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War Relocation Authority

Washington, D. C.

OUTLINE
FOR A
SUMMER ACTIVITY PROGRAM

A plan for adaptation at each center in accordance with needs, which calls for collaboration of educational, community activities, and other project personnel

SUMMER ACTIVITY PROGRAM

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SUMMER ACTIVITY PROGRAM

I. OBJECTIVES.

The summer activity program should provide primarily for children in elementary and high school, although it should also plan pre-school and adult education features for the summer months.

For the normal school child who does not need remedial or other make-up work, the summer program should center on four main objectives. The emphasis on these objectives should vary in accordance with the age, interest, need and capacity of the child. Children should be given a maximum of choice in the activities they wish to pursue. They should, however, adopt a balanced schedule that will "round all the bases" and satisfy the major objectives. Anything within the framework is acceptable so long as it satisfies these conditions and contributes to the all-round growth and development of the child.

These constituent elements are:

- A. Improvement of physical health and well-being
- B. Opportunity for self-expression
- C. Opportunity for work experience
- D. Opportunity for group experience in a program of civic betterment or in other ways.

The actual curriculum planning must be done at each center with full regard to length of summer session, climatic conditions, availability of instruction and other factors. The following are, however, suggested components of each of the major objectives sought.

II. IMPROVEMENT OF HEALTH AND WELL-BEING.

This program should be designed to keep the standard of physical and mental fitness at a high level.

A. Camping.

1. Overnight Camping.

Selection of camp sites in the project area and camping trips of a week's duration should be encouraged. Arrangements should be made with the steward's department to provide the food necessary for this kind of trip. Suitable appointed and evacuee counselor personnel is, of course, requisite.

2. Day Camping and Hiking.

Much can be done in this direction if good supervision is provided. This program is especially suitable for younger children, who can take lunches along for a day's excursion. This program can be combined with nature study, woodcraft, scouting, and other outdoor interests.

B. Athletics.

A planned and coached program of athletics, using capable appointed and evacuee instructors from the Education and Community Activities staffs, should be carried on. This can include baseball, softball, volley ball, track and field, swimming (where possible), tennis, badminton, horseshoes, box hockey, and other outdoor sports. Use of playing fields should be carefully scheduled so that there is no conflict with adults using the same facilities after working hours. There should be a minimum of formal calisthenics. The plan should include activities for rainy days such as ping pong, shuffle board, table games, and other indoor sports.

The entire school population of the center might be divided into two or more approximately even "teams"; for example, the Greens and the Blues. A point system could be devised for scoring of athletic and other contests held during the summer. Competition might be not only between the picked teams in each specialty, but all down the line so that all would have a chance to participate. At the end of the summer suitable trophies, a banquet and a "pennant" might be awarded to the winners.

C. Cooperation with Health Officials.

The cooperation of the hospital staff should be enlisted at an early stage. If possible, physical examinations or at least weight checks should be given at the beginning and end of the summer period. Special diets and exercises should be provided for under- and over-weight children. Care should be taken that children are not placed in activities beyond their physical capacity. Young children should have an opportunity for rest. Material on hygiene and nutrition can be presented in an informal manner.

III. OPPORTUNITY FOR SELF-EXPRESSION.

Children of all ages should participate in activities which will give them opportunity for creative accomplishment. Formal class sessions should be avoided, although school teachers and instructors should work with regularly scheduled groups, meeting "al fresco" as much as possible. No homework should be given.

A. In the Arts.

At all ages, children can express themselves in arts and crafts, painting, music, dancing, and dramatics. For the younger children, the emphasis can be on paper cutting, clay modeling, story telling, etc. Music for younger children can utilize singing games. They can be taught to contrive instruments out of horseshoes, bells, water glasses and hollow wood. Boys may be attracted by model plane construction, including the making of scale model aircraft for the U. S. Navy. Girls may express their individuality in embroidery, weaving, knitting, homemaking and decoration. Children can accomplish joint projects, such as putting on plays, making puppets, painting murals, collecting museum specimens, forming choral groups or orchestras, and other group ventures of this kind. Full use should be made of incentives such as prize contests and exhibits. Older children can be instructed in folk dances, act out American plays, and familiarize themselves with cultural contributions of all nations to American life.

B. In Free Discussion of the American Scene.

For high school students, self-expression may be achieved in giving oral book reports and in the holding of free discussions. A reading course on various regions of the United States might be planned, with live material presented through pictures, maps and films. In this "Know Your Country" program, radio programs, newspapers and magazines might be used in the study of current events. Attention might be given to the physical, social and economic characteristics of various parts of the United States, with reference to the part they are playing in the total nation's war effort.

IV. OPPORTUNITY FOR WORK EXPERIENCE.

The aim of this section of the summer activity program is not so much vocational training as it is "job sampling". It is work experience design to give students a concrete idea of vocations for which they would like to prepare.

