and their families. The study was implemented and enriched through the development of and participation in a series of social meetings at which a group of graduate students and their families tried out ideas for worthwhile, creative, all-family recreation.

Purposes of the Study

1. To show the opportunities which shared family recreation offers for individual enjoyment and mutual growth through experience with different types of activity.
2. To set up a philosophy regarding worthwhile recreation and to illustrate the concepts by stories of actual incidents.
3. To provide a series of guides which can be used in planning worthwhile family recreation.
4. To show, through results of a brief survey, the recreational activities in which a selected group of high school students and their families engage at present and to discover what activities they were interested in learning.
5. To make available materials and lists of references that instructors might use in teaching family recreation as a part of the homemaking program.
6. To investigate literature and interpret the philosophy of writers in terms meaningful to teachers and others interested in a program to increase family unity and effectiveness through cooperative recreational pursuits.

Findings of the Study

On the basis of opinions of authorities in various fields and actual experiences of selected individuals and groups, a philosophy of shared recreation was formulated which allows and provides for shared enjoyment.

A list of guides which can be used in planning worthwhile family recreation was developed and appears on pages 16 to and including 39.

Through experience with a group of graduate students participating in different types of recreational activity it was found that shared family recreation could be planned and carried out with this group which allowed for individual preferences and abilities; that it was educational and creative and that it could be incorporated into various areas of family activity thus increasing mutual understanding and respect between various age and interest groups. It was found that many possibilities for worthwhile leisure activity exist which families do not utilize.

An analysis of the returns from a list of recreational activities checked by 112 high school students and teachers reveals:

Activities in which families engage at present have included few creative or educational activities. More participation in informal family recreation was indicated than in other types of leisure time activities. Some activities in which families engage widely are not considered especially interesting to many students. Families generally are not taking advantage of the resources and facilities available to them in planning worthwhile cooperative recreation for the family group.

These reactions suggest that if the teacher acquaints her students with the possibilities for cooperative recreation, a student will be in a better position to work with her family in developing recreation within the home. It is suggested that the teacher, in increasing the scope of activities of interest to students and their families be alert to discover activities

which are of particular interest to individual students and organize the program around them. The variance between family participation and student interest in certain activities suggests that the interest of members of a class who participate in such activities might be utilized in acquainting others with the possibilities for mutual enjoyment.

Analysis of the recreational activities in which pupils thought their families might be interested indicate that students are interested in having their families participate in a wide variety of activities, but very few students reported actual family participation in the activities which they considered most interesting possibilities for shared family recreation.

It is believed that when students become interested in worthwhile shared family recreation, they will acquaint their families with the interesting possibilities for leisure activities previously neglected by families. The wide variety of family recreational pursuits in which students expressed interest included activities which would be suitable for various types of collective family participation and be suitable for the interests, abilities, and organization of differing family groups. Families may thus become acquainted with the possibilities which shared recreation offers the family for promoting individual development and growth.

In order for the teacher to be prepared to offer suggestions to meet individual preferences and abilities she should become familiar with a wide variety of play activities. The materials collected and prepared in connection with this study suggest a wide variety of possibilities for shared creative family recreation.

Analysis of the activities in which students expressed individual interest indicate that students were individually interested in an extensive variety of recreational pursuits, yet few reported that they engage in a wide range of such activities. Activities which were considered individually interesting

by large numbers of students were not necessarily considered especially interesting possibilities for family participation.

This suggests that an alert teacher needs to become acquainted with many possibilities for creative family recreation, and to develop interesting ways and means of introducing her students to these possibilities. The wide range of interests expressed individually by students suggests that recreational activities might be found to suit individual preferences and abilities. The teacher should not be discouraged because all students do not want to engage in the same activities; rather, she should consider this a stimulating challenge to discover recreational possibilities which meet individual needs and interests.

Analysis of activities in which students participate individually indicate extensive individual participation was generally limited to activities which were a part of school or home work. Only a few of the activities in which students indicated participation were the types usually introduced through home economics. Few students indicated participation in the activities generally considered most interesting.

Various creative and educational activities in which the students had expressed particular interest offer fine possibilities for introducing a study of family recreation in homemaking classes.

Analysis of the activities in which students expressed little interest indicate that some students lacked interest in a majority of the activities listed.

