

E2.506

67/14  
C



E 2.51

MINUTES

Meeting of Representatives of National Agencies and the W. R. A.

Leadership Training Project

August 25, '44

This meeting was called by Mr. Marshall Stalley, Community Activities Advisor, War Relocation Authority, following suggestions made during an informal discussion between several agency representatives in the office of the Community Management Division in Washington, D. C., July 6, 1944. It was called to give an opportunity for those national agencies interested in group work and community activities in the Relocation Centers to consider together the possibilities for strengthening the program, particularly through the pooling of resources for leadership training.

Present were:

Mr. Marshall Stalley, Community Activities Advisor, War Relocation Authority, Barr Building., Washington, D. C. Presiding.

Mr. Martin Sherry, Relocation Division, War Relocation Authority, Barr Building, Washington, D. C.

Mrs. William H. Chambers, National Board, Y.W.C.A., 600 Lexington Ave., New York City

Mr. George Corwin, Y.M.C.A., 347 Madison Avenue, New York City

Miss Mary F. Fiedler, Camp Fire Girls, New York City

Miss Juanita Luck, Children's Bureau, Washington, D. C.

Miss Marion F. McKee, Girl Scouts, Inc., 155 E. 44th St., N.Y. City

Mr. Masao W. Satow, Y.M.C.A., 3209 W. Highland Avenue, Milwaukee 8, Wisconsin

Miss Dorothea F. Sullivan, Catholic School of Social Work, Washington, D. C.

Mr. Tom Bodine, National Japanese American Student Relocation Council, 1201 Chestnut Street, Philadelphia 7, Pa.

Invited -- not present:

Miss Bernice Bridges, American Youth Serving Organizations

Miss Esther Briesemeister, National Board, Y. W. C. A.

Dr. Stanley Harris, Boy Scouts of America

Miss Clara Kaiser, New York School of Social Work, New York City

Mr. Stalley reported that following the July meeting in Washington he had written to four Relocation Centers asking about the interest of



administration and resident leaders in a national agency team approach to a ten-day to two-week leadership training institute in the Centers. This inquiry was based on previous and recurring requests for help with leadership training. He had received three favorable replies from Community Activities Supervisors: Dr. Nat Griswold at Rohwer, Mr. Arthur Griswold at Gila, and Mr. Axel Nielson at Manzanar.

After discussion to clarify the background of the centers and the community activity needs for those present who had not visited relocation centers, it was generally agreed that this group desires to accept the invitation of the three centers, Rohwer, Gila River, and Manzanar, to hold leadership training institutes in these centers.

The business of this meeting became, then, to outline as clearly as possible I. The objectives of the leadership training project II. The population to be reached III. Personnel for the team visits. IV. The proposed visitation calendar V. Institute procedures VI. Immediate next steps.

The group recognized that the Y. W. C. A. and Y. M. C. A. had made repeated efforts to give leadership training in the centers during the past two years, not only for their own groups but for other interested community leaders. By the nature of the situation it has been impossible to cover the entire field speedily or effectively enough. Many of the old leaders have relocated and new leaders are constantly moving to the outside. This new cooperative training project could greatly strengthen and expand the training opportunities through enlarged personnel, better preparation and coordination, and cooperatively planned program content. It would also widen the scope by making provision for greater cooperation and more continuous supervision on the part of the W. R. A. Community Activities leaders.

#### I. Objectives

The common denominator for all agencies: to meet the needs of people wherever they are.

#### Specific Objectives of Leadership Training Project

1. To help individuals to grow through the group experience.
2. To train community activities leaders and club officers, both volunteer and paid.
3. To recruit more leaders.
4. To strengthen individuals and groups by contact with national agencies.
5. To assist voluntary relocation.

It was pointed out that the institutes might be criticized by some as a tool for entrenching leaders in the centers, and by others as an Administration means "to pry out" evacuees.



## II. Population to be Reached

### 1. Groups

Organized clubs -- national agency and block, etc.  
Play groups  
Informal adult groups  
Mass activity groups

### 2. Types of Activity Leaders -- Paid and Volunteer

Community Activities Leaders, i. e., music, dramatics, etc.  
Club leaders, i. e., scouts, etc.  
Club officers  
Advisory Boards and Committee Groups

## III. Personnel for Visiting Teams

Camp Fire, Children's Bureau, Boy and Girl Scouts, Y. M. C. A. and Y. W. C. A. all have field staff. It may be advisable to call on local and regional staff to supplement national staff.

Miss Luck, Children's Bureau, Miss Briesemeister, Y. W. C. A. and Mr. Satow, Y. M. C. A. could probably be counted on as a team nucleus to make a continuous tour together for from six to eight weeks. The Girl Scouts and Camp Fire Girls would need to explore possibilities with their national and regional staffs. None from these two agencies could be available for long periods but could take some special briefer part. (Here the group warned against scattered, unprepared leadership.) The Boy Scout representatives were not present and will need to be contacted.

## IV. Institute Procedures

1. Sponsorship -- Advisory Committee of National Agencies
2. Evacuee participation in advance planning; a resident committee, including block manager representation.
3. Advance preparation of at least one week in the centers by a staff coordinator who will stay through and be part of the institute. The same coordinator need not necessarily function for all three centers.
4. The coordinator will work with Mr. Stalley and the Community Activities Supervisors in planning contacts, will represent the interests of all the agencies, coordinate with other agencies and recruit supplementary leadership for the team, either from local, regional or national staffs.
5. Team preparation through use of prepared material such as: objectives of institutes, content of course, background information regarding the evacuation, the centers and relocation.
6. Institute period to be approximately two weeks.
7. Suggested group meetings during the period: all groups together for basic philosophy of group work, simply and



7. practically outlined; separate groups such as club officers and advisory boards; agency meetings; workshops, as drama, music, etc.
8. Use of skilled and trained leaders within the centers.
9. Evaluation of institutes.
10. Follow-up through already established activity channels, i. e. Y. W. C. A. scouts, etc.

V. Proposed Calendar and Coordinators for three Centers

Rohwer	Monday, October 16, arrival of Coordinator Tuesday, October 24 -- Friday, November 3, the Institute Coordinators: Mr. Arno Haack, or Masao Satow or Esther Briesemeister Team: Mr. Stalley, the Coordinator, Miss Luck, plus one to be chosen
Gila River	Monday, October 30, arrival of Coordinator Tuesday, November 7 -- Friday, November 17, the Institute Coordinator: Mr. Satow Team: Mr. Stalley, Miss Luck, Mr. Satow, plus one to be chosen
Manzanar	Monday, November 13, arrival of coordinator Tuesday, November 21 -- December 1, the Institute Coordinator: Miss Briesemeister Team: Mr. Stalley, Miss Luck, Miss Briesemeister, plus one to be chosen.

VI. Immediate Next Steps

1. Mr. Stalley to write to Rohwer, Gila and Manzanar reporting this meeting.
2. Miss Luck and Miss Sullivan to prepare outline for content of institute.
3. Mr. Bodine to secure list of nisei qualified and available for team.
4. Mr. Corwin to write Mr. Haack in St. Louis about acting as Rohwer coordinator.
5. Mrs. Chambers to clear with Miss Briesemeister about her participation.
6. Miss McKee and Miss Fiedler to explore availability of regional staff from the Girl Scouts and Camp Fire Girls for leadership on teams.
7. All members of the group to write Mr. Stalley in Washington any suggestions, between September 5 and 15.
8. Mrs. Chambers to send draft of minutes to Mr. Stalley for correction and distribution.
9. Next meeting of this Advisory Committee -- Friday, September 15 at 9:30 a.m. in Room 807, Y. M. C. A., 347 Madison Avenue, New York City. Notices to be sent by Mr. Stalley.



C W.

## SOME LEADERSHIP "DO's"

By Ethel Bowers

If you are planning to become a recreation worker you will want to know beforehand what personnel qualifications are important, how to prepare yourself for leadership in recreation, and how to meet some of the situations which arise.

### The Leader's Preparations

The prospective leader will want to make definite preparations from the point of view of physical, mental, and professional needs and requirements.

#### Physical Preparation

The play leader should always present an attractive appearance.

Dress suitably for the occasion. Party clothes on the playground or at the community center are as out of place as sports clothes at a banquet or picnic, or beach togs on city playgrounds or streets.

Be well groomed. Such matters as proper haircuts, shaves, manicures, and conservative make-up are more important than you think. And of course no recreation worker would go on duty chowing gum or with his breath smelling with liquor!

Get enough sleep. Loss of sleep may mean short temper and slow wit.

Eat proper food. Avoid eating when you are hot and tired and stay away from cheap cafes, especially in hot weather. If this is unavoidable, select foods you know to be safe. A diet of soda pop and hot dogs, especially when you are rushed or overworked, will take its toll, and so will hard-to-digest foods eaten just before an exhausting program or when you are under nervous strain.

Observe good health habits. Discover the routine which is satisfactory for peak efficiency and vitality, and follow it.

Find satisfying personal recreation. Too violent recreation before going on duty burns much energy.



### Mental Preparation

A play leader should approach his group in the right frame of mind.

Have a clear mind. Leave your worries at home and avoid mental conflicts. It doesn't help to relive a recent quarrel.

Be genuinely enthusiastic. It's useless to make a pretense of enthusiasm. Go into some other work if you find you are not generating 100 per cent pure enthusiasm most of the time. But it's only fair to remember that even the best leaders have "off" days!

Cooperate with fellow workers. A chip-on-the-shoulder attitude does something very unfortunate to you. Be careful not to expect or demand all of the credit. It's a case of sharing with others.

Be friendly with participants. The greatest troublemaker may have the most unfortunate background and may need your friendship most.

Be "personally impersonal." It's easy to be overfriendly and lay yourself open to the charge of having "teacher's pets." Silly sentimentality has no place on the playground.

Be a "builder-upper." Avoid being a "tearer-downer," always pricking holes in other people's balloons.

Show good sportsmanship. Always try to be the personification of good sportsmanship, fair play, and genuinely democratic procedures. Guard against any tendency to be "bossy," to dictate, to patronize people, to talk down to children.

### Professional Preparation

The good leader never trusts to inspiration to provide a program, but makes adequate preparation for each day's work.

Make a plan. Ideas aren't likely to come to you in the middle of a program.

Try to make your plan work. But, if it doesn't work, change it on the spur of the moment. Avoid inflexibility as you would the plague!

Have emergency materials on hand. Always have in mind games requiring no equipment which you can use at a minute's notice.



Read, clip, file, keep scrapbook. Clip that quiz or puzzle you see in the newspaper or magazine. Some day you'll wish you had it!

Keep growing. It's fatal to think you know it all. Always keep growing. Live not only for today but reach out for tomorrow, next week, or next month. Set up objectives for the things you hope to do by next year; then work to accomplish your goals.

Keep learning. Think of your education as never completed. Everyone can teach you something, and there's help to be gotten from leaders from other agencies and communities.

Take courses. A closed mind is definitely a liability. Courses in public speaking, radio dramatics, commercial art, journalism, practical psychology, sociology, can open new fields.

Attend conventions. It's a mistake to be too sure your city has the best program and it can't be improved! At conventions you learn of the best procedures, not only in meetings but in small group conferences and in talking with individuals from other cities.

Visit other centers. Every worker develops his own methods. You can learn much from watching others work.

Experiment and create. All the instruction you need isn't to be found in books. You'll find greater joy personally and develop better programs if you experiment with ideas and create new patterns to meet your particular needs.

### About People and Their Interests

If your program is to be successful you must like people and understand them. Always remember that individual people have individual interests and preferences. No hard and fast rules, can be laid down, or course, and every rule has its exceptions, but here are a few of the different kinds of interests which help make individuals the kind of people they are.

#### Types of Interests

Athletics. Some people have special skills in athletic games and sports. They usually prefer strenuous activity to sitting still for long periods. They are sometimes shy in social gathering.

Creative. People who are creative are frequently unskillful in athletics and do not enjoy physical exertion as much as people with athletic interests. They are often very skillful in music, drama, arts and crafts, and hobbies, and they enjoy the company of other creative people.

Social. People with predominately social interests enjoy the society of the opposite sex and are enthusiastic about parties, picnics and dances, especially with members of the opposite sex.



Mental. Many individuals are more interested in books and studies than in people. They are often lacking in physical skills and are not clever in using their hands.

Another thing to remember about people is that some individuals are naturally "joiners" and find their enjoyment in being associated with groups. These are the people to whom you naturally turn in starting a social recreation program, for they are usually interested and cooperative, and can be depended on to help. There are many other people, less "out-going," whose interests must be discovered so that they may be drawn into the program.

It will help you, too, in dealing with people to keep in mind the fact that individuals from their earliest years go through a number of stages of development. These are not always clearly defined and often overlap. People develop differently from childhood to later years and do not follow the same pattern.

It is generally true, however, that in the first few years of their lives boys and girls play together easily and are not conscious of the opposite sex.

Later boys do not want girls around, seem to prefer their own gangs, and pay little attention to girls except, perhaps, to tease them! Girls, too, for the most part seem to prefer their own groups, but many recreation leaders believe that girls often grow out of this stage sooner than do boys.

Before long, however, the time comes when boys and girls become conscious of each other and are shy and self-conscious, though at the same time they are interested. This interest grows with adolescence until boys and girls reach the stage of being very conscious of each other. Someone has said that adolescence is a battleground of emotional upheavals-- no one can predict what an adolescent will do! It is for these adolescents, with their contradictory moods and emotional upsets, that the most wise and sympathetic leadership must be provided. People who try to lead young adolescents as they would kindergarten children fail utterly.

### Leadership

The all important essential in developing a recreation program is leadership. Comparatively few people are really creative leaders, with ideas and the ability to transfer these ideas into action. Many others are good imitators, without many creative ideas but capable of putting other people's plans to work. It is the responsibility of the recreation organizer in charge of the program to find the people with creative ability, help them develop it, and give good ideas or patterns to those who are less creative.

In looking for people to serve on committees or councils, to train as junior leaders or as adult volunteers or in selecting a paid staff worker, the following qualities as outlined by one successful executive should be present:



Character Assets (or wearing qualities)

Sincerity	Self respect
Loyalty to a cause	Tolerance
High ethical standards	Dependability
Courage	Adaptability

Social Assets

Attractive appearance	Cheerfulness
Friendliness	Contagious enthusiasm
Pleasant voice	Courtesy
Use of acceptable language	Sense of humor
Pleasing personality	

Leadership Assets

Genuine interest in people	Judgment
Organizing ability	Cooperative spirit
Initiative	Creative imagination
Vision of the whole	Perseverance
Ability to think clearly	Abundant vitality
Common sense	

General Assets

A general knowledge in many intellectual fields  
Technical knowledge in one or more fields  
Interest in further study

The Program

Planning the Recreation Program

There may be times when it will be necessary for you to work alone in planning and conducting a social recreation program, but the desirable procedure is to have working with you a committee, council or leaders, either paid or volunteer, selected and trained for the activity.

In preparing your program, work with people rather than for them. Before making plans the leader and his assistant, be they juniors or adults, volunteers or paid workers, should have a conference and ask themselves these questions:

Who? Whom are we trying to serve? What ages? What sex-- numbers of each? What background? What likes and dislikes? What previous experiences--successful?

Where? Indoors--Size? Shape? Advantages? Disadvantages? Outdoors--Suitable? Unsuitable? Transportation difficulties?

When? Hours? Day? Week? Month? Season? Nearest holiday?



Why? Fun, celebration, loyalty, money raising, etc.

What? What kind of a program? Indoors? Outdoors? Dance?  
Party? Treasure hunt, etc.? Picnic, etc.?

How? What leaders? What helpers? What decorations?  
What supplies? What refreshments, if any, to give or to sell?

After asking and answering these questions to the best of their abilities, the leader and his helpers should begin to formulate a program and select suitable activities based on the answers they have given.

#### Some Practical Suggestions to the Leader

Be in evidence. When planning decorations and program, be sure to arrange for a distinctive emblem, badge, costume or hat for the leaders to wear so they may be easily found in the crowd and may have the prestige that comes with serving on a committee.

Be prepared. Be sure to gather all equipment and supplies ahead of time, and don't have last minute rushes to make prizes or to tie up packages. Have helpers already primed to give out equipment quickly and quietly while the leader explains the game. Most important of all, have emergency material and ideas, and for an outdoor party be sure to have a complete indoor program planned and facilities available.

Be refreshed. Don't hurry and worry up to the minute guests begin to arrive. Try to get all preparations completed in time for a rest, a leisurely meal, a bath, and careful dressing and grooming. A hot, worried leader starts with two strikes against him. A well-fed, well-poised, well-groomed leader commands more respect.

Be at ease. Wear clothes which are comfortable yet suitable. See to it that your mind keeps as cool and orderly as your personal appearance. Take time to chat, to smile, or joke a bit, even if you are scared and sick with stage fright! By all means avoid nervous indigestion by eating easily digested foods some time previous to the program.

Use the margins. Use the first few minutes to check all details with your helpers. As the first guests arrive, chat with them to get a sampling of the attendance. Use the odd moments, the margins of time, all through the program to become better acquainted with the guests.

Feel the pulse of the group. Draw out the early arrivals, get them to express themselves, to tell what they like and dislike; what they have done recently; what they would like to do. Learn if you can their pet "peeves," the things that thrill them. This is called "feeling the pulse." Build the program as much as possible on the results of this "pulse-feeling."



Plant the seeds of ideas. Use these odd moments of time before, during, and after a program to "Plant the seeds of ideas," to suggest new programs, new methods, changes which are advisable, wholesome attitudes.

Redirect impractical ideas. When a guest makes suggestions which are impossible at the moment, try to praise his interest and change his thinking by a constructive suggestion which re-directs his initiative into the right channels. Try not to kill the initiative of such a person, for some future idea might be very helpful. If his suggestions are absolutely out of the question and the guest is insistent, try to pass them off with a smile, a joke, or a promise to consider them later when you are not so busy. Or take him off in a corner and have a heart-to-heart talk with him on the pros and cons of such a program under these circumstances.

Find a niche for everyone. Every group has its misfits, those who are too shy, too noisy, very slow, very quick, very aggressive. Try to spot them early, and with a nice word and a smile find a niche for them. One of the best answers is to give them activity, something to do with their hands, move furniture, open windows, help with decorations, be score keeper, or, if dependable, be captain or leader of a group.

Prime leaders. At planning meetings, and again before the program starts, be sure to remind your leaders of their parts in the program. Many spontaneous appearing programs are really very well-planned because "sub rosa" leaders are primed for their parts.

Place leaders. Scatter your leaders in the group where their abilities or knowledge or your instructions will give the best results. This is especially important in grand marches and square dances where trained people are expected to take the leading places and the most inexperienced take the last positions; and in many games and stunts depending on a few who "are in the know" to volunteer apparently spontaneously to be the "goat" or to perform some special part.

Give responsibility. Give as much responsibility as you can to helpers and volunteers, and even the guests themselves. However, be careful. Do not give too much to an individual who is not prepared for it, for if he fails he will be very discouraged. Give only as much as he is ready to take and to handle successfully.

Help folks to succeed. After giving responsibility, allow people time to work out their own methods. But if you find they are not succeeding, try to help with a smile, a word of praise, constructive suggestions and, if absolutely necessary, pitch in and do the job with them, but give them all the credit and praise.



Give credit. Be sure to thank those who help! Not to do this constitutes a serious omission. Here are some of the ways in which members of boards, councils, committees, clubs, and leaders can be thanked for their service:

Thank them in person, privately. Write a letter of thanks, or better still, have the president of the organization, or someone in authority write on official stationery. Thank them in public. During or at the end of a program be sure to give public recognition to the people who have made the event possible --the council or committee members, your assistants, the pianist; any entertainers, those who were responsible for the decorations, favors, or food. Ask them to stand up and receive the applause of the audience. Tell of their fine work and praise them in front of others.

Reserve seats for your volunteer leaders at important functions, or have them sit on the platform. Give your volunteers badges to wear when on duty and certificates, preferably with the seal of the city imprinted on them, at some annual banquet or founder's day. Honor them with a party, picnic, or banquet. Post their names on the bulletin board. If possible get their names in the local paper. Take snapshots of them and post on the bulletin board with their names. Get a news camera man to take an official photograph to publish in the paper. Include their names in your annual report.

### Conducting the Program

#### Some Questions and Answers

Where to start? Start a program at the far end of a room away from the entrance, with the players gathered in a corner around the piano, a table, or some other rallying place not too near the point of arrival. Or, if out of doors, near a platform, the steps of a building, or in the shade of a large tree.

When to start? Always on time, when the first two or three people arrive. Never start late and never keep people waiting until all have arrived or certain dignitaries are seated.

Where to stand? So that your back is to a blank wall, bushes, trees, or open space without moving objects. Face the group and any moving objects there may be such as late-comers or glaring lights. Always arrange it so that the group will not face these distractions.

What do you think about? Something like this: "These people are my friends. They are human beings with emotions. They may be tired, worried, jittery from the day's duties. Each is thinking his own thoughts. What can I do to help them enjoy each others company, think and act joyously together, to relax and forget themselves and go home refreshed?"



What to do? Think through carefully what you are going to do and say to break the ice. Plan the first game step by step. Know how you are going to present it and to organize it. Be sure you know the rules. Decide who will start the game, what he will do as a first and second step, and what the others will do.

What to say? Be yourself! Be friendly. Use simple informal words, "Hello, people," "Good evening, everyone," or "Well, here we are, already to start."

How to enlist cooperation? If you have already met with the committee or council you will have urged them to arrive early and to enter enthusiastically into anything you suggest. If such leaders are not present, enlist the cooperation of the first arrivals by such simple remarks as "Let's get something started," "Will you help me pep up this crowd? I need your help."

How to arouse curiosity? One of the best ways is to get a small compact group of people laughing and shouting so the late-comers will draw near to see what's going on. Another way is to motion the players to come to you with such an invitation as "Come here a minute. I have something to tell you (or ask you, or show you)." Some leaders have a simple game, stunt, or trick they can start playing until one or two show interest and are allowed to try their hand at it. Other leaders sit down at a piano and start playing singable songs until a crowd just naturally gravitates to the piano.

On some occasions it is necessary to be introduced by a chairman or master of ceremonies, but this is a very formal, cold method and the leader must counteract it by some informal friendly remarks.

What to select? The first few activities are very important. Choose games which are simple but not childish, and that are well known--but have a new twist--or easy to learn. Rhythm is an excellent means of binding people together. Music helps them forget their worries and get into the play spirit; stamping and clapping help relieve tension and overcome shyness, and jumping up or stretching and shouting give those with too much energy a chance to blow off steam. If we can combine all of these with a good laugh, we have the perfect ice breaker.

The leader's attitude? Always keep in mind the old saying "you can catch more flies with honey than with vinegar." Never blow the whistle unless the game demands it, then make it short and sharp. Don't be a traffic cop, don't be bossy. Don't drive.

What expressions to use? Instead of saying "you must," a wise leader says, "I would like you to," "If you will," "If you please," "Will you now," "If you don't mind, please."



How to put people at their ease? Try to get them laughing. Bring in the shy ones and the latecomers with a personal word or get your helpers to encourage them to join the group. Give shy ones something to hold or do with their hands. Find partners for them or get your helpers to draw them into the game.

Praise people through such phrases as "That's fine," "That was well done." But always be sincere in your praise.

How to emphasize your instructions? Instead of repeating your instructions after you have given them the rules of the game once clearly, carefully and slowly, ask them where they go, what they do first, second and so forth. In this way you not only repeat your instructions but you emphasize them, hold the attention of the players, and give the noisy ones a chance to use up their excess energy by shouting the answers.

How to control noisy participants? Such people are seldom really antagonistic. They are merely show-offs or have too much energy. Don't boss them, cross them, or "bawl them out," but persuade them into cooperation, and always with a twinkle in your eye. Praise them, play them up so they are conspicuous in a friendly way, such as "Now this tall young man can do it, I'm sure" or "This group of boys wants to sing, so we'll let them sing for us right now." Never, by any sign, let them know that you have lost your temper.

How to handle troublesome players? Occasionally one or two individuals will create such disturbances that some action must be taken. In handling the situation your first approach may be to the group as a whole. Make your appeal to them, perhaps in this way, "Now listen, people, there are 100 of you and only one of me. How about giving me a break? I can talk pretty loud but not as loud as 100 of you talking at once. How about quieting down while I give you directions, then when we play the game, make all the noise you want. Will you help me out?"

Perhaps it will be necessary to secure the help of some members of the group. Explain the problem and ask to work with you on it in a quiet friendly way. One leader asks her committee members to help her at parties by scattering throughout the group mixing in and playing the games, but always being on the alert for trouble.

A friendly talk with the troublemaker may solve a problem. If it is possible to praise him for anything he has done, do it at the beginning of the talk and finish on a friendly confident note that the trouble will not happen again.

How to correct mistakes? If an individual is making a mistake, move slowly, quietly toward him, while looking elsewhere,



and speak to him softly while still looking away using a sentence such as "If you use the right foot it would be better," or "Try turning to the left--it's easier." If many of the group are making mistakes, stop the game and say, "You're doing pretty well, but let's try to get it smoother." Never embarrass anyone making mistakes by speaking aloud or telling everyone that "the lady in the red dress is doing it incorrectly."

How to select people to demonstrate? If possible, train one of your helpers to be your partner or to demonstrate an activity. If no helper is available, observe the group as you give instructions and select an active, alert young person who is quick thinking, calm and poised. Usually for folk and square dances it is preferable for a woman leader to select for her partner a young girl shorter and lighter than herself, one who seems to have good coordination. It is very difficult for a woman leader to demonstrate a folk dance with an untrained man who is tall and heavy and who becomes stiff with embarrassment when brought out in front of a group.

How to give directions? Give people time to think! Speak slowly when they must digest what you tell them. Speak clearly at all times. Pause frequently. When asking someone to start a game make your request, then keep on talking while he collects his wits and is prepared when you stop talking and want him to start. Nothing is more embarrassing than to be called upon to perform and have many eyes focused on you while you go through the tortures of stage fright and having your mind go blank. People must have time to think.

### Things to Remember

Give all a chance. Try to include all in your activities --all ages, all types, both sexes, all abilities. If some of the group do not wish to participate, do not urge them and do not make them conspicuous, but at least invite them to join you so that they will feel that they're wanted.

Never have "goats." It is poor leadership to make someone the goat of a stunt, putting him in an impossible situation, holding him up to ridicule, having people laugh at his discomfort.

Watch out for amateur hour performers. Be sure they have high standards, suitable costumes and programs.

Be on guard against "show-offs." Don't let them spoil the fun of the others. Avoid showing shock! There are always people who will try to get you excited, shocked, or worried.

A word to the wise. Keep what you are told to yourself or, if it seems of sufficient importance, tell it only to the proper official. Sometimes be ignorant! If there are hard feelings it is best to ignore them when conducting a program.



Invite the players to come again. Just before the closing activity be sure to call all the players up close to you as you stand on a platform, bench, or some slight elevation, and tell them of coming events, urge them to return and tell their friends about "out good times" and bring them along next time.

A program must never peter out. Always end on a high note with a lively activity, a friendly song, or a patriotic theme. Your job is not done until you've said a word of farewell to as many individuals as possible and expressed the hope that you would see them back bright and early the next time. Keep on smiling until the last person is gone.

Cleaning up. Before the party even starts it is well to assign certain people to the cleaning up job at the end. These are usually your committee members or helpers. If no one has been appointed, try to enlist the cooperation of those who have lingered by saying something like this, "I need a tall man to help me. I wonder if you'd mind closing windows for me?" The leader should always pitch in on the cleaning up job, making a game of it with a laugh or joke or his own contagious enthusiasm. It takes a great deal of energy or a good actor to carry on a whole evening's program and still be an enthusiastic leader though the midnight clean up process.

Telling the world. The evening is not over until the leader or a dependable publicity committee chairman has given an interesting, well-written, account of the event to the local paper.

And after the party. A day or two after the party the leader and all helpers should meet, preferably at a party of their own, to discuss the success and failures of the program. Someone should serve as secretary, jotting down notes which will be useful when the next event is planned. Games which were enjoyed should be listed. The correct names and addresses of people who showed interest, enthusiasm or talent should be secured and recommendations for changes should be itemized in detail. Don't dwell on the failures but on what can be done to avoid such situations another time.

All of these notes should be typed in the near future and put in a folder as a constructive guide for the next program. The names, addresses and phone numbers of the committee members together with the duties they performed should be included.

---

"Recreation", February 1944



## MINUTES

Meeting of the Advisory Committee of the National Agencies to the  
War Relocation Authority

Friday, September 15, 1944, 9:30 a.m. in the Offices of the Y. M.  
C. A., 347 Madison Avenue, New York, New York

### Present were:

Mr. Geo. B. Corwin, Chairman, Y. M. C. A., 347 Madison  
Avenue, New York City  
Mrs. M. P. de Westfelt, Girl Scouts, 155 E. 44th Street  
New York City  
Miss Ruby B. Lattimore, Camp Fire Girls, 88 Lexington  
Avenue, New York City  
Miss Mary F. Fiedler, Camp Fire Girls, 88 Lexington  
Avenue, New York City  
Mr. Thomas Bodine, National Japanese American Student  
Relocation Council, 1201 Chestnut St.,  
Philadelphia 7, Pennsylvania  
Miss Juanita Luck, Children's Bureau, Washington, D. C.  
Mr. Martin Sherry, Relocation Division, War Relocation  
Authority, Barr Building, Washington, D.C.  
Mr. W. C. Sutherland, National Recreation Association  
315-Fourth Avenue, New York City  
Mr. W. J. Kitchen, Y. M. C. A., 167 Tremont Street,  
Boston, Mass.  
Miss Esther Briesemeister, Y. W. C. A., 600 Lexington Ave.,  
New York City  
Miss Bernice Bridges, Associated Youth Serving Organizations,  
134 East 56th Street, New York 22, New York  
Mr. Marshall Stalley, Community Activities Adviser, War  
Relocation Authority, Barr Building,  
Washington, D. C.

### Invited - but not able to attend

Mr. Charles Brightbill, Associate Director of Recreation  
Office of Community War Services, Federal  
Security Agency, Washington, D. C.  
Miss Dorothea F. Sullivan, Catholic School of Social Work,  
Washington, D. C.  
Mr. Masao W. Satow, Y. M. C. A., 3209 N. Highland Avenue,  
Milwaukee 8, Wisconsin.  
Dr. Stanley Harris, Boy Scouts of America, 2 Park Avenue  
New York City



Minutes - September 15, 1944

2.

Mr. George Corwin as Chairman reviewed the agenda of the meeting as follows:

- (1) To determine finally who the coordinators would be.
- (2) To discuss the report of Miss Luck and Miss Sullivan regarding program content.
- (3) To determine the members of the teams - who will participate in the three Leadership Training or Recreation Institutes.

It was definitely agreed that the following people would be the Institute Coordinators:

Bohwer Relocation Center - Mr. H. J. Kitchen - Y. W. C. A.  
Gila River " " - Mr. H. J. Jace - Y. W. C. A.  
Manzanar " " - Miss Esther Eriksenolster, Y. W. C. A.

The Community Activities Supervisors at these three centers are:

- (1) Dr. Nat Griswold, Bohwer Relocation Center, Relocation  
Arkansas
- (2) Mr. Arthur Griswold, Gila River " " Rivers  
Arizona
- (3) Mr. Aksel Nielsen, Manzanar " " Manzanar  
California

In response to the statement sent out by the Community Activities Adviser of the War Relocation Authority to the several relocation centers, letters have been received from the three centers stating their very real need for Leadership Training and their interest in having the team from the National agencies provide this service. Mr. Stalley read excerpts from these letters as follows:

(Note: Excerpts of these letters are indicated in order to give the members of the Advisory Committee and team members specific ideas of the needs at the centers as expressed by the centers themselves.)

"We have held a number of conferences in regard to the Leadership Training Program for October under the auspices of certain national organizations, such as, Y. W. C. A., Boy Scouts, etc. We welcome the prospect of such a training institute at that time. However, from our experiences last year, we would like to make certain suggestions with reference to that program.

"First, we think it would be helpful if a person could be sent three days in advance of the actual training weeks. Such a person should be able to assist us in enlisting leaders and in setting-up the actual schedule. If such a person were qualified to speak before assemblies of people and



challenge them to places of leadership in the community, he would be of great worth throughout the training period. His value would be doubled if he could speak Japanese! We need the understanding and support of parent groups for such a program as this.....

"Second, we hope each worker who comes will be able to conduct an actual workshop in the area of his interest, that is, in scouting, etc.

"Third, the groups which greatly need help in securing leadership in Rohwer are Y. B. A., P. T. A., Boy Scouts, Girl Scouts, Young Peoples Christian Fellowship, Y. W. C. A. (especially high school workers), Y. M. C. A. (especially high school groups), school clubs and organizations. The adults in the center need help in devising organizations to meet the local situation.

"We already have a list of proposals to be used in preparation for the Leadership Training Institute. However, these concern us in local situation only. We would like to know what financial responsibility the cooperating groups would expect us to assume.

"We will be glad indeed if Rohwer can be included in this proposed experimental program."

(Gila Rivers)

"It should be self evident that a program of leadership training such as this will be of inestimable value to a community that is losing its leadership as rapidly as we are. In addition, a training in leadership will of itself become one of the most important contributions we can possibly make toward the early relocation of these people.

"It is agreed that there certainly is an urgent need for a leadership training program of the type suggested in your letter.

"May we unreservedly endorse the proposed plan and offer whatever services and facilities our section at Rivers can provide towards making the program a complete success.

"Locally we are proceeding toward this end immediately, but will hold further material pending your reaction to and counsel on our submitted outline."

(Manzanar, California)

"Manzanar will be very glad indeed to have a leadership training institute in the fall, preferably as early as possible. Our late teen-age and early 20's group is rapidly diminishing in numbers through relocation and we have increasingly, in common with other centers, a preponderance of



the old and the very young with increasing emphasis on the Japanese cultural activities. Probably, this is inevitable since the older people know nothing else, but it makes the task of the Community Activities Section increasingly difficult. I would say the fields in which we would like special emphasis would be in activities for women which might be coordinated with the Language Center which is just being started and group activities for children.

"Every block now has its own Recreation Hall under the general supervision of the Block Manager and a Recreation Committee of the block. Mr. Nielsen is conducting a leadership training course now for these groups, but a good many are not able to attend and some of the groups are very poor in resources. We should also like the group which comes in to work with the Youth Council and the Coordinating Committee for Young Peoples' Activities."

It was felt the above three letters will be particularly helpful to Miss Luck and Miss Sullivan in the preparation of the outline on program content. Miss Luck of the Children's Bureau reported on the discussions which she and Miss Sullivan, Professor of Group Work at the Catholic School of Social Work held on the suggested program content to be included in the Leadership Institute. Miss Luck gave the definition of a discussion which she felt was particularly appropriate to plans for the Training Institute.

"A discussion is when a group of people sit down together in a friendly manner to talk about their interests, needs, and problems and to submit any recommendations for possible agreement."

She pointed out the difficulty in the use of the term "Leadership" Institute because of the connotation "leader" has to many people, and it was suggested that the terminology "conference" might be more applicable and acceptable.

Miss Luck indicated three suggestions that the coordinator could keep in mind with his work at the centers:

- (1) Encourage the residents in the process of presenting the course, and in recruiting the participants, and organizing a Steering Committee. It is hoped that there will be no implication of the visiting fireman, since it will be the intention of the coordinators and team members to work together with the residents in arranging for a Community Activities Conference.
- (2) Lay the structure for continuous evaluation of the conference throughout its entire operation.
- (3) Relate what is to be done to the existing Community Activities program and structure so there will be possibilities for permanent value.



The following two outlines of program content for the Training course was submitted by Miss Luck and Miss Sullivan:

Sponsorship: The Advisory Committee of National Agencies to the War Relocation Authority.

Purpose: To strengthen leisure-time services to persons in War Relocation Centers by:

1. Help to individuals through group experience.
2. To train community activities leaders and club and committee officers, including paid and volunteer leadership.
3. To recruit leadership.
4. To strengthen individuals and groups by contact with national agencies who have services to extend.
5. To assist in the process of voluntary relocation.

Groups and Individuals who are to be reached by the Leadership Training Course.

Groups: Organized clubs, play groups, informal adult groups, mass activity groups, special groups, committees, councils.

Leaders: Paid and volunteer community activity leaders, club leaders, club officers, advisory boards, block leaders, committee and council officers.

Schedule: Institutes to be held in a period from ten days to two weeks. Advance preparation of at least one week in each center is to be done by a staff coordinator who will stay through the institute. The coordinator will represent the interests of all the agencies, recruit supplementary leadership for the team from local, regional, or national staff.

Organization: Suggested by the committee 8-25-44.

1. All groups and individuals meet together for basic philosophy of group work and leadership opportunities.
2. Separate groups such as club officers and advisory boards, agency meetings, workshops, scheduled in accordance with the registration for the course and the interest of the individuals in leadership training.
3. Use of skilled leadership in the center as part of the training staff, and to serve as a steering group in working with the leadership training staff.



Organization Cont'd

4. Lay the structure for evaluation of the institute.
5. Follow-up through the channels provided for this by staff, councils, and committees at the center.

The more specific outline regarding the program content is as follows:

"Content should be planned in accordance with the existing leisure-time interests and basis for organized leisure-time services, and the resources available in the center and in the community.

"Total number of sessions planned for is eight, allowing two hours for each session.

Five General Sessions

Skills shall be taught with division of total group into smaller groups with rotating leadership in skills, allowing for three sessions as a minimum for each major program skill except for special presentations to the total group.

I. Schedule for Content for General Sessions for all Participants

First Session

A. The Philosophy of group leadership.

A general presentation which may include the following: The meaning of group leadership; Responsibilities and requirements, recognition and satisfaction, and opportunities for growth and development through participating group leadership.

B. The Philosophy of group membership

A presentation of what it means to an individual to belong to a group, to include: Meaning of play to children, the significance of leisure-time activities to youth and adults, values of group membership to the individual and to society, and meeting problems of individuals through group participation.

Second Session

A. Organization for Leisure-Time Services.

1. Individuals and groups to be served. This may include a presentation of the leisure-time needs and interests of children, youth and adults.



### Organization for Leisure-Time Services

2. Ways of meeting leisure-time needs through: Family recreation, play groups, clubs, special interest groups, committees, councils, mass activities, special events and community programs.
3. Resources for leisure-time in the center and in the community. Agencies offering leadership and facilities. Informal, unorganized leisure-time opportunities (use of facilities with self direction, i. e. library, game rooms, lounge, picnic areas, etc.)

### Third, Fourth, Fifth Session

#### A. Basis for program:

Identification of interests of individuals, meeting individuals, meeting individual needs, choice of activities, varied programs.

#### B. How to plan:

The role of the leader in planning program.  
The role of members, committee, etc.  
The use of resources, leadership, facilities, equipment.

#### C. Use of Resources:

Leadership, facilities, equipment  
Resources in the center  
Community resources

### II. Demonstration and Participation of Program Skills

Content: Music, drama, arts and crafts, story telling, creative writing, out-door activities, indoor activities, nature, games, party planning, special events.

#### Method:

1. Teaching skills through participation, where possible.  
i. e., music folk dancing, etc.
2. Give enough theory, written materials, bibliography, display to supplement the demonstration.
3. Demonstrations should include suggestions for different age groups, mixed groups, family groups, etc.
4. Explanation of equipment needed, space, etc., for each demonstration. i. e., Home play - family recreation.



5. Allow time for discussion of appropriate activities for groups with which the leaders are now working, games and activities known to participants in the course, and problems in relation to use of program skills.
6. Simple bibliographies, lists, suggestions and a display of appropriate materials, available pamphlets, etc.
7. Where possible exhibits of arts and crafts, nature, dramatics, etc., should be used as an aid in teaching as well as to stimulate interests of participants.
8. Agencies operating programs in the center and other community agencies offering leisure-time services should prepare display materials interpreting their services to individuals and communities.

III. Special Groups: According to the interests of the participants in meeting their needs for leadership training. Such provision might include:

- A. Council members, club officers, block leaders, etc.
- B. Agency leadership for the purpose of developing their agency programs.
- C. Special meetings on the problems which the leaders have incurred in their service to groups, i. e., meeting individual problems

Leadership training staff should be available for consultation and conferences with personnel of the center in relation to leisure-time services.

Note: This outline is suggestions and should not be considered a pattern, since the purpose of leadership training is to give help to the leaders who are serving on the basis of their need for help."

It was pointed out that members of the team will work together as a group rather than entirely as individuals with special interests of particular agencies. In planning the program at the centers, it was felt that there should be organized a Steering Committee including representatives from the Community Council and any other groups, such as the Block Managers who will have a particular interest. There was some question as to the extent to which high schools-groups should be included because of their immaturity in relation to older people and more experienced group leaders. Some attention will need to be given to the discussion of how to organize a club and the part that the constitution and by-laws play in club organization.

It was suggested that the statement prepared by Mr. John Embree regarding characteristics of the Japanese people be made available to the team members.

Not only should the course include discussions on Group Work, but should give specific training in recreation skills, such as music, dramatics, games, arts and crafts, and social recreation. The group was unanimous in



Minutes - September 15, 1944

9.

expressing hope to Mr. Sutherland that the National Recreation Association arrange to have a representative participate in the ten-day institute at the three centers to do this important phase of the total training job. If this can be arranged, it will, probably, be necessary for the group enrolled in the recreation skills phase of the total program to meet twice a day for a full week for a ten-day period.

To a large extent, the program content will be determined by the coordinator upon his arrival at the center in cooperation with the Community Activities Supervisor and the members of the Steering Committee. The program content outline being prepared by Miss Luck and Miss Sullivan, it was pointed out, will need to be modeled in terms of the local situation and the personnel of the team who are actually available.

It is likely that some attention will have to be given to the not only problems of club leaders but also to the people who supervise club leaders.

It was agreed that each agency would be responsible for preparing three dockets of written material pertinent to recreation and group leadership training which will be used in connection with the institute.

Miss Luck will arrange to mimeograph the program content outline and send eight copies to each of the three coordinators. They in turn will be responsible for distributing the outline to team members and others.

Mr. Corwin raised the question of who would actually be available for members of the teams and the following arrangements for participation were made:

Rohwer Relocation Center - Mr. W. J. Kitchen, the coordinator for Rohwer

- will arrive at the Rohwer Relocation Center not later than Tuesday, October 17.

Miss Briesemeister agreed to arrange for the participation as a member of the team of a Nisei girl from the Y. M. C. A. in the event that this is not possible, other team members will include a representative of the National Recreation Association and Mr. Marshall Stalley of the Washington Office of the War Relocation Authority. Mr. Kitchen will be responsible for completing for team members and will work directly with Dr. Nat Griswold, Community Activities Supervisor at Rohwer and inform him of these arrangements.



Gila River Relocation Center - Mr. Masao Satow, the coordinator will arrive at Gila River on approximately, Monday, October 30. Miss Luck of the Children's Bureau will serve as a member of the team, and will assist Mr. Satow in completing the team membership. It is expected that Miss Luck will arrive at Gila River several days prior to November 7 which is the scheduled date for the beginning of the institute's regular session. Miss Briesemeister will also be available and is expected to arrive at Gila Tuesday, November 7 to stay for one week. Mr. Stalley will also be available as a team member.

Manzanar Relocation Center

Miss Esther Briesemeister of the Y. M. C. A. will be the coordinator at Manzanar, and it is expected that she will arrive at the center on approximately Monday, November 13. The institute itself will begin Tuesday, November 21 and run through December 1.

Miss Fiedler of the Camp Fire Girls agreed to secure a representative of this agency to participate as a team member.

Mr. Corwin agreed to secure the participation of a representative of the Y. M. C. A. - he will be secured locally.

It is expected that Miss Teemikami of the Kansas City Y. W. C. A. will also be available as a member of the team at Manzanar as will Mr. Stalley.

Mr. Charles Brightbill, Associate Director of Recreation Office of Community War Services, Federal Security Agency, Washington, D. C. has agreed to lend the assistance of their field representatives in securing additional personnel for the teams. If in the opinion of the coordinators, this assistance is necessary the coordinators will make such arrangements through Mr. Brightbill's office.

Summary of the Calendar - Coordinators and Community Activities  
Supervisors for the three centers

Rohwer --- Mr. W. J. Kitchen, Coordinator, Tuesday, October 17 - arrival.  
Date of Conference, Tuesday, October 24  
through Friday, November 3



Rohwer - Dr. Nat Griswold - Community Activities Supervisor.

Gila River - Mr. Masao Satow, Coordinator, Monday, October 30 - arrival  
Date of conference, Tuesday, November 7  
through Friday, November 17.  
Mr. Arthur Griswold, Community Activities Supervisor

Manzanar - Miss Esther Briesemeister, Coordinator, Monday, November 13  
arrival  
Date of conference, Tuesday, November 21  
through December 1.  
Mr. Aksel Nielsen--Community Activities Supervisor

#### Immediate Next Steps and Responsibilities

1. Mr. Stalley to prepare the detailed minutes for immediate distribution including excerpts from the three letters from the centers and the tentative outline of the program content presented by Miss Luck and Miss Sullivan.

2. Miss Luck to prepare in mimeograph form the revised outline and to distribute eight copies to each of the three coordinators.

3. Representatives from the National Agencies to prepare three dockets of written material to be mailed directly to the three relocation centers, attention - coordinator - in care of the Community Activities Supervisor.

4. Mr. Stalley to secure a statement written by John Embree for use in orientation purposes by the team members. This statement will be sent to Miss Luck to be mailed to the three coordinators.

5. All three coordinators will be responsible for recruiting additional team members, and it is understood that they will deal directly with the Community Activities Supervisors in informing them of their plans and of the arrival dates of the team members. The Girl Scouts and the Camp Fire Girls indicated their interest in helping to provide representatives from these agencies as team members. They will inform the respective coordinators what arrangements can be made.

It was suggested that records be kept while the institute is in session, inasmuch as it is likely that every relocation center will be interested in this program. Further, members of the Advisory Committee and coordinators indicated their interest in having a meeting some time during the middle of December in New York City for the purpose of evaluating the results of the three conferences, and if it seems desirable to make plans for the future.



## FACTS ABOUT THE BROWNIES

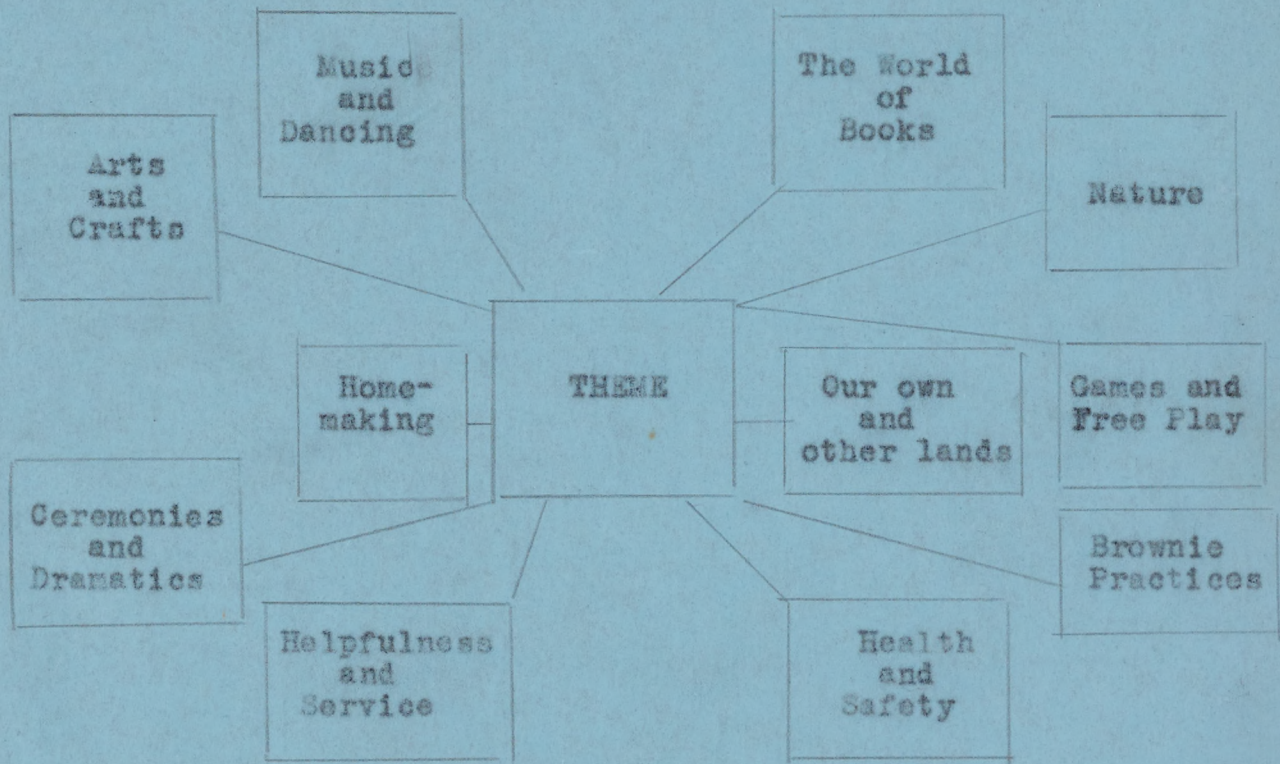
### Steps to Becoming a Brownie

1. Attendance at 4 meetings
2. Payment of dues
3. Promise

Ceremony of Becoming a Brownie  
often originated by the pack.  
Receives Brownie Pin

### BROWNIE PROGRAM ACTIVITIES ARE BASED ON INTERESTS OF GIRLS 7-10 YEAR

Suggestions on presenting the ten program fields are given the Brownie leader in "A Leader's Guide to the Brownie Scout Program." These may be carried out as a theme for a meeting or may be woven around a central theme as a holiday idea, service theme, etc.



### Each Year In The Pack

may be noted by the addition of a pendant on each Brownie's Pin.

BROWNIE LEADERS, IN ESTIMATING THEIR YEAR'S ACCOMPLISHMENTS USE  
The Brownie Leader's Yardstick, the purpose of which is to evaluate the leader's use of the program rather than to check on the Brownies. Page 207--Leader's Guide To The Brownie Scout Program.

### THE BROWNIE BECOMES A GIRL SCOUT

Fly-up Ceremony  
Receives Golden Wings



## BROWNIE PRACTICES

Brownie practices are important because they characterize the Brownie Troop as different from every day play. They are special ceremonies, procedures, standards, and customs that make of a play group a special club. Brownie practices are to be fun, and yet should strike a more serious note too--that of becoming aware of the importance of helping other folks.

For convenience, Brownie practices are classified as Brownie ways, care of troop meeting place, social courtesys. These are usually introduced in the first five or six troop meetings.

### A. Brownie Ways

1. Learn Brownie Promis (explain meaning simply)
2. Make up Brownie Motto
3. Learn Brownie songs
4. Tell use of Brownie pin, dress and other equipment.
5. Learn Brownie ceremonies selected for use by the group.

### b. Care of Troop meeting place

1. Be careful of furniture, etc.
2. Make something to add to the attractiveness of the Troop room.
3. Make some equipment if troop room is children's own.
4. Plan some system for cleaning Troop room--getting equipment out and putting it away.

### c. Social courtesies of Brownies

1. Discuss desirable traits and courtesies  
    Learned by leader's example  
    Observing how others do it (mother, teacher, etc.)
2. Read Brownie story.
3. Dramatize the right and wrong way of doing things.

(For further suggestions consult "A Leader's Guide to Brownie Scout Program" page 62.)



## ARTS AND CRAFTS FIELD

Arts and Crafts are included in the program because Brownie Program has for its objective the growth of the individual child in the group, and is based on the belief that every child has creative ability. This part of the program is for every child, not just those with special ability. There are two main objectives of the Arts and Crafts Field. (1) the appreciation of art, (2) the ability to make things. It is the experience of making things rather than beauty and art of the finished product. Appreciation of art may be developed in the Troop through discussions, excursions, and other related activities. An adventure in clay may awaken appreciation of mother's fine dishes, wood carving to the carving in the church. Don't give them "busy work" or things to copy except for special occasions such as Christmas tree ornaments or holiday crafts.

Help Brownies start an orange crate doll house, for which "candy-box" furniture can be made.

Bean bags are fun to make. Variation is to have little bells, as well as beans inside. There is a game having a board with numbered holes in it, the idea being to throw small bean bags through the hole and count up the score. A Brownie could take a cardboard box, make holes in it and number them, then make a set of six bean bags, and have a nice game to give brother or sister.

Oil cloth purse is most versatile. Cut size, fold it up from bottom to desired depth of purse, then down from top for the flap. Blanket stitch three sides. It might be divided into three compartments and filled with three sizes of nails for father.

Spool dolls are fun. Materials needed are 10 spools of different sizes, small beads, bright paint.

Clay game. Each Brownie is given one lump of clay, quite large. From it she is asked to make the face of someone she has seen during the day--funny, sad, angry, or what not. Later Leader inspects each face, or all in a group, make the rounds attempting to guess who or what kind of a person it is. Leader gives Brownies two grains of corn, small nuts, cherry pits, or buttons to make eyes. Those who want to make their clay faces funny, may choose grains, knots, or buttons of unequal size.

Spool Knitting.

### Suggestions

1. Paper dolls--various uses. Good taste in dressing, etc. Make them to represent children of different lands. Have them make up a play using dolls, or tell about the children in the country their dolls represent.
2. Dress and sew for dolls.
3. Pottery--good for Brownie's hands.



- (a) Small pins can be made--the clasp can be bought and glued in the back.
- (b) Clay puppet heads for hand puppets.
  - 1. Cut toilet roll in half.
  - 2. Cover one of the round ends with paper glued on, so the clay will have something to stick to on the end.
  - 3. This is the center about which clay is smoothed over and a head fashioned.
  - 4. When dry, paint the features with water color.
- 4. Weaving
  - (a) Tiny hand looms can be made from boxes with nails driven around edge.
  - (b) Each child might make a block for something big.
  - (c) Each child might make a hot-pad for mother.
- 5. Sit-upons
  - (a) Each child may make one to use in Troop meeting.
  - (b) Fashioned from oil-cloth and filled with newspaper, or made from sewing heavy paper together.
- 6. Hand puppets
  - (a) Body--dress with arms and head(extended a bit) sewed closed.
  - (b) Head fashioned from toilet roll covered with paper, painted features and yarn hair. This is put over the finger and used for the head of the puppet.
- 7. Envelope file
  - (a) Make a small book-shaped cover of cardobard covered with cloth.
  - (b) Paste envelopes together and attach to cover
  - (c) Tie closed with peice of yarn.
- 8. Oil-cloth Dutch-cleanser covers.
  - (a) Cut strip of oil-cloth the width of the height of a Dutch cleanser can and long enough to go around the can and fasten with a nail.
  - (b) Hem edges with colored yarn and paste or work a design on.
- 9. Pictures--made by pasting colored paper disks on black sheet of art paper.
  - (a) Each Brownie is given the same number of colored paper cut into various shapes.
  - (b) She arranges them in any way she wishes and pastes them on the black paper--thus making a picture. Red and blue colored paper is attractive on a black background.
- 10. Individual wooden trays.
  - (a) Made by cutting ply-board in the desired size.
  - (b) Drill holes around the edge about 3/4" in from the sides.
  - (c) Sew rope around the edge by using raffia and sewing through the holes. Loop the rope for the handles.



11. Arts and Crafts based on seasons of the year and special holidays.
12. Match-box furniture.
13. Draw pictures and tell the story in the picture.

### Program Suggestions for Holidays

#### 1. Columbus Day

- (a) Make tiny cardboard figures and dress them as historic figures. Tell historic facts about the day, compose a short play or pantomime, sing an appropriate song.

#### 2. Hallowe'en

- (a) Make favors for a party
  1. Nut cups surrounded by a cat's face
  2. Witches and cats.
- (b) Make caps and masks for a party.

#### 3. Thanksgiving

- (a) Thanksgiving day etiquette
  1. Girls act out a dinner pointing out right and wrong manners.
- (b) Turkey favors
  1. Use pipe stem cleaners for legs, etc., gum-drop feet, either paper colored by girls or candy wrappers for plumage.
  2. May use pine cones for body.
- (c) Walnut cup favors
  1. Cut walnut in half--fill  $\frac{1}{2}$  with candy and use as nut cup. Use other half as place card--put a tooth pick with a paper sail in it--with name written on sail.
- (d) Thanksgiving Day scene.
  1. One troop used a sand pile for the setting, however, this is not necessary.
  2. Some girls in troop made Indians, Puritan men and w women, etc., by dressing clothes pins.
  3. Others made Indian teepees by coloring and pasting paper.
  4. The older Brownies naled together a log cabin of which the pieces had been cut out beforehand. The girls made a log-effect by pasting paper straws on the sides.
  5. Some children saved little round sticks for a stock-ade fence.
  6. The girls fixed a lake with a mirror and put little paper boats on it.
  7. Trees were made by tying green fringed paper to one end of a stick.

#### 4. Valentine Day

- (a) Make valentines from wall paper and bright hearts and lace ~~stick~~ doilies.
  1. Photographs - "Our Own and Other Lands" - pamphlets

#### 5. George Washington's Birthday

- (a) Red and white yarn dolls tied in places to make arms and legs.
- (b) Party favors of hatchets, tri-cornered hats, & pin cushions



6. Easter
  - (a) Embroider tea towels with Easter bunnies on.
  - (b) Old fashioned doll--use hard boiled egg with painted features, lace doily for collar, wig of yarn.
7. May Day
  - (a) Baskets filled with flowers.
8. Mother's Day
  - (a) Make a simple gift for mother and present it at a party given for mothers.

#### Crafts Planned Around the Holidays

Christmas - Let Brownies hear of the joy of the original Christmas with its song of peace and goodwill to men. Try and complete activities 5 or 6 days before Christmas to avoid over-lapping activities. Direct their attention to service they may render which others forget. (Mother gets tired running errands, wrapping bundles, chopping nuts and fruits for plum pudding.) Near Thanksgiving time would be a good time to direct conversation to the subject of Christmas.

Perhaps children would like to dramatize their favorite Christmas story. Grandmother or some shut ins would enjoy a Brownie visit which included simple dramatizations and Brownie favorite carols. Brownies might like to turn into "Brownie Cooks" and make simple candies or animal cookies. Christmas decorations and attractive greens could be fixed. (School teacher or librarian would be happy with such a wreath.)

Gifts for home: Fringed luncheon sets. Round cheese box painted and shllaced to make a sewing box for Grandmother. Christmas table decorations. Simple greeting cards could be made. Santa Claus apples--made by pasting cotton on apple, spice features. Flower pots painted, filled with sand and flowers made from pipe-stem cleaners dyed green and bright bits of oilcloth. Simple aprons--girls can cut from pattern and sew entire apron. Simple pot holders.



## Story Telling

### Suggestions to the story teller:

1. Select a story you like yourself and which will appeal to the listeners.
2. Visualize it as you learn it.
3. Tell it with plenty of direct conversation and with plenty of action made colorful with rich detail.
4. Bring it to a climax, and then end quickly so they will want to ask questions because of the wonder of it.
5. Let the Brownies find the morals themselves.
6. As you tell the story, be natural and think about the story and where it is taking you.
7. It may be a good idea to learn a sentence or two at the beginning and at the end.

### Books

Collodi, C  
Colum, Padraic

Dunlas, Hope  
Gag, Wanda  
Grahame, Kenneth  
Harris, Joel C.  
Kipling, Rudyard  
Lagerlof, Selma

Maeterlinck, George  
Neilson, Kay  
Perrault, Charles  
Ruskin, John  
Sandburg, Carl

Scudder, Horace E.  
Swift, Jonathan  
Sitkala-Sa  
Bianco, Margery Williams  
De La Ramee, Louise  
Fyleman, Rose  
Moore, Anne Carroll  
Reed, W. Maxwell  
Spyri, Johanna  
Wyss, M. S.

Pinocchio  
The Boy Who Knew What the Birds Said  
The Girl Who Sat by the Ashes  
Children Who Followed the Piper  
Peep Show Man  
Pied Piper of Hamelin  
Million of Cats  
Wind in the Willows  
Uncle Remus: His Songs and Sayings  
Just So Stories  
The Wonderful Adventures of Nils  
The Further Adventures of Nils  
The Blue Bird  
East of the Sun and West of the Moon  
Fairy Tales  
The King of the Golden River  
Rootabaga Stories  
Rootabaga Pigeons  
The Children's Book  
Gulliver's Travels  
Old Indian Legends  
A Street of Little Shops  
A Dog of Flanders; Moufflou  
Tea Time Tales  
Nicholas and the Golden Goose  
And That's Why  
Heidi  
Swiss Family Robinson



## HOMEMAKING FIELD

The Brownie is not a home maker in a true or adult sense of the word, she assumes no responsibility in the home situation, she merely learns a few specific skills, habits, and attitudes under adult guidance which make her a better member of her family group. Adults should set example.

Have equipment they can handle.

Set up normal routine housekeeping in pack.

Discuss and demonstrate how things can be done.

Don't expect perfection.

Situations that occur in troop packs

Clean up room

Cushions construction

Hanging clothes up

Hostessing

Cooking parties

Home duties

Propose appropriate duties

If children have heavy home making duties do not stress it in the pack.

Stress it occasionally, not all the time.

Don't push things off on children that you don't like yourself.

Don't suggest too heavy duties, or where accidents could happen.

Not long tasks

Objective: to share and take pride in home making.

### Child Care

Learn how to care for baby's toys and discuss why we should do this.

Explain reasons for talking sensibly to a baby.

Make simple toys for a small child.

Give a party for baby or brother and sister.

Teach games children would enjoy, or songs for little children

Learn why we should be careful of medicine, flies, hands.

### Clothing

Determine what to wear at camp, parties and regular meetings.

Discuss what to do at home about putting on clean clothes according to schedule determined by mother.

Picking up soiled clothes and putting in hamper.

Discuss and try out at home, hanging up garments at bed time and playtime.

Learn when to put on sweaters and rubbers and practice without reminders.

Discuss how one chooses a dress and ribbon to match.

Experiment with colors and styles that best suit girls.

### Cooking

Show how to measure, first perhaps with sand, at meetings.

Demonstrate how to light a stove, put things away in refrigerator and why one should wear an apron and wash hands before cooking.



Don't give them recipes that they can't peep in the oven at.  
Let them taste things, lick pans, etc.  
Cook simple dishes at a meeting. (Do not urge them to do it at home unless the mother is willing.)  
Teach them how to wash dishes correctly, lay a fire in fire-place, and let adults light it, prepare simple fruits and vegetables that need no cooking (sandwiches)  
Make and prepare a picnic lunch.  
Have pack recipe book.

#### Foods

Learn what and when to eat.  
First basic facts about foods and value.  
Visit grocery store and buy own food.  
Taste of foreign food.  
Learn sources of everyday food.  
Learn how food should be cared for and preserved.

#### Handiwoman

Learn: to turn off faucets, keep medicine chest neat, make simple equipment for Scout room.

#### Home Nurse

Prepare orange juice and open and close doors quietly for sick people.  
Practice pulling up and down shades, how to help mother at home if someone is sick. Learn how to use handkerchief, why scatter rugs should be smooth, toys kept off stairway.  
List simple ways to prevent accidents at home.  
Make a first-aid kit and what each is used for.

#### Hostess

Observe simple courtesy of passing, serving.  
Discuss finances for parties, what a Brownie does when visiting someone else.  
Discuss shaking hands, write invitations and thank you notes.  
Discuss how to thank people who have helped them.  
Discuss favors and decorations and make some.

#### Housekeeping

Keep pack room neat.  
Learn how to call Doctor, Police, Fire Dept. and phone.  
Water plants  
Keep magazine rack neat, fold funnies, pour water without spilling.  
Discuss which possessions Brownie can care for herself.  
Home keeping is important because it is the first thing they come in contact with. Should be stressed, but enjoyed by Brownies.  
When girls are 9 and 10 they can plan and cook a simple meal.

2. New baby (discuss and watch)
3. Care of own room (discuss and act out)
4. Use of recipes (experiment all Brownies trying it out)
5. Table manners (pantomime and discuss)
6. Parties
7. Learn to sew on buttons--button dolls
8. Teach children to knit on large needles. Cut worn out silk stockings in 2" strips round and round, knit them into 4" squares to be



eventually sewed together in a rug.



## HEALTH AND SAFETY FIELD

The object of this field is to stress positive attitudes instead of fear of disease and accident. By health we mean all those attitudes and actual practices that affect each Brownie's physical, mental, and emotional well being such as: food, sleep, play exercises, clothing, size of troop, equipment available, time spent in out door activities, sanitary facilities, embarrassment or other things that upset a child mentally. By safety we mean all those attitudes and actual practices that help prevent unnecessary hazards such as: safe and durable toys, rules for crossing streets, treatment of scratches and bumps by adults, safe sports and games, knowledge of precautions and equipment in the home.

Let's teach and practice health in every Brownie troop in such a way that they wittingly or unwittingly acquire health habits and health attitudes of value through their life.

Perhaps a year's planned program introduced little by little at each meeting centering around the topic, "What a Brownie can do to keep herself healthy and safe" will help us realize that end. Interest will naturally center around the following subject: food, personal hygiene, clothing, safety, sickness. These interests may be introduced by everyday happenings--munching candy at arrival to Brownie meeting and etc.

Once a topic is introduced the leader may stimulate interest by asking such questions as: where does all the food come from that Brownies eat? Do hands need to be washed if you cannot see the dirt? How do mothers want the bathroom left after a Brownie finishes her bath? Why do we teach babies to keep toys out of their mouths?

Arts and Crafts can be worked in for real experiences. Fruits and vegetables molded of clay. If glazed they become decorations for mother's table. Eight inch wash cloth may be knitted by a Brownie for little brother. An eight inch size is just right for little folks to squeeze out without dripping. Brownies may visit a nearby market or bakery shop. A trip to the veterinarians office to hear how sick animals are helped. Zoo keeper could tell children what various animals eat. It is fun to read how people in olden days secured their food and clothing. "Story Book of Clothes" and the "Storybook of Food" by Maude and Miska Petersham, 60¢. Muscular development is being stimulated by lively outdoor play, running, jumping, etc.

Children enjoy older folks. A mother might tell how she keeps her baby clean and happy. Doctor explains mysteries of all the things in his office. Fireman explains his station house and ideas of preventing fires.

One pack of Brownies was conspicuous for its chewed, torn, dirty fingernails and the leader instead of using the negative approach and constantly drawing the children's attention to their nails, used the positive approach. She held a beauty salon at one of her Brownie meetings, invited some older Girl Scouts to assist her and gave free manicures to Brownies who had nails long enough to be worked on. The



Brownies whose nails were too short to be filed assisted the Girl Scouts in passing equipment. This experience was repeated later at the request of the Brownies and this time nearly all the girls had nails that could be worked on.

Other suggestions: Discussions on sick room conduct, snow and rain and how to dress for it, home-safety, proper clothing for play, what makes a Brownie grow, play time. Informal dramatics and play is a very good way to get over the points to the Brownies.

(More suggestions found in "Brownie Scout Program Guide")

### HELPPFULNESS AND SERVICE FIELD

Doing real tasks within the capacity of a Brownie helps to prepare a child for responsibilities later in life. It is an opportunity for satisfaction and learning to think of the welfare for others. The leader should strive to create the attitude that it is an opportunity and privilege to help others to the end that the world will be happier and more comfortable for all.

Practice being prepared for emergencies by being able to write one's house number, telephone number. Father's full name and business address. Also practice making change and reading shopping lists.

Animal care and protection

Town safety and protection

Care of school and all other books

May Baskets for others

Mother's day discussion and a party or figt.

How a Brownie can help mother

Watch your Pilot for local suggestions for service

Read Brownie Scout Program Guide for further suggestions, p 116.

### MUSIC AND DANCING FIELD

Music and dancing in Brownie Troops aids in enjoyment and appreciation and may offer opportunities not possible at school or home. They are at the impressionable age and it is an excellent time to introduce them to good music.

Suggestions:

1. Organize a small rhythm band (take turns leading and playing instruments.)
2. Sing song
3. Play singing games and dances
4. Know how to use the radio
5. Listen to an orchestra

Further suggestions may be found in the "Leader's Guide to the Brownie Scout Program" page 133.)



## NATURE FIELD

Brownies are seekers. Help them to be conscious of nature in everyday associations.

Eliminate competition (find things for the group).

Names are valuable only as a tag (give them only when asked for).

Nature is an adventure in discovering LIVING THINGS.

Be seasonal and take things close by.

Help girls to make their own discovery.

Use books only as an aid--not to read information from.

Give the girls something to look for and find on the trail.

Don't worry about what they know, but what they care and are interested in.

### Suggested Activities:

#### 1. Salt Water Life

Exploring tide pools, hunting for crabs, shells and etc. As a result of a beach hunt Salt Water Aquariums became popular. Shell novelties can be made. They can be combined with felt.

#### 2. Miniature Gardens.

Materials: fairly large pan, dish, or tray (one that will not rust is best) filled with mixture of sand and garden soil. Pebbles, sand, twigs and bark (for buildings, swing benches, etc.) moss, a few small ferns or plants, plaster of paris, or some other self-hardening modeling substance for construction of figures and pools. With these materials plan out themes or ideas for garden arrangements.

#### 3. A dandelion plant is a never ending source of surprises.

How does it spend the winter? Is there a crack or crevice too small for it to grow? How did it get its name?

#### 4. Cuttings of geraniums, Coleus, ivy, willow, etc. can be rooted in sand or water then potted. Beans, peas, Nasturtiums, Petunias, Pansies, tomatoes, peppers, or anything such as these that are quick growing are best. Many plants can be grown in water to ~~which~~ which a small piece of charcoal has been added. Some of those plants are Ivy, Coleus, Wandering Jew, alligator pear, and etc.

#### 5. Eggshell gardens are popular. Plant small plants in eggshells filled with soil.

#### 6. Feeding wild or tame pets and watching their ways allow for activities in a great many field. Some Brownies have unusual pets--mice, mosquitos, toads and frogs, snakes, tropical fish, earthworms (observed in glass jar or bowl) turtles, snails, and caterpillars.

#### 7. Let children fix a small box with cotton and cellophane so it could be used for a troop museum as a collection for seeds, stone, insects, shells, and feathers.

### Further Suggestions:

Seed pods

Birds in winter--bird walks

Winter trees

Wild flowers (notebook)

Snakes

Water



Pets--poems, songs, games about pets. Build bird cages. Make suet balls for birds. End with a pet show.

Animal tracks

Signs of Spring (growing things)

Stars

Go on a walk just feeling of things (make game of originating the best descriptive word for each object).

Make a compass from colored paper and learn how a real one works.

Types of walks to take (that is looking for the following things while on the trip).

Locomotors: (look for insects and how they move, number of legs.)

Miniatures (all things under an inch-hand lenses from 10¢ store)

Squatters--"who sits on what", treasures on rotted logs, etc.

Accidents or untimely ends (ferns stepped on, leaves nibbled by slugs, rock split by a tree).

Seed containers.

Have children sketch with charcoal things they see in nature.

Practice making necklaces and bracelets from seeds on linen thread or fine round elastic.

Nature game.

Saucer of water into which "It" looks to see who was photographed while she was out. She strolls around the circle while the children quietly chant, "Rain, rain, go away, come again another day." They increase in volume as "It" comes closer to the "Photographed Child." After the correct choice is made, the photographