

CHAPTER IV

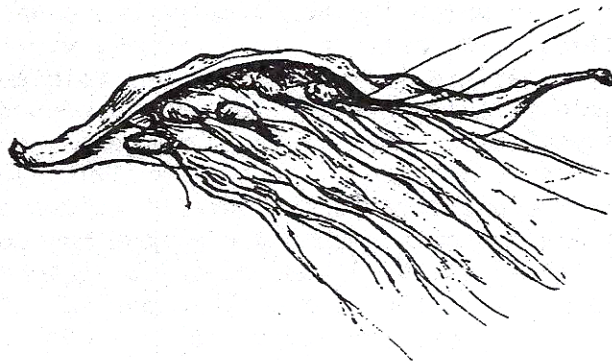
MONTHLY VARIETY

Many meetings punctuate their ongoing themes or regular curriculum with other ideas such as junior meeting, family meeting, service projects and/or clubs. This introduces more variety into the First Day School schedule and can allow experimentation with different forms of worship for children. Such variety might be scheduled on a once a month basis as a sort of secondary or subtheme.

Because these activities are conducted by different teachers, the regular teaching staff is given a break. Burn-out comes more slowly when teachers can attend meeting for worship at least once a month without thinking about the children's program. In addition, those who volunteer for once-a-month leadership look forward to responsibility on a regular, manageable basis.

Other meetings add a special event in the evening or before or after meeting for worship in the morning.

Some of the ways in which meetings have experimented with once a month programs are outlined in this chapter. Most of these ideas could be done in a series as a theme just as well. Be flexible. Choose whatever is best for your situation.



Junior Meeting

By John H. Smallwood*
Adelphi Monthly Meeting, Maryland

"What should I do in meeting for worship?" a young Friend asked in a moment of candor. Since this particular Friend had grown up in an active Quaker family, his question resulted in much reflection for our religious education committee. As we reviewed our First Day School program and our parenting activities, we realized that we were not providing our children with much explicit information about meeting for worship. Our neighboring churches and synagogues make a conscious effort to prepare their pre-adolescents to participate in the liturgy, but we seem to assume that our children learn about meeting for worship by osmosis. We were neglecting to speak directly about our most important communal activity.

At that point our meeting launched an experiment. We decided to modify our First Day School program. On three Sundays a month, classes proceed with a curriculum which emphasizes the Bible, Christian and Quaker history, ethics, and peace studies. On the fourth Sunday we depart from this format and hold separate junior meeting for children aged five through twelve. The younger children continue with their pre-school program and our teenage Friends have their own activities. What follows are insights from our four years of experience.

JUNIOR MEETING AT ADELPHI MEETING

Once a month, during adult meeting for worship, between six and twenty pre-adolescent Friends gather for worship with two adult conveners, in a room apart from the adult meeting. By limiting adult participation to two members, an adult presence does not overwhelm the meeting. A children's atmosphere is preserved.

The trust and familiarity, growing among the group month by month, nurtures a family feeling. Unlike our First Day School classes which separate children by age group, junior meeting purposely mixes age groups. Older children are encouraged to help and sometimes "translate" concepts for younger children.

What happens during this hour? For the first half, we settle into a period of worship in which the adult conveners gently guide the children through the silence. We enter a new territory within ourselves, sometimes wondrous, sometimes tedious, often unpredictable. We invite the children to share this adventure. During the second half hour, all of us share our experiences, play cooperative games, and engage in activities that help create a sense of group identification and cooperation.

All of us must appreciate our children's unique position at our meetings; they are the only people who attend not completely of their own free will. Thus, any religious education program must make special efforts to help children feel comfortable and to feel part of a caring, trusting group. We devote the latter half of our junior meeting hour to community building activities.

When the children first arrive, they are more receptive to settling into silence than after a period of active games. Following our half-hour meeting for worship, if there are new children in the group, we introduce ourselves by going around the group remembering names. We

then ask everyone to share some exciting recent experience, which allows each person a moment as the center of attention.