Since many of such activities are vital to social maturity, this situation presents a challenge to the home economics teachers to provide for participation in new activities in the school program and thus acquaint students with a wider range of family interest and participation. The areas of art, architecture, and tradition are examples of real possibilities for

fascinating study. Reactions of students indicated that activities which were considered of little interest were those unfamiliar to the student. Since it is believed that these activities are of positive value to the student and her family, the teacher might plan to introduce them in unobtrusive but interesting ways, keeping in mind that in introducing a new study it is sound educational procedure to begin in an area in which the students have an established interest.

In response to an expressed need of home economics teachers, available recreational literature was investigated, and suggestive materials were collected for use by homemaking teachers and students.

In an investigation of literature and interpretation of the philosophy of writers in various fields, it was found that leaders in every field recognize the need for means of attaining closer family unity in our present day society.

The books selected are believed to agree with the philosophy of shared family recreation with which this study was concerned. An annotated bibliography of books selected is included on pages 85 to 87. The books were made available by publishers who desired to cooperate with teachers, students, and families in planning shared, worthwhile leisure time activities.

Implications for the homemaking teacher

Interest evidenced by families, teachers, and students indicated that further study in the area of family recreation would be welcome and rewarding. Studies might be conducted which deal with instruction or guidance in specific areas of recreation such as handicrafts, dramatic activities, home improvement, or hobbies. It is believed that results would warrant a study of unexplored recreational activities. A study concerned with guiding families in planning a recreation program to meet individual needs might be expected to be of assistance to teachers who have had little experience in

this area. Home economist and leaders in other fields have expressed the belief that a need exists for improving and strengthening family life and feel a responsibility to help. Present social and economic conditions verify the need expressed by these persons.

This study was undertaken in the belief that shared family recreation offers excellent possibilities for a cooperative program between home and school to strengthen family life. From meetings of a group of graduate home economics students and examples of recreational activities of selected individuals and families, it has been shown that recreation can be planned by the family group which can promote individual and mutual growth and enjoyment.

It was believed that when families become acquainted with the values of shared family recreation, they would welcome help in planning such activities. The recreation program of the graduate students conducted in conjunction with this study was a direct development of the realization of the need for more satisfying all-family recreation and verifies the original assumption.

There is evidence that possibilities exist for worthwhile, educational, creative recreation to suit the needs, interests, and abilities of any individual or family group. It has been shown that family life can be made more satisfying and meaningful if all areas of achievement of the past are incorporated into the learning and play activities of the family.

In an investigation of related literature it was found that there are abundant possibilities for teacher resource material. A limited number are used in this study, but it was believed that those included would indicate the types of resource materials available.

It is believed that although the maintaining and improving of family unity

and morale should be a constant consideration of educators, it merits extra consideration during periods of national emergency, such as the present mobilization for war effort. In addition to suggesting new possibilities for shared family recreational activities, this study might be used to suggest ways to keep people constructively busy and provide means for working with others thus improving individual morale. If definite emphasis is placed now on establishing shared family interests and increasing feelings of family unity, some of the more serious problems of readjustment for returning service personnel and their families may be avoided. Likewise, many problems usually present in periods of insecurity might be prevented.

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Abraham, R.M. Diversions and Pastimes. New York: E.P. Dutton and Co., Inc., 1935.

This book furnishes a general collection of games and pastimes for everybody, regardless of age or inclination. Included are card games and tricks, paper-folding puzzles, coin, match, and toy tricks, knots and splices, games of knack and agility, and riddles.

Abraham, R.M. Winter Nights Entertainments. New York: E.P. Dutton and Company, Inc., 1933.

This is the second of a series - giving fuller treatment and directions for problems and knot tying. The section on knots and splices is of especial interest to young boys.

Cox, Doris and Weismann, Barbara Warren. Creative Hands. New York: John Wiley and Sons, Inc., 1945.

This book introduces creative hobbies and craft techniques to the beginner or to persons with advanced skills. Included are directions for making many types of artistic decoration for clothing and home furnishings such as block printing, stenciling, embroidery, applique, batik, weaving, making wood, metal, and leather articles.

Many unusual methods of creating beauty in everyday life are included such as making decorative Easter eggs or fancy frostings for cakes and cookies.

Forbush, William Byron and Allen, Harry R. The Book of Games. Philadelphia: The John C. Winston Co., 1946.

This is a collection of 400 games for home, school, and playground; different types of games arranged and graded according to various ages, groups and occasions.

Karasz, Mariska. Adventures in Stitches. New York: Funk & Wagnalls Co., 1949.