A. Elementary School Children.

This has very limited application for children in grade school.

B. Junior High School Children.

These students under carefully safeguarded conditions can be permitted to do certain types of work. Farming, especially

care and feeding of animals is one possibility. Care should be taken, however, to avoid exploitation in any form. Junior high school groups and even upper elementary can at least find out about jobs by touring the project with instructors and learning at first-hand about electrical, mechanical, agricultural, office, store keeping, and other types of work.

C. Senior High School Students.

For these students a full "interest discovery" program should be carefully worked out. This might be for a six-week period with students assigned to two different jobs within the period. This program could be modeled somewhat on the co-operative school plan. Children would report to an instructor who would arrange suitable work opportunities and follow up to see how they were doing on the job. Hopefully, farm youngsters would be given a chance at urban and skilled tasks while city children would be sent out to the farm.

The opportunities for work experience assignment on the project are almost limitless. They include farming; animal tending; laboratory and other work in the hospital; sales, merchandising, and display in the cooperative stores; nursery school assistance; housekeeping service; stenography, typing, filing, comptometry operation, and receptionist work in the offices; work in motor pool, electrical shop, mess operations, warehousing, and construction.

In connection with construction, a suitable "work camp" project might be devised--a project requiring some skilled and manual labor which would be of definite benefit to the center. Such a project could be planned by students with the assistance of the public works section and could be worked on all summer at various hours by student crews, including those whose regular work assignment did not require any particular physical exertion. Such a project might be the leveling and building of a tennis court or volley ball court, children's playground, or other needed community facility. It might be a project requiring several skills, drafting, manual labor, carpentry, and the like.

For all bona fide, productive work students should receive pay at the apprentice rate of \$12.00 per month for the hours of work which they perform. The student should have an opportunity to evaluate his own work experience in addition to the evaluation placed upon it by the work supervisor and the instructor to whom he is assigned.

D. Special Training Needs.

For high school seniors with well-developed vocational plans, and possibly for recent high school graduates, appropriate training courses in special subjects, such as chemistry of soil, auto mechanics, stenography, and mechanical drafting could be arranged if these courses are not already offered in the regular adult education program.

V. OPPORTUNITY FOR GROUP EXPERIENCE.

Many of the activities covered in Sections II, III, and IV afford the opportunity for group experience of one sort or another. For example, such opportunities are provided in Section II in camping or team play; in Section III, in play production, orchestra, choral group, or free discussion, and in Section IV, in the suggested "work camp" project or other job assignments involving "team" labor. Where the group experience afforded needs supplementation, however, this may be provided in several ways.

A. In Projects for Civic Betterment.

The emphasis here should be on development of a program in which groups are organized to work for the benefit of the community. Example 1 - Salvage collection, gardening, conservation, or other types of "Victory" programs on which information is obtainable from the Office of Education and Office of Civilian Defense. This should stress the group's contribution to the war effort. Example 2 - Junior Red Cross activity, including traffic control, safety, first aid, fire prevention, and kindred activities.

B. In Club Work.

Group experience may also be obtained by the continuation or renewed activation of boys' and girls' clubs sponsored by the school, or C. A. Club work under church, scout, "Y", or similar auspices should also be encouraged, with the emphasis on affiliation with national organizations and volunteer leadership.

VI. ORGANIZATION OF SUMMER ACTIVITY PROGRAM.

A. Planning Board.

The over-all basic planning for the summer activity program should be carried on by a Planning Board containing all or some of the following elements and including both evacuee and appointed staff.

1. School
2. Community Activities
3. Parent-Teacher Association and/or school board
4. Library
5. Health set-up
6. Churches
7. Representatives of national groups, such as
Boy and Girl Scouts, YWCA, etc.
8. Community Council
9. Employment Division and/ or Vocational Retraining

It is suggested that persons be appointed as individuals so that the Planning Board will not be unwieldy because of the necessity of having all interested groups and agencies represented.

B. Director and Operating Committee.

The Project Director and/or the Chief of Community Services should designate one person to be responsible for coordinating the summer activity program. He should be designated as Director of Summer Activity and work with a small Operating Committee drawn from the principal elements making up the Planning Board. He should have the cooperation of all Sections and Divisions on the project.

C. Student Planning.

The student council and/or representative student leaders should work in close collaboration with the Planning Board and the Operating Committee at all stages of the program's development. While their function should be primarily advisory, their ideas and recommendations in respect to the composition of the program and the emphasis given various elements should be followed wherever possible. It is suggested that one or two student representatives serve on the Planning Board.

VII. INITIAL STEPS TO BE TAKEN.

There appears to be four main areas in which advance planning for the summer activity program is necessary. It is recommended that attention be given to these points at the earliest possible date.

A. Curriculum Planning.

Decision should be reached at each center on the elements to be included in the program in order to attain the over-all objectives indicated above. The Education & Community Activities sections and the Employment Division, including vocational retraining, all have a part in this planning process.