For the other games and activities, we borrow freely from whatever sources we can find, adapting to the weather and available space. Our guiding principle in selecting activities is to choose ones which encourage cooperation. For example, if we draw with crayons, we draw together on a large sheet of newsprint. If we play hide and seek, we play it "sardine" style--i.e. when someone finds the hiding person, s/he squeezes in and they hide together. Eventually, everyone is squeezed together in the hiding place.

Fortunately, there is a growing literature about cooperative children's activities on which to draw. We have found the sources listed under "Peace Club" (page 0-10) and "Youth Fellowship" (page 0-12) helpful.

SOME PLANNING SUGGESTIONS

Meeting begins more easily if the adults have arrived early to clear the room of playful distractions, to assure that enough seats are available for everyone, and to begin to center themselves.

We have had long discussions concerning vocal messages during meeting for worship. Some of us view vocal ministry as a "fruit" of the worship process; we should, thus, focus on the roots of worship and allow the fruits to blossom in their own time and way. Others view vocal ministry as an aspect of individual messages when they are genuinely felt. We have no resolution on this matter.

Our plan is not a rigid one. Far more important than following our procedure is being sensitive to the key issues. Out of such sensitivity will emerge a personal, innovative approach to junior meeting. Over the past four years each pair of adult leaders has felt free to experiment.

ADULT LEADERSHIP

Your first reaction to the thought of teaching children to worship may well be to feel that you, yourself, need help. That was, and still is, our response. In worship, we seek and celebrate that which is worthy. Such a task never ends.

The demands of planning junior meeting have provided a valuable impetus for the adult leaders to deepen their own understanding of worship and to share and stimulate each other's understanding. We can only give our children the spiritual insights we have. Yet, mysteriously, the act of giving stimulates more understanding. As the words of the song "Magic Penney" state, "Love is something if you give it away, you end up having more." Guiding children in matters of the Spirit is a great adventure of discovery for the adult as well as the child. Think not on what you lack--you know more than you realize. And the rest will be given to you.

Excerpted from
The FGC Quarterly
Fall 1984

*Ann Marie Morlary and Betty Smallwood have worked actively in Adelphi's Junior Meeting Program and they have assisted in the writing of this article.

Family Meeting

Many meetings are experimenting with family meeting for worship. Milwaukee Meeting has family worship before "regular" silent meeting. At Twin Cities Meeting in Saint Paul, members of the First Day School Committee take turns leading a half-hour mixed age worship at the same time as silent meeting but in another place. Other meetings use family meeting as their regular meeting for worship. Barbara Henderson, Philadelphia Yearly Meeting, is quick to point out that any time children are removed from meeting for worship, a division is created. Intergenerational family meeting every First Day is one way to grow in the Spirit together.

Amelia Swayne outlined the following plan for family meeting in the first edition of Religious Education in the Small Meeting. This plan is open to broad interpretation by Friends who use it. The entire proposal is a synthesis of experience drawn from a number of groups. Take what appeals to you and adapt it to your circumstances.

THE GENERAL PROGRAM

What then is the plan for a family-type session? Assuming that the time is to be one hour, the whole group with the exception of the preschool children will meet together for the entire time. The first part of the hour, perhaps one half of it, will be devoted to instruction in some form; the second part will be a meeting for worship. For the first period a family will plan and conduct the program with each member having some share. One person may lead a centering exercise, another announce the songs, and a third read the Bible or tell a story with still another person illustrating the story. (See "Storytelling", page Y-6.) Each family will have a place in the year's program, taking care of as many sessions as are needed to divide the time among the various families. Ask those members who have no children if they would like to form a family group of their own. Better still, individuals or couples may be adopted by families to share in their periods of activity. Include children whose parents are not interested in the meeting. Families that are new to the meeting may not yet be ready for such complete participation as the more established members. The Religious Education Committee will be aware of each individual situation and will see that all be given opportunity to participate, perhaps working with another family until they feel ready to work on their own.