In this book, embroidery is compared to sewing as poetry is to prose. Ingenious original designs are illustrated and the simple basic stitches and adaptations are explained. This is an excellent introduction to creative, imaginative stitchery for students and adults.

Marran, Ray J. Table Games, How to Make and How to Play Them. New York: A.A. Barnes and Co., Inc., 1939.

Illustrated directions are given for making and playing table games so boys and girls can enjoy making as well as playing them. Making the games included would provide suitable material and subject for many craft projects.

Meyer, Jerome S. Fun-to-Do. New York: E.P. Dutton and Co., Inc., 1948.

This is a book of tricks, puzzles, brain teasers, tongue twisters, and quizzes that test the imagination. Entertaining pastimes for the family dinner table or informal gatherings are included.

Mulac, Margaret E. The Game Book. New York: Harper and Brothers Publishers, 1946.

Games and stunts for every social occasion are especially compiled for parents, recreation leaders, camp directors, teachers and program chairmen. This book contains more than six hundred games and hundreds of game ideas for parties, special events and game programs.

The directions are clear and simply worded. The text is well illustrated with helpful drawings and diagrams. Included are new games and old favorites with a new twist, including amusements for children sick in bed, parties for both children and adults, games to play at home, suggestions for story telling, dramatic presentation and ways to use game material.

Perry, Evadna Kraus. Crafts for Fun. New York: William Morrow and Co., 1940.

This is an instruction book for amateurs - experienced or inexperienced handcrafters-young and old. The things to make are not new or extraordinary; they are simple and should serve as a starting point from which the experimenter can go forward as far as his imagination will take him. Included are linoleum-block printing, clay modeling and pottery, working with wood, bookmaking, spattering, weaving, knotting, embroidery, using sheet cork, and modeling metal foil.

Rockwell, F.F. and Grayson, Ester C. The Complete Book of Flower Arrangement. New York: The American Garden Guild, Inc. and Doubleday and Company, Inc., 1949.

This book is a comprehensive volume on the art of flower arrangement including points on the roles of color, form and size; selection of containers; accessories and backgrounds; the mechanics and tools for making arrangements; various types of arrangements; concise review of flower-arranging history as a background for the art it is today; a month list of the best materials available from the garden or florist.

Scobee, Virginia. Gifts a Girl Can Make. Kansas City, Missouri: Gillum Book Co., 1940.

Illustrated suggestions and brief directions for making gifts are provided which may be used as projects in various units of the home-making program, employing inexpensive or discarded materials.

Showalter, Mary Emma. Mennonite Community Cookbook. Philadelphia: The John C. Winston Co., 1950.

Included in this book are fourteen hundred recipes of traditional Mennonite fare contributed by Mennonite families all over the United

States and Canada. Many family recipes are in print for the first time, and casual directions have been standardized as to measurements and directions. Illustrations and color photographs are included.

Tunis, John R. Lawn Games. New York: A. S. Barnes and Co., 1943.

Informal encouragement and instructions are given for commonly enjoyed lawn games such as croquet, tennis, and badminton. The book was written to encourage participation in sports rather than mere observation. Advice is given on the planning of a complete program for the afternoon so that all guests will have a lot of good, clean fun. This book would be ideal for planning entertainment at family reunions or large gatherings where there are different age groups.

Wood, Alice L. Sound Games. New York: E.P. Dutton and Co., Inc., 1948.

This book was written to assist parents and teachers of children two to five who have speech defects; based on fundamental laws of psychology. Included are stories, games, and delightful jingles which through repetition of troublesome sounds give practice and fun while learning.

APPENDIX A

COMPILATION OF RESULTS OF USE OF CHECK
LIST TO DETERMINE RECREATIONAL ACTIVITIES
OF HIGH SCHOOL STUDENTS AND
THEIR FAMILIES

DIRECTIONS: This check list includes recreational activities suitable for individuals and families. A careful checking of each item with your family should help you realize:

1. Which activities your family is already enjoying as a group.
2. Which activities your family would be interested in learning or doing as a group.
3. Which activities you would like to do or learn.
4. Which activities you personally are already doing.
5. Which activities have no interest for you.

Please read each item carefully and check in the proper column. At the end of each group, suggest any other activities in which you participate or would like to learn and check in the proper column as before.