B. Selection of Personnel.

More than on any other factor, the success of the vacation program will depend on the quality of the staff. Personnel needs should be carefully estimated for the entire summer period. A questionnaire should be sent out to all appointed and evacuee teachers. This should first of all take into account the period during which the appointed teachers will be at the center available for work. (In general, vacation plans should be made so that appointed teachers can make the greatest contribution to the summer program).

In the questionnaire the principal elements to be stressed in the summer program should be outlined. Teachers should be asked which of these elements they feel best qualified to supply. Examples are: teachers of remedial reading, supervisor of a work experience program, organizer of a salvage drive, camp counselor, arts and crafts instructor, activities schedule-maker, and others. If their skills do not fit the categories suggested, teachers should be given an opportunity to suggest ways in which they can be used to maximum advantage. These questionnaires should be carefully reviewed.

Similar opportunities should be given to evacuee instructors now in the C. A. program and to adult education teachers so that they may be most effectively used in assignments calling for group leaders, arts and crafts teachers, dancing instructors, nature counselors, kindergarten teachers, athletic coaches, etc.

For purposes of the summer activity program, Education and C. A. personnel should be considered as a joint staff under the direction of the Planning Board and Operating Committee, and responsible to the director of summer activity. However, the schedule for C. A. paid workers and allotment of their time should be made in conjunction with the C. A. Supervisor so that staff needed for carrying on the regular C. A. program for adults will be available.

Consideration should be given to canvassing other evacuees on the project with particular skills who might transfer for full-time or part-time summer work in the activities in which they excel. In addition, mothers might be willing to help, on a voluntary basis, in the care of small children.

An early start should be made in conducting a leadership course for instructors, coaches, counselors, and other participants so that they will be acquainted with all phases of the summer activity program and work along with it from the beginning.

C. Inventory of Facilities.

The summer activity program will draw on both the Education and C. A. equipment. An inventory of supplies on hand should be made at an early date, a budget prepared, and arrangements completed for the acquisition of additional supplies which may be necessary. It is important to schedule the use of available school buildings and recreation halls to the best advantage. Play spaces should be designated and suitable camp sites selected. If properly conceived and carried out, this usage of space and equipment should not conflict with the regular C. A. programs which will take place as usual in evening hours and over week ends when the program for school children will not be in session.

D. Inventory of Student Desires.

As soon as curriculum planning has been completed and a general prospectus of group activities and play schedules has been drawn up, the opportunity should be given each individual student to select the elements to be contained in his own program. It is suggested that a questionnaire be made up for general distribution in all grades containing the elements available for students in those grades. The student should take this home for discussion with his parents, and a tentative choice of elements should be made. This should be reviewed by the teacher to make certain that it represents a rounded program fulfilling the general objectives of the summer program.

VIII. OPERATIONAL POINTS.

A. School Credit and Other Incentives.

The summer activity program should be compulsory with some kind of credit (perhaps token credit) given to all participants. It is suggested that the program begin after an interval of no more than a long week end after conclusion of the regular school year. Each center, however, should leave at least two weeks free unscheduled time at the end of the summer before the start of the regular school term. During that period it is suggested that all activities continue, but on an optional basis. For purposes of the summer program, students should be considered as of the class they are entering in September. In other words, promotion takes place in June.

As previously indicated, senior high school students should be paid at the regular part-time apprentice rate of \$12.00 per month for the work that they perform as part of the summer activity program. In elementary and junior high school, additional incentives should be provided by having contests, tournaments, and other competitions.

B. Hours of Daily Session.

In no case should work or class features of the summer activity program extend beyond the regular school closing hour. To the extent possible, the major part of the program should take place

during the morning, although it can run over into early afternoon if desired. No homework should be given.

C. Accent on Improvisation.

The WRA should provide all equipment, materials, and supplies necessary for the portion of the program for which school credit is given. However, teachers, counselors and others should make utmost use of ingenuity in planning the work.

D. Arrangements for Camping Trips.

Arrangements should be made with the steward's office so that the commissary clearly understands the obligation to put up lunches and give out food and utensils suitable for camping purposes. It is desirable for the program to have flexibility in this regard so that under properly authorized conditions it will not be necessary for students to return to the mess hall for meals. The machinery for obtaining hiking permits should be reviewed, with "out of bounds" limits clearly stated and camp sites designated.

E. Relations with Church Groups.

The contributions of church groups should be welcomed insofar as they fit into the summer curriculum as planned. The churches can supplement certain aspects of the work, especially with young children and can aid in arranging hikes, picnics, and camping trips. They should not, however, be given responsibility for programs for which school credit is given. In general, their role in relation to the summer activity program should be the same as it is to the regular school session throughout the year. Undoubtedly there are many extra-curricular activities which individual churches will want to sponsor for their particular groups.

F. Relations with Other Organizations.

In addition to the churches, other groups at the project will be interested in various phases of the vacation program. While their aid should be enlisted, the main direction for the program should come from the Planning Board and Operating Committee. Nevertheless, the YMCA, YWCA, Boy Scouts, and others may assist in providing group leadership, counselor training, and similar services.

G. Importance of Library.

In all projects guided reading should be an important part of the summer program. This is particularly true in the southern projects where temperatures run to the point where other activities are almost impossible to pursue on

certain days. Those responsible for the school and community library programs should stretch their minds to accommodate their resources to vacation school needs. Thought should be given to setting up cool, shaded places where children can read in comfort. The "ramada" type protection from the sun contrived at the desert projects is one possibility. Story telling for younger children might also be arranged.

Current books, newspapers and magazines should be made available to students. Special emphasis should be placed on reading which will give the students a better idea of the history, geography and character of the various regions of the United States. Libraries should work closely with the curriculum planning group so that books included in the summer reading list can be kept on reserve in a convenient place.

H. Use of Visitors to the Project.

The vacation program should reach outside to the extent possible and attract leaders who can impart a fresh note. The program should be flexible enough to take advantage of visits by the field representatives of national organizations and others who visit the projects during the summer months. The contributions of these visitors should be used to greatest advantage at outdoor assemblies, council rings, arts and crafts classes, etc.

I. Program at Rohwer and Jerome.

The vacation program as outlined is not nearly so applicable at Rohwer and Jerome, where regular school will continue for most of the summer. Consideration at these projects should be given to modification of the regular school work in such a way that at least some of the suggested summer innovations can be worked into the regular class schedule.

IX. CLOSELY RELATED PROGRAMS.

A. Remedial and Make-up Work.

Where school students require remedial or make-up work, special classes or tutorial periods should be arranged, preferably during the morning hours. Regular teachers should instruct these classes and homework assignments should be given. The primary objective of make-up work is to permit the student to advance to the next class. To the extent possible, however, the schedule should allow time for the make-up student to take part in at least some other phase of the summer activity program.

B. Exemption for Regular Work or Other Reasons.

For the child whose school work is up-to-date, the summer activity program should be compulsory except where special factors such as those indicated below make it desirable to grant an exemption. In general, exemptions should be granted only to students who do not need remedial or make-up work.

1. If an opportunity for the student to attend an outside summer camp or work camp presents itself, he should be excused from the session.
2. If a student wishes to take a temporary outside job (e.g. in beet sugar work), and his age qualifies him for this purpose, he should be excused from the summer program.
3. If a student desires to work full-time on the project and is old enough to meet the Administrative Instruction requirements, he should be excused from the summer session. It should be understood, however, that he must work continuously at the project job in order to retain such exemption. In such cases, consideration might be given to a special arrangement which would permit the student limited time off without loss of pay to participate in at least one phase of the summer activity program.
4. If a student wishes to supplement his income by working part-time after vacation school hours, he may do so if he wishes, within the limits provided in the Administrative Instruction series.

C. Pre-School Program.

The nursery school and kindergarten classes in the vacation program should not differ materially from those conducted in the course of the regular school year, except that they should be geared to the outdoors. Adequate play space should be set apart in a protected area. If possible, sand boxes should be provided. Where indoor play is necessary, as on rainy or extremely hot days, additional space can be provided through the use of rooms normally employed as class rooms for elementary school children. The voluntary assistance of mothers in the feeding and care of children attending nursery school might be secured.

D. Adult Education.

It is suggested that Adult Education and Community Activities work together with the Operating Committee and Planning Board in plotting out the most suitable program for the summer months. In general, Adult Education classes should be on a much more informal level than at other times during the year. Wherever possible, they should be held out-of-doors with hikes, picnics, week end camping trips and other features planned. Class sessions should continue for English courses, although an effort should be made to conduct them on a conversational basis rather than as recitations. Adult vocational classes for which there is a demand should also be continued throughout the summer.

The summer period lends itself to group meetings, lectures, forums, and film showings in which emphasis can be placed on relocation. Just as high school students in certain of their work can focus on a study of American regionalism, so evening classes can follow the same pattern. Special emphasis should be given to readings, characteristically American in tone. There should be opportunity for book reports, and group discussions on the geography, history and economy of the United States. The library should cooperate by making available the necessary reading material and by arranging exhibits with pictures, maps, and other illustrative data. Many documentary and factual films are available which depict states and cities in the Middle West, East, and South. These films should be used to acquaint evacuees with other parts of this country, especially those areas most feasible for relocation.

E. Community Activities.

Aside from special liaison with Adult Education during this period, the regular Community Activities program, adapted to summer needs, should continue. It should at all points reinforce and supplement the Vacation Activity program planned for school children.