This contribution to the meeting will require considerable preparation. It will help answer the question which many parents ask regarding how a more active program of religious education can be carried on at home. Time will be needed for planning for the periods when the family is to have charge; many articles and stories will need to be read so that they may choose what they feel will be most helpful. There will have to be study and preparation so that each one may be ready to do his/her part well. Materials will have to be collected for a service project if that is to be the family contribution. (See "Service Projects", page O-9.) Parents and children will want to practice music, reading, the story, or the guided meditation they intend to present. This common interest will serve to knit the whole family more closely together as they work to give this particular service to the life of the meeting.

If local conditions of space, travel, time, age range, and general interest make possible a longer morning session, the worship period may be lengthened for the adults and teenagers, and the younger children may withdraw for some creative activity. For project ideas, see Chapters I and III.

How does one plan for a period of a half-hour's duration that will have meaning to a group of such varying ages? The family which has members of different ages will be the best judge of this, for it is assumed that the children will have a share in deciding what to do and how to do it. However, when the parents do the reading or speaking, a good general rule is that what appeals to the ten-year-old will usually interest older people and have some meaning for younger ones. Each part of the program will not have equal value for all; but where Friends know each other so well, the planning family will have in mind the attention span and other characteristics of the various members who will be in the group.

THE SPECIFIC PROGRAM

It is assumed that there are certain areas of knowledge and experience that the religious education program will cover. The planning committee will determine whether an entire year will be devoted to Quaker principles and personalities, another to Bible people with perhaps still another to the world we live in or some other phase of religious life and growth. The committee may consider it wiser to divide the time into three or four terms each year and choose a different area for each. An over-all theme for the year will prove of value. After these decisions have been made, the subject will be broken down into month by month or week by week phases to be covered. This is the time to call in all the families again or to visit them to find out for which days and for which topics they will be responsible. A schedule for the year, or perhaps just for the term being currently planned, will be drawn up and a copy given to each family.

The local Religious Education Committee will supply abundant resource materials from which families will select what they wish to present, will coordinate the program and will remind families when their turn is coming. The committee will keep an accurate record of what has been done. It is always possible with the increasing number of children and new members that a meeting will outgrow this type of family directed program in a few years. The written accounts of this experience will provide an excellent foundation for building an expanding First Day School organization.

Adapted from
Religious Education in the Small Meeting
By Amelia W. Swayne
Pages 7-9

Resources for Junior and Family Meetings

STORIES

Adam's Friends and Other Stories from the Bible by David and Carol Bartlett. (Judson Press, 1980)

The Bible

Candles In the Dark by Margaret Cooper Brinton, Mary Esther McWhirter and Janet E. Shroeder. (Hemlock Press, 1968)

The Friendly Story Caravan by Anna Pettit Broomell. (Pendle Hill, 1962)

Grandpa, Tell Us a Story by Charles Kohler (Quaker Home Service, 1983)

Peace Be With You by Cornelia Lehn. (Faith and Life Press, 1980)

MEDITATION

Meditation, The Inward Art by Bradford Smith. (J. B. Lippincott Co., 1963)

Another Way To Listen by Baylor and Parnall. (Charles Scribner's Sons, 1978)

The Centering Book and The Second Centering Book by Gay Hendricks et al. (Prentice Hall, 1975)

Let's Listen by Elizabeth Connant. (Friends General Conference, 1958)

Meditating With Children by Deborah Rozman. (University of the Trees, 1973)

Praying Our Experiences by Joseph F. Schmidt. (St. Mary's Press, 1980)

MUSIC

Children's Songs for a Friendly Planet edited by Evelyn Weiss (World Around Songs, Inc.) Order for \$6 per book plus postage from Riverside Church Disarmament Program, Riverside Church, 490 Riverside Drive, New York, NY 10027.

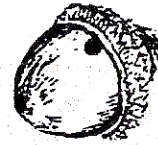
Songs of the Spirit. (Friends General Conference, 1984)

AUDIO-VISUAL MATERIALS Philadelphia Yearly Meeting Library. See page G-11 for ordering information.

GUESTS Families should be encouraged to consider arranging for an occasional guest as a special feature of their part of the program.

CURRICULUM See page G-11. Many graded lesson materials can be adapted to a multi-age program.