RECREATIONAL ACTIVITY	Family Now Enjoys Activity (1)	Family Interest Indicated (2)	Individual Inter- est Indicated (3)	Current Individ- ual Participation (4)	Of No Interest (5)
I. Creative Activities					
A. Dramatizing					
1. acting out Bible stories	3	14	57	6	25
2. acting out poems or plays	3	9	48	13	34
3. attending stage plays	30	8	23	29	16
4. playing charades	6	7	31	12	52
5. doing dramatic stunts	6	7	39	7	46
6. having talent night for family	6	17	27	4	43
7. participating in pageants	2	7	20	21	52
8. memorizing poetry	1	3	15	45	42
9. having puppet shows	2	2	22	4	67
10. reading plays aloud	4	4	22	28	41
11. producing shadow pictures	6	6	20	8	60
12. staging a play or circus	5	5	25	9	58
13. studying stage production	1	5	36	7	53
14. taking part in amateur dramatics	2	6	46	13	39
15. others not listed					

	(1)	(2)	(3)	(4)	(5)
B. Improving Personal Appearances					
1. making accessories; as, belts, gloves, hats, jewelry scarves	6	7	62	16	17
2. making garments	9	5	33	59	1
3. others not listed					
C. Making Home More Attractive and Enjoyable					
1. caring for flower, herb, rock, vegetable gardens	31	3	22	37	12
2. Cooking: as, candy making experimental cookery, food decoration, foreign cookery	28	4	26	49	2
3. construction of play facilities					
a. for young children - as, play-pen, sand box, see-saw, slide, swing	14	8	21	14	46
b. for youth and adults as badminton court, barbecue pit, lawn furniture, croquet court, tennis court	11	16	36	8	33
4. landscaping home grounds as building fences, making fish pond, planting annuals or perennials, planting bulbs, shrubs, & trees	27	13	28	15	25
5. making decorative arrangements using flowers, fruits grasses, leaves, vegetables, and other interesting materials	22	10	39	16	14
6. making household furnishings					
a. building furniture	5	9	35	1	36
b. making lamps & shades	5	6	53	6	31
c. preparing pictures for use; as framing and mounting	7	7	41	18	30
d. making pictures; as, painting, etching, oil painting, water-colors, sketching	6	4	43	14	36
e. making pottery		3	39	1	55
f. making quilts	14	2	46	21	20
g. making rugs: woven, crocheted, braided, hooked, or knitted	6	4	56	18	16

	(1)	(2)	(3)	(4)	(5)
h. making shadow boxes	3	1	26	2	58
i. making slipcovers, and cushions	10	4	46	22	19
j. making wall hangings: crayon, embroidery, or woven	5	3	42	20	25
k. painting china	4	4	53	7	31
l. redecorating walls	18	6	37	17	27
m. refinishing floors	17	7	26	8	32
n. refinishing furniture	12	14	32	12	24
o. re-upholstering furniture	12	10	44	10	28
p. sculpting with clay, metal, stone, soap		2	38	4	54
q. wood carving	1	4	37	1	47
7. others not listed					
D. Making Play Equipment					
1. for younger children: corn stalk or spool dolls doll clothes, doll furniture, spool tractors	7	1	32	17	40
2. for youth and adults: as, checker boards, cribbage board, dart board, ping-pong table and others	13	6	33	15	35
II. Educational Activities					
A. In the home: such as;					
1. corresponding with folks from other countries	7	3	49	17	29
2. discussing current events with family members	41	8	9	29	18
3. learning ancient myths	2	5	14	11	60
4. listening to concerts; music of other lands	14	3	17	28	32
5. listening to radio concerts	33	2	7	35	18
6. listening to news broadcasts and radio forums	46		5	37	10
7. making a file of home improvements, and home decoration ideas	9	3	39	5	37
8. making a map of recreational activities in the community	1	4	26	4	58
9. participation in musical activities	8	5	27	43	29
10. reading about other cultures	7	2	21	26	49