X. CONCLUSION.

Although the stress is on informality and improvisations, the summer activity program, in a very real sense, is a continuation of the school year, and should bear a definite relation to it. Teachers should appraise the child's summer needs in relation to his performance during the rest of the school year. Parents should understand that the summer program is planned not merely for its recreational features, but as a purposeful adjunct to the year-round learning process of the child.

So far as the child himself is concerned, we should avoid too direct representation of the program as "summer school". It may be hard to present it with a real "Terry and the Pirates" twist, but certain immediately attractive features, set apart from the rest of the school program, can be profitably emphasized. They include:

1. Greater student participation in planning.
2. The life experience, job sampling phase.
3. The out-of-doors, camping, athletic features.
4. The informality, and opportunity for self-expression.
5. The incentives for successful performance.

May, 1943

SUMMER ACTIVITIES COMMITTEE

The fourth meeting of the Committee was called to order by Paul Terry on Friday, May 14 at 2:45 P.M. in Hospitality House.

The schedule for one week was tentatively set up, and is attached to this report.

The following recommendations were made:

1. That there be supervised play areas in each block.
That the supervisors be either paid or volunteer.
That the recreation department set up this program.
That one person in each block be made responsible for the supervision of this work in the block.
2. That the recreation department assume the responsibility of organizing craft groups for Saturday mornings in the blocks for ages 6 to 11.
3. That the adult education department train leaders for use in the recreation department as needed, and requested by them.

The following suggestions were made:

1. That a course in relocation problems be set up.
2. That a Nurses' Aide Course be offered at the hospital, with actual training of high school girls, and that they be given opportunities to work as nurses aides.

The following problems were presented:

1. At the present time movies are held in the same block each week. There is some criticism of the same blocks having movies each Sunday.
2. Do the 7th Day Adventists want Sunday morning or Saturday for their activities? What time?

The next meeting is to be Monday May 17, at 12:45 at Hospitality House. We are to start with the 18-22 year age level and the 6:30-9:30 program, breaking down all activities now being provided for this age group, evaluating them and making suggestions for summer activities for them.

Respectfully submitted,

Grace G. Lewis
Secretary Pro Tem

SUGGESTED PROGRAM
FOR WEEK OF JULY 4 - 10, 1943

Age Groups	8:30 - 11:30 A.M.							2:00 - 5:00 P.M.							6:30 - 9:30 P.M.						
	Sun.	M	T	W	Th	F	Sat.	Sun.	M	T	W	Th	F	Sat.	Sun.	M	T	W	Th	F	Sat.
3 - 5	1	4e, 2, 3b					2,3b	2,3b	4e, 2, 3b					2,3b					2		
6 - 8	1			4e			3e	2,3b		4e				3b,3e					2		
9 - 11	1			4e			3e	2,3b		4e				3b,3e				2, 3b			
12 - 14	1			4j				F		4j					1			2, 3b			
15 - 17	1			4s			0	F		4s				F	1			4s, 3			
18 - 22	1			- 0 -				3		- 0 -				3e	1						
Y. Adults	1			- 0 -				3		- 0 -				3e	1						
O. Adults	1														1						

Legend:

1. Responsibility of the churches
2. Responsibility of the home
3. Responsibility of recreation department
 - 3a - Forums, Music Appreciation, etc.
 - 3b - Supervised play in block
 - 3c - Craft groups
 - 3d - Dramatics
 - 3e - Team play
4. Responsibility of school
 - 4e - Elementary School
 - 4j - Jr. High School
 - 4s - Sr. High School
 - 4a - Adult Education

- 0 - No activities, because no time for activities
F - Free to make choice between activities

Current	Desired
1 Movies	
2 org ath	
3 Block Sports	
4. Night School	
5. Bible Study	
6. Block Societies	
7. Y. W. C. A.	
8 Jr. Miss Work	
9. Methodist Week Services	
10 Judo - Sumo	
11 Bridge Club	
12 Y. P. mts Dem	
13. Womens Fed.	

8. Carnival
9. Camp fire
10 Art Class

1. Music
1 Band Orchestra
com sings
operetta
appreciate Hour
2. Dramatics
3 Public Forum
4. Book Reviews
5 Exhibit
6. Armed Services
group
7. Y. M. C. A. Boys
Club

SUMMER ACTIVITIES COMMITTEE

May 17, 1943

The meeting was called to order by Mr. Terry at 12:45 P.M. at the Hospitality House.

The minutes of the previous meeting were read and discussed. It was explained that recommendations 1 and 2 could be fused together - in fact that all three of the recommendations would have to be considered together. One central playground was discussed, but the opinion of this group is that block playgrounds would be more desirable. It would be better probably to keep the smaller children, at least, in the block, and the parents would feel a greater interest in the child's play activities, if held close to home.

Rev. Kiyabu reported in answer to the question in the minutes of the previous meeting that the Seventh Day Adventists had services Saturday morning from 8:30 - 9:30 for children, also regular Saturday Church Service. They have a short vesper service for adults Saturday evening.

It was stressed that it was the responsibility of the churches to take care of the recreational activities of the entire population for the time assigned to them. Their responsibility is not fulfilled when they have taken care of their own members.

It was moved, seconded and passed that Rev. Lester Suzuki be asked to become a member of this committee.

Mr. Turk asked the adult education for ten trained craft supervisors, probably women. At the present time there are 60 block softball teams, and twenty-one organized softball teams in the Center.

It was moved by Mr. Walther and seconded that Mr. Turk be asked to ask for 100% cooperation from these two athletic groups - (the 60 block softball teams and the 21 organized teams) with the summer activities committee in scheduling their activities. The amendment was made that the word, ask, be changed to secure, but was lost for want of a second. The motion was passed.

Rev. Kiyabu asked the cooperation of the schools in providing places, benches, etc. for their summer activities.

The minutes of the last meeting were approved.

It was suggested that all churches carry on their summer program at the same time; e.g., that if there is to be a Bible School, it meets for all denominations during the same hour. It is up to the churches to make a proposal about how much time they want, and when, and then this committee will try to fit it into its plans.

The activities now operating with the sponsoring groups are:

1. Movies	Recreation Department
2. Organized Athletics	" "
3. Block Athletics	" "
4. Night School	Schools
5. Bible Study	Churches
6. Block Socials	Recreation Dept. & Blocks
7. Y. W. C. A.	Y. W. C. A.
8. Jr. Missionary Volunteer Society	Churches
9. Mid-week Service	
Buddhists Meetings	Churches
10. Judo and Sumo	Recreation Department
11. Young Peoples' Meetings	Churches
12. Bridge Clubs	Recreation Department
13. Women's Federation	Women's Federation

The committee felt that the following activities were desirable and should be added:

1. Music	
a. Band and Orchestra	Education
b. Community Sings	" & Recreation
c. Operetta	Education
d. Appreciation Hours	" & Recreation
2. Dramatics	" "
3. Public Forums	" "
4. Book Reviews	" "
5. Exhibits - Crafts, etc.	

This would be the result of some activity, and sponsored by the group sponsoring the activity.

6. Y. M. C. A.	Recreation & Education
7. Armed Service Interest Groups	Community Services
8. Carnival	Recreation & Education
9. Campfire	" "
10. Art Class	"

It was suggested that earlier movies be held for children, and also that children be given special movies.

The plan of giving entertainment in Japanese with the shows was critized.

It was moved and seconded that the secretary notify each representative to bring a tentative schedule for his or her activity to the next meeting - also a list of leadership available and leadership needed.

The motion was passed.

- 3 -

The next meeting will be held next Monday at 12:45 P.M. at Hospitality House. Anyone may be brought as a guest by any member of the committee. The meeting was adjourned.

Respectfully submitted,

Grace G. Lewis
Secretary Pro tem

Mr. Johnson

Center ?

Minutes of the Meeting
of
Summer Activities Committee

The second meeting of the Summer Activities Committee was called to order by the chairman, Paul Terry, at one o'clock Thursday, May 13, in the Administration Barrack 4.

The Statement of Purpose for this Committee was revised to read:

To recognize and place responsibility for the supervision of a large number of varied activities, both recreational and educational, for the benefit of Center residents of all ages. Maximum participation by people of all ages shall be encouraged. These activities shall be conducted so that cooperative group living is emphasized and the values of democratic processes are recognized. The use of English shall be encouraged throughout this program.

After this change in the Statement of Purpose for the Committee, the minutes were adopted. It was then moved and seconded that we discuss Conclusion No. 3 reached at the May 11 meeting which is that each group bring their summer plans to the next meeting of the Committee. It was suggested that those sponsoring activities who had not had an opportunity to present their plans previously be given the first chance to explain what they hoped to do during the summer vacation months.

Mr. Tokunaga spoke first for the Boy Scouts. They are planning much of the same type of Boy Scout activity as during the winter, except that they do hope to be able to have a camping trip at which time they plan to leave the Center. Definite dates have not been established. At the present time, there are six Boy Scout Troops and three Cub Troops in the Center. Scout meetings are held at night from 7:00 until 9:00 p.m. Each group meets once a week, usually on Wednesday or Friday nights. The problem which must be met before the camping plans can be completed is how to raise the necessary money.

Reverend Kiyabu of the Seventh Day Adventist Church said that he was planning a Bible Story Hour, probably from 9:00 to 10:00 a.m. every day for the entire vacation. This will be for children from the ages of 6 to 14 years, and 30 to 50 children will participate. He also hopes to organize the Junior Volunteer Mission Society which will also be a group of younger children and which will meet in the evenings.

Miss Murakami spoke about the Girl Scouts. At the present time, there are three troops. One is to be organized in the near future. There are thirty in each troop. The Girl Scout activities are held on Saturday at the present time.

Miss Alice Suzuki of the Y.W.C.A. explained the work camp which is to be held near Pueblo from June 10 to June 24. Fifty to sixty girls are to attend this camp harvesting peas and beans in the daytime and carrying on a camp program at night. Twenty-five girls are to go from this camp. The advisability and possibility of establishing more work camps was discussed, but, because of the nature of the problem, no decisions could be reached.

The motion was made, seconded, and passed that Miss Hana Uno, Girl Reserve Secretary, be asked to become a member of this committee.

Mrs. Murai of the Women's Federation told of the work of that group. First aid lessons and lectures from various departments are in progress now. She also told of her work with girls from 7 to 12 years of age. She meets approximately 100 of these girls on Saturday and Sunday, carrying on various club activities, especially handicrafts.

Reverend Shirakawa gave a brief resume of the Buddhist activities. At the present time the schedule is thus:

9:00 a.m. - Sunday, Children's Sermon
10:30 a.m. - Sunday School Teachers' Meeting
2:00 p.m. - Sunday, Y.B.A. Sermon
2:00 p.m. - Monday, Religious Study
9:00 a.m. - Wednesday, Religious Study, Adults
7:00 p.m. - Friday, Y.B.A. Forum
2:00 p.m. - Saturday, Sermon for Adults

A new cabinet will be formed in June which will plan the program for the Buddhist for the next six months. This group will decide on their summer activities. They were asked to consider in planning their activities, those which had been decided upon for the Center, and to try not to have conflicting dates.

Each of the principals gave his plans for the summer activities which the school hopes to sponsor. These activities might well be divided into two groups; the academic or remedial work and the vacation activities, such as music, hobbies, dancing, dramatics, etc. It was suggested that more time should be spent in training parents to help their children spend their leisure time profitably. Definite suggestions for this would be in helping parents select books. Perhaps the adult education group can help with this problem. Mr. Gordon stated that adult education would take up activities not started by other groups, and thus fill in the program wherever needed.

Mr. Turk emphasized the problem of the lack of leadership, and it was suggested that perhaps some plan could be worked out whereby some people could work cooperatively between the education and the recreation departments. The recreation department plans to take up the slack wherever they are needed and where activities need to be planned which are not already taken care of by other groups. The problem of conflict between the religious meetings and the various types of recreation was discussed but laid on the table until a later date.

Miss Suzuki offered the use of the Hospitality House for the summer activities. At the next meeting, which will be held in the Hospitality House at 12:45 p.m. Friday, May 14, Mr. Terry will bring a master schedule, and the committee will attempt to plan activities for the various age groups for the different hours and days during vacation.

The meeting was adjourned at 3:15 p.m.

Respectfully submitted,

Grace G. Lewis
Secretary Pro-Tem

E2.673

Japanese Relocation Papers
Bancroft Library

SUMMER ACTIVITIES

Report at the end of first week, June 3, 1944

ADULT EDUCATION

A systematic enrollment of adults for English classes, block to block, resulted in the necessity of setting up five additional classes.

Of special interest are the two cooking classes which are being taught to adult women by Mrs. Howell, the Home Economics instructor in high school. Miss Finch interprets when it is necessary and holds a session on English vocabulary in connection with cooking classes.

Plans are developing for singing groups to be led by Mrs. Price of the high school music faculty.

ELEMENTARY SCHOOLS

The nursery schools have been established at six points in the Center. Attendance ranges from 15 to 20 in each school.

Kindergarden is held in Blocks 35 and 31 with an enrollment of slightly more than 100.

Remedial work for the retarded students in grades one to six is being conducted in Block 31 with 170 enrolled. The instructors have daily sessions in preparation for this special remedial work.

SECONDARY SCHOOLS

In the Junior High School, work is being done only by those who are deficient in some regard.

Senior High School students are composed of those who are retarded or those who wish to accelerate their school programs.

Total enrollment in Junior and Senior High is slightly more than 100.

FREE ACTIVITIES

ROHWER PLAYERS

Seventeen Junior High School pupils are working daily in preparation of some short one-act plays.

Considerable interest is being developed among the young matrons who have the time to participate in this activity.

The shortage of manpower limits what can be done in this field at the present moment. Mr. Abbe is working on the setting of equipments for the new auditorium stage. Mrs. Abbott and Miss Cooper are in charge of the directing and instructing.

SEWING AND DOLL MAKING

Thirty girls of the Elementary and Junior High Schools are having daily sessions. We expect to add a group of High School students and one additional group from the 5th and 6th grade. Mrs. Henderson will have the High School group. Miss Matsumoto and Miss Horimoto have charge of the younger girls.

PLAYGROUND

Playgrounds have been established at five points in this Center under the general leadership of Miss Lila B. Harrison. Two hours of directed play and story telling is held each morning and afternoon.

During the first week, in 37 sessions, the average attendance was 20 per session.

A serious threat has developed in certain places due to block pride and patriotism. Children are increasingly unwilling to come to other blocks for their play, and are unwilling to have some other block for play. This unforeseen difficulty is baffling.

STORY TELLING AND READING

The Reading Club is in progress with seventy-nine registered readers. The children are reading books about other lands which they chose to explore.

The story telling is being done under Miss Baxter and Miss Howell, and is correlated with the work of the playground committee.

DAY CAMPING

Because of the excess of rain, we found day camping impractical the first week.

The plan calls for three groups each week; Monday and Friday, Elementary School children; and Wednesday, the Junior High School children. Not much interest has yet been observed in this activity.

PARTIES AND SOCIALS

The Center has been divided into five areas on the basis of the number of young people in each area. Committees and sponsors have been organized in each area.

The first social affair by this group is to be held Friday, June 9, in Mess Hall 15. The plan calls for three events during each week. Miss Harris has given a great deal of time and effort to the preliminary organization of this activity.

SUMMER BREEZE

Mrs. Ballard is advising a group of about 20 young people (all but three who are Junior High School students), in the publication of a weekly mimeographed sheet which they have named, "Summer Breeze". The first issue came from the press at the end of the first week and gave a description of Summer Activities.

ARTS AND CRAFTS

Miss Jamison has formulated a great variety of activities in this area.

The younger children's program functioned very well the first week. They are participating in miscellaneous art and craft activities. Surprising interest has been shown by adult women and a few men in basketry and fabric painting. The obtaining of materials was delayed. The actual work of this group will not begin until the second week. A total of 105 people have registered with Miss Jamison for various activities.

It is expected that new work will start as interests develop and as new leaders in this field come from Jerome.

MOVIES

The committee under Mr. Singu's leadership has planned for one show each week to be presented three times at regular movie houses. If interests justify, the number of shows will be increased to two each week. The first showing is set for Monday, June 6.

PAPER COLLECTION

Under the leadership of Mr. Beasley, the community and Scouts organized the collection of scrap papers. Mr. Ikebasu has been in charge of the Scout workers. In the first week, 5,100 pounds were collected and sold to a McGehee buyer.

SUMMER FESTIVAL

The Community Council named July 3 to 8 as Summer Festival week. A general committee of the community, composed of 15 representatives of various organizations, is laying plans for this festival. It will be a culmination of Summer Activities. The Fourth of July will be designated as playday with a special program in the evening welcoming the new Jerome residents.

PART-TIME WORKER

Since the school session closed on May 19, seventy-five students have been assigned to part-time work through the Office of the Guidance Counselor, up to June 7.

GENERAL ACTIVITIES AND PROBLEMS

PERSONNEL

Because of the variety of programs and the scarcity of school staff, leadership has been a major problem. This has been relieved somewhat by the addition of two new persons on an emergency basis and by the promise of additional workers coming later this month and on the first of July from the Jerome staff.

WEAK PLACES

We failed to reach the public adequately. The reliance on the Block Managers to make clear the program did not prove effective. The interval between school and the beginning of Summer Activities made it difficult to get in touch with the young people of school age. The activities are so widely scattered that the administration checks are very difficult to obtain. The voluntary nature of the work makes difficult and, perhaps undesirable, a very rigid record keeping.

The impossibility of having an exact schedule of time and place at the very opening made it more difficult to get the wheels to turn. However, in the voluntary program of this sort, a rigid schedule might be self-defeating.

The morale of the leaders is good. Our concern is to get more of the idle young people and children to participate. Particularly, it has been difficult to get in touch with the people of high school age.

E2.64

MEMO TO: All Members of Staff

FROM: Frances S. Cushman, Acting for A. L. Harris

DATE: July 17, 1943

A communication was received today from Lester K. Ade stating that a report would be requested at the end of the summer activities session which would include the following information: "I hope you will plan to give us a brief report on the experiences of all of the children in the four suggestive areas of activity, namely:

- I. Improvement of Health and Well-being
 - A. Camping
 - B. Athletics
 - C. Cooperation with Health Officials
2. Opportunity for Self-Expression
 - A. In the Arts
 - B. In Free Discussion of the American Scene
3. Opportunity for Work Experience
 - A. Elementary School Children
 - B. Junior High School Children
 - C. Senior High School Students
 - D. Special Training Needs
4. Opportunity for Group Experiences
 - A. In Projects for Civic Betterment
 - B. In Club Work"

I am suggesting that as your work progresses, you might make notes which would facilitate the preparation of such a report at the end of the summer. A brief summary of your activities should be prepared and turned in to the office of the Director before leaving the project.

Frances S. Cushman

Frances S. Cushman
Acting for A. L. Harris