Queries

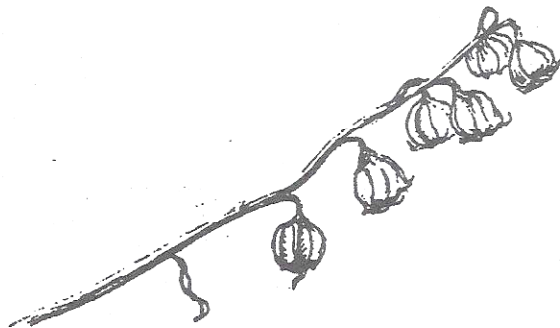


Louisville Friends Meeting used the following queries during the last half hour of meeting for worship. The age group included everyone over eight. Use them to focus junior meeting, family meeting, or regular meeting for worship.

1. Why do you come to meeting? Do you like why you come? Is there something you'd rather be doing on a Sunday morning? Is there something you'd rather be doing with your life?
2. Do you feel important? Do you count in the life of the meeting? At the end of the year, does anybody really care whether you were here or not?
3. Do you understand "consensus" and the ramifications of it? What does it mean: putting up with something you may not really like? Or really feeling free and responsible for expressing any doubts you may have?
4. Can Friends really take a stand on issues of the day if there is disagreement among Friends regarding their purpose, responsibilities, and realities?
5. What are the issues that affect your life? Are there issues in the public eye that you feel are being handled in "un-friendly" ways? Can you make some suggestions for doing things better?
6. If you could positively change one piece of legislation currently being considered, or recently passed, how would you do it? What one piece of legislation (either being considered or one you would like to invent) do you think would be the single most important bill ever written?
7. If you had to choose a slogan for meeting, what would it be?
8. Do you feel a part of the meeting? Are you free and at ease with contributing of your self? Are there secret hobbies, skills, strengths you feel could be very helpful in meeting if the need for these skills or strengths were there?
9. Do you think being a Friend precludes organizational skills? Could things around here be improved by better organization? Are things well enough organized? Would the spirit of the meeting be changed or disrupted by more organization?
10. If you had to divide all organizations in the world into three categories--business, education, and church--where would you put meeting? Why? Where would you put a "perfect meeting"?

11. Is it necessary to have a "weighty Friend" to guide the meeting? Is everyone able, according to the Book Of Discipline, to be a "weighty Friend"? Is there really any need to attend silent worship?
12. How would you describe meeting to someone who was from a very strict and restricted military and/or church background? Is it ever important to describe meeting? Which is more important--actions or words? Are there ever times when words aren't enough?
13. What would be a good way to get to know members of meeting better? Do we need to do this?
14. What is the "age of responsibility" traditionally in meeting? What does this mean in practical terms? Who is responsible for the conscience of the meeting? Who is welcome to attend meeting?

Submitted by
Sally Baker
Louisville Friends Meeting



Guided Meditation Technique

This meditation technique is good for junior meeting, family meeting, or a centered discussion. It works well either with children or mixed age groups. Hard-to-center preteen discussions sometimes proceed more smoothly when the technique is used.

This particular technique involves centering on a subject. Suggested subjects include a natural object, a picture, a word, a biblical passage, or a household tool. Choose one. If it is an object, place it in the center of your meditation circle.

As meditation leader, introduce each step with a few words of guidance. Some suggestions are given here. Exact words may vary with the subject.

STEP 1 WHAT HAVE WE HERE?

"Make simple observations. Don't worry about what you don't know. Think about color...shades of color. Consider the texture...rough parts...smooth...shiny...dull. Look at the shape or shapes within a shape. Just relax and look. Take about five minutes of silence to really enjoy it." (Perhaps, add a reminder that many people find it important to sit up straight with their feet flat on the floor when they meditate.)

STEP 2 FOCUS ON ONE OBSERVATION

"We have each been thinking about many things. Now choose just one. Maybe there is something that either struck you strongly, puzzled you, surprised you or came back to your mind repeatedly. We will take a little time to focus and then share what we have noticed." (When you feel the group is ready, begin with an observation. Then remind the group to maintain a space of silence after each person speaks and to listen carefully to one another. Everyone of any age has something to share for this step.)