	(1)	(2)	(3)	(4)	(5)
11. studying architecture of various cultures	2	5	19	8	69
12. studying art: painting of various cultures		5	31	11	59
13. studying costume design	1	6	60	15	25
14. studying geography by making maps, making trips, playing games (maps) singing geography songs	3	2	18	8	72
15. studying garden catalogues	10	5	20	16	52
16. studying languages	2		40	10	50
17. studying nature by caring for animals and birds	14	2	24	20	41
18. taking study courses	3	3	22	17	55
19. others not listed					
B. Outside the Home					
1. attending concerts	12	3	26	20	38
2. attending lectures and forums	8	5	15	11	64
3. attending plays	20	10	22	49	7
4. attending study groups	7	3	19	23	54
5. nature study; hiking, identifying birds, flowers trees, stars	10	2	32	33	29
6. participating in musical groups as choral or instrumental	6	4	22	38	31
7. reading at library	4	3	13	53	27
8. visiting art galleries	7	6	37	15	38
9. visiting historic landmarks	8	9	42	17	31
10. visiting museums	10	8	45	22	21
11. visiting programs and expositions of different countries and races	6	2	48	10	39
12. others not listed					
III. Play Activities					
A. Indoor games and activities					
1. active games as charades	9	6	23	21	48
2. darts	6	7	19	22	48
3. dinner table games as bean passing or 'twenty questions'	9	11	31	12	43
4. invalid games as paper cut-outs or sketching	7	5	23	13	45

	(1)	(2)	(3)	(4)	(5)
5. party games such as human bingo or neighbors	22	4	29	27	76
6. quiet games as mental games, occupations, table games	20	2	21	28	33
7. rainy-day activities as dress-up, family dramatics, treasure hunt, making candy, popping corn, or sketching	30	3	15	46	11
8. games for all family members; as 'spy', spin the bottle, button-button and others	30	7	12	23	32
9. others not listed					
B. Outdoor Games and Activities					
1. active games, as relay, capture the flag, or scavenger hunts	13	5	20	34	36
2. picnic games as 'New York' and tug-o-war	11	6	18	31	39
3. organized team games as baseball, croquet, horseshoes, softball, tennis	21	3	27	42	14
4. auto riding for pleasure	28	2	17	49	9
5. bicycling	12	3	18	59	13
6. boating	12	3	44	24	17
7. camping	15	7	40	25	13
8. day outings	15	7	31	31	19
9. fishing	27	7	24	32	11
10. hunting berries, nuts	24	3	21	24	24
11. hunting wild game	17	6	20	18	42
12. motor camping	12	8	29	9	40
13. picnics	34	3	17	48	4
IV. Home Recreational Activities Shared with Family Members and Others					
A. Informal Recreation					
1. conversation	40	6	15	27	15
2. enjoying music as singing and listening	40	5	15	40	5
3. loafing	16		13	48	31
4. planning menus or other family entertainment	24	4	15	29	30
5. planning vacations	24	10	19	32	19
6. play-hour with children	17	2	17	17	45
7. playing table games	23	2	14	25	37
8. reading together	23	3	14	19	37
9. seeing home movies	12	9	34	14	36
10. story telling	22	2	13	19	44
11. television programs	12	9	43	11	29
12. visiting or entertaining others	36	2	15	40	15
13. writing letters	20	1	7	48	31

	(1)	(2)	(3)	(4)	(5)
B. Special Occasions					
1. celebration of birthdays and anniversaries	56	5	13	28	2
2. holidays	58	5	12	29	3
3. reunions	57	4	14	27	4
4. parties as; card, costume dancing, & nationality	33	6	18	24	26
5. others not listed					
V. Handicrafts					
1. batik	1	4	15	1	75
2. bead craft	5	4	38	4	47
3. block printing	1	6	24	3	68
4. crocheting	7	5	37	34	22
5. china painting	4	7	34	10	50
6. doll making	8	3	35	18	40
7. drawn work	2	5	26	15	52
8. etching	1	4	26	13	57
9. finger painting	2	1	32	15	52
10. finger weaving	3	4	34	12	48
11. hemstitching	4	4	33	30	33
12. hooking	3	5	30	5	58
13. knitting	2	2	56	18	27
14. lace making	1	3	48	9	40
15. leather carving	1	1	37	4	56
16. leather tooling	2	3	25	2	68
17. metal work					
a. aluminum	1	2	24	4	66
b. copper	1	2	22	1	70
c. iron	2	1	20	2	73
d. tin	1	1	19	3	73
18. millinery	2	1	31	3	60
19. oil painting	5	4	47	7	38
20. poster making	7	3	45	12	33
21. quilting	21	4	31	24	20
22. sewing	18	3	23	48	12
23. shell craft	3	5	36	4	50
24. sketching	5	1	33	13	49
25. smocking		2	33	5	62
26. stenciling	2	2	31	15	54
27. stitchery	2		35	12	53
28. Swedish weaving	1	1	39	2	58
29. tatting	3	2	47	4	45
30. textile painting	3	3	40	23	34
31. waffle weaving	4	7	32	6	56
32. water coloring	8	4	32	23	33
33. wrap packages	13	5	39	22	19
34. others not listed					

	(1)	(2)	(3)	(4)	(5)
VI. Hobbies					
1. Collecting Things					
a. autographs	13	1	26	46	19
b. books	15	3	27	37	20
c. bottles	7	1	10	11	72
d. butterflies	3	1	17	18	55
e. cartoons	4	1	17	19	63
f. coins	8	3	25	23	42
g. dolls	4	4	18	16	55
h. fashion plates	3	3	20		70
i. flowers	15	2	20	15	48
j. foreign money	12	2	26	19	43
k. glass	7	2	20	8	64
l. insects	3	1	9	9	78
m. leaves	1	1	15	11	73
n. match folders	4	2	17	13	65
o. news items	5	1	7	13	75
p. old coins	10	2	29	13	44
q. phonograph records	10	5	28	26	32
r. pictures	13	3	23	47	16
s. poems	6	1	18	22	51
t. postcards	10	1	24	23	41
u. recipes	16	1	17	40	30
v. rocks	9	1	11	10	64
w. shells	7		15	15	64
x. stamps	7		18	14	57
y. collections not listed					
2. Doing Things					
a. club work					
1. FHA	11	1	11	61	15
2. garden club	5	1	27	2	63
3. social club	6	2	33	8	58
4. 4-H club	6	1	16	16	61
b. chemistry experimentation	2	2	23	13	55
c. folk dancing	7	4	32	19	41
d. helping with childrens' clubs, as;					
1. boy scouts	4	1	16	6	72
2. camp fire girls	2	2	42	9	45
3. girl scouts	4	3	43	11	40
4. girl reserves	2	2	38	9	46
e. making and playing musical instruments	6	3	28	32	33
f. metal craft	1		22	5	71
g. model building					
1. airplanes	7	2	6	3	82
2. boats	4	2	7	1	86
3. cars	3	1	6	1	89
4. trains	3		7	1	89
h. photography	7	3	29	24	32
i. square dancing	7	2	29	22	34
3. Learning to do Tricks					
a. amateur magic	7	5	23	2	58

	(1)	(2)	(3)	(4)	(5)
b. card tricks	8	4	26	15	51
c. palmistry	2	1	22	6	72
d. ventriloquism	1		37		52
4. Making Things					
a. basketry	4	5	24	8	61
b. beadcraft	3	2	36	8	55
c. block printing	3	1	23	7	63
d. button making or decoration	10	6	31	10	55
e. candle wicking	3	3	17	4	74
f. ceramics	3	2	13	5	53
g. Christmas cards	10	4	42	7	39
h. clay modeling	4	4	30	11	52
i. cork craft	2	3	15	5	75
j. felt craft	1	4	24	4	71
VII. Sports					
1. Indoor					
a. bowling	6	3	38	15	43
b. darts	6	2	19	20	52
c. gymnasium exercises					
1. acrobatics	3	1	28	14	53
2. tumbling	4	1	20	9	69
3. boxing	5	3	13	6	72
d. shuffle board	1	1	21	13	45
2. Outdoor					
a. archery	4	3	29	5	57
b. canoeing	4	6	50	4	36
c. fishing	26	4	20	37	23
d. horseback riding	11	6	27	50	12
e. ice skating	6	5	50	15	27
f. playing badminton	2	4	27	25	46
g. playing baseball	15	4	25	37	26
h. playing basketball	8	4	32	26	30
i. playing croquet	8	5	25	27	42
j. playing golf	3	6	78	12	52
k. playing handball	3	1	29	14	59
l. playing hockey		3	23	5	60
m. playing horseshoes	11	5	12	26	43
n. playing ping-pong	10	5	20	31	38
o. playing soccer	2	8	19	11	57
p. playing softball	14	7	23	37	23
q. playing tennis	5	6	37	24	25
r. playing volleyball	5	8	32	31	31
s. roller skating	9	5	24	42	22
t. rope skipping	10	1	9	28	41
u. rowing	4	3	38	8	55
v. trap shooting	3	5	19	9	63
w. sailing	5	8	39	4	45
x. skiing	2	3	48	7	41
y. swimming	9	6	35	31	27
z. tobogganning	2	1	32	1	58
3. activities not listed					

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