STEP 3 WHAT MIGHT THIS MEAN OR WHAT IS GOD SAYING TO ME?

"Use your imagination to think of how your special observation relates to human life. See if you can find a message in what you have seen. Can you think of any meaning it might have for you? After we take a little quiet time to think about it, we can share any messages that we have found in the silence." (Stress the use of silence and the importance of listening again, if necessary. Young children may not wish to speak this time because the message idea may be too abstract for them, although the messages of other people usually are not.)

Adapted from
How To Meditate Without Leaving The World
by Avery Brooke

Service Projects

Friends are never at a loss for finding work to do. The question is usually one of time. Perhaps once a month your young Friends may wish to do one of the following with or without adults:

For new babies

*Design picture books. Cover each page with clear adhesive plastic. Use water base markers. Permanent ink will smear under plastic.

*Make mobiles. (See page G-4). Friends have also donated these to the children's wing of a local hospital.

For ill children

*Design a Quaker T-shirt or sheet. Use one of the fabric techniques under "Tablecloth", page G-6.

*Write and illustrate a book. (See page B-5.)

*Record a radio play. (See page B-6.)

For shut-ins,
ill adults, or
retirees

*Make a Quaker calendar. (See page B-3.)

*Create a tablecloth or wallhanging. (See page G-6.)

*Write and illustrate a book of poetry. Resource: A Celebration of Bees: Helping Children Write Poetry by Barbara Juster Esbensen (Winston Press, 1975).

*Do simple lawn or house work.

*Gather a fall bouquet. (See page B-9.)

For Isolated Friends
and distant meetings

*Create a Quaker connection. Send epistles, pictures, handmade books, and/or recorded tapes.

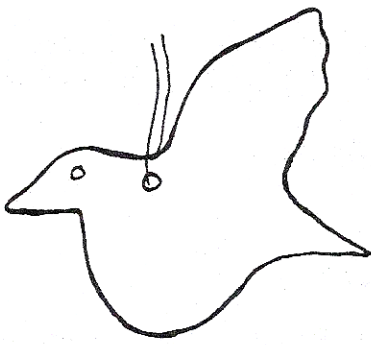
To participate in world wide service projects, write to:

American Friends Service Committee
160 North 15th Street
Philadelphia, PA 19102
(215-563-9372)

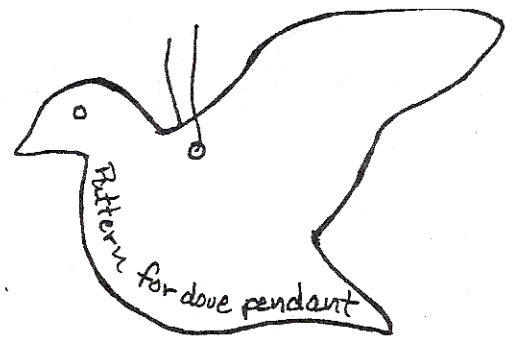
or

Right Sharing of the World's Resources
Friends World Committee for Consultation
1506 Race Street
Philadelphia, PA 19102

Service work is more meaningful when the service organization is studied before participating in one of the organization's projects.



Peace Club



Kids In Peace (KIP) started as a kids' peace club that met on Sunday mornings once a month instead of First Day School. Soon the young people (ages seven to fifteen) wanted to bring their friends. Parents of children who were not in the meeting also expressed interest in bringing their children to a peace club experience. By meeting after school and/or in the evening, Kids In Peace grew into a youth group much like the one described in the next article. Three dedicated advisors were willing to volunteer the extra hours. Still, it would have been possible to continue meeting only one Sunday morning per month.

Kids In Peace chose and organized the following projects:

- 1) Creating a banner to carry in peace demonstrations. (See page G-6 for banner making techniques. Look under "Tablecloth".) KIP members marched together with their large banner.
- 2) Studying peace issues and peace groups.
- 3) Doing simulations and playing cooperative games.
- 4) Appearing on TV and radio interviews.
- 5) Corresponding with other peace groups.
- 6) Organizing a backyard carnival. KIP donated proceeds to the Greenpeace "Save the Whales" fund.
- 7) Making and selling peace postcards. This was a fundraiser for UNICEF.
- 8) Cutting out clay doves which could be worn on a leather thong around one's neck or could be hung on the Christmas tree. The clay was rolled, cut with a cookie cutter (fashioned with needle-nosed pliers from a plain, round one), then fired to a white finish. No glaze was necessary. The children sold these dove pendants at peace demonstrations.
- 9) Collecting food for the local food pantry by going door to door.

Resources

The Friendly Classroom For A Small Planet by Prutzman, Burger, Bodenhamer, Stern. (New York Yearly Meeting, 1978)

How To Teach Peace To Children by J. Lorne Peachy. (Herald Press, 1981)

Manual On Nonviolence And Children by Stephanie Judson and others. (New Society Publishers, 1977)

How To Start A Youth Fellowship

By Cynthia B. Taylor
Friends General Conference

When some meetings decide to begin a First Day School, they think in terms of little ones who will grow up with the meeting "family". This may not be the whole story. Sometimes there are two or three teens, or almost teens, who are already in families of meeting members or attenders. These young people usually don't make a lot of noise on First Day mornings. They may be wanting not to call too much attention to themselves. Some are hoping that their parents won't "make them go" to meeting for worship, secretly wishing they could stay home. We want them to feel included, and to make sure that they don't wither from lack of friendly nourishment. But what to do for them?

First, acknowledge that they need some space of their own, that they are experiencing a period of tremendous self-consciousness, and that they are PEER oriented. With allowance for differences in temperament, we can respectfully acknowledge that we cannot always know what they will want tomorrow or next week. But it is safe to assume that they long for a climate of peer interaction more than they desire what the meeting appears to offer. In their minds, they have three choices: to sit in the meeting for worship with adults, to go out with the little ones (sometimes saving face by offering to take care of babies), or to work for the right to stay home, maybe claiming to be too tired or not feeling well. But are these really their only options? No, not if the meeting can support their concern with the same loving attention that we give to other members who labor with a concern for peace, social justice, war tax resistance, refugee assistance, and a host of other Quakerly projects. These young people have many concerns we can support, once we learn how to read their signals and hear what they request. If you ask them separately, you MIGHT be able to discern their concerns. But when they get together, chances are good to excellent that you will hear them voice their hunger for fellowship--as a place to start--and for meaningful interaction among themselves and with adults. They may even, somewhat bitterly, ask "why can't the older people here treat us like we matter? Do they think we're babies?"

There are some proven ways to climb out of this negativity and get on with creating an environment which is inclusive of youth and conducive to the growth of their fellowship. Two adults, maybe parents and maybe not, who are recognized as friends of teens--allies, not adversaries--can facilitate the birth of a meeting's youth ministry. The goal is not to minister to youth, but to make it possible for them to discover their own ministry with each other and then to the larger community.

At Albuquerque Monthly Meeting and at Chestnut Hill Monthly Meeting, I have helped to start youth groups this way, using what I call the THREE P's: pizza, pop, and play. Call a meeting, for a Friday or Sunday evening, not Sunday morning. Put it in the monthly meeting newsletter the month before. Then either phone or send postcards the week of the gathering. Order Pizza. Bring pop. Play the Ungame or something similar, which will invite people to take little risks in revealing some

comfortable information about themselves and get to know each other better. I have found the Ungame to be "foolproof" because it has so many versions (student, bilingual, married couples, spiritual, etc.) and different levels of sharing.

The point is to build some gentle and happy memories of being together in the meetinghouse or with other kids whose families are Quakers--which in many communities means "peculiar". This is not the age of enjoyment of being peculiar. That comes much later in life. For now let them discover each other, and what there is to like about each other. (Admit it, that's partly why you come to meeting, too! You enjoy the fellowship of like-minded f/Friends AND you come to meet with that of God in them and in yourself. Same dynamic for teens; just a slightly different way of expressing it.)

Encourage their dialogue. The purpose of all their communication is either to know each other better, or to prevent being known. Remember, that as a group you are not in search of answers, but of perspectives. Create a relaxed atmosphere (again, with emphasis on peers), without any hint of a "school" room--more of a living room approach. Refreshments are important--keep them in reach, so people can help themselves. This helps relaxation. As the talk begins to flow, let go--don't try to stay in control. REMEMBER--BE YOURSELF: NO PHONEYNESS.

While phrasing is important (they may laugh at something you say, so what? Laugh with them), it's better to just see these young people as people who have something valuable to give you--another perspective. Talk to them as you would to your own peers, i.e. with an attitude of gentle respect for their opinions. Ask questions when you want to, but don't put people on the spot. Distinguish between:

Questions of fact: "What street do you live on?"

Questions of interpretation: "How did you get that nickname?"

Questions of valuation (weighing of values): "Do you like jazz?"

Relate specific questions to specific recent events and ask "what do you think about that?" Indicate new possibilities for discussion; don't be an expert. Listen attentively, encourage their revelation of ideas. Keep reminding yourself: "These people don't need me present to have a talk." Let them plan what they want to do next.

What is the common complaint? That adults are always right! (Including that adults think they know what kids are thinking.) Sadly, when our young people begin to feel that their ministry isn't important, or that what they have to say won't be counted as valuable then they don't stick around. Your goal is to be understood as someone who does value their ideas and opinions, as an advocate for youth. You want to let them know that they have ideas worth listening to--that adults want to hear them. Lead them to discover improved thinking, to feel good about the process of searching, about seeking new directions.

Create interaction among them. Pursue their questioning, not yours. Pick up stray threads of a theme, encourage clarification ("what do you

mean?", summarize if necessary (without your opinions), keep a friendly atmosphere (if you need to correct, don't embarrass).

For example, a personal problem that I have to be careful about with teens (as well as with adults) is what happens when they see me frowning. They cannot possibly know that I am straining to hear what they are saying. When I imagine that I can skip over this--too conscious of time pressure or my own embarrassment about my hearing loss--someone invariably assumes that I don't like him or her. But if I make the time to tell the whole group, gently and before any one drums their fingers on the table or rattles paper or scrapes chairs over linoleum floors, then no one feels singled out or scolded. Teens are very sensitive to non-verbal messages, and cannot realize that we like them and want to hear what they have to say if we sit there with a frown. This is true in any group. One time honored exercise for improving creative dialogue includes making sure that we are nodding affirmatively while we listen to someone talk, with a relaxed face or smiling mouth.

Before you leave, ask each person to think of a friend to bring next month. Then divide up the tasks for the next meeting, and add a P: who will order the pizza, who will bring the pop, who will plan the play, and who will make the phone calls. Write these on large paper to display. Because teens are peer group oriented, these tasks are rightly theirs. You are a facilitator, not the boss. You can make sure the building is scheduled, unlocked and relocked, be someone present to lend a helping hand, someone to keep the standing committees in touch with the reality of teen needs. Your role is valuable, and can be enhanced as teens' trust in you grows. But for now, thank the Spirit within these young people for the beginnings of a youth fellowship. Grow with them and let it be a dance!

RESOURCES

Building an Effective Youth Ministry by Glenn E. Ludwig. (Abingdon Press)

Between Parent and Teenager by Dr. Haim G. Ginott. (Avon Books, 1971)

Building Community In Youth Groups by Denny Rydberg (Group Books, 1983)
This book presents a five-step plan for community building, and over a hundred creative activities to break down barriers and help young people develop trustful relationships.

Counseling Teenagers by G. Keith Olson. (Group Books, 1984) Offers information on adolescent psychology and counseling methods for treating a wide range of problems such as defense mechanisms, depression, divorce.

The New Games Book edited by Andrew Fluegelman. (Headlands Press, 1976)

Playfair by Matt Weinstein. (Impact, c1980) Easy, non-competitive games for all ages.

The Ungame. (P.O. Box 6382, Anaheim, California 92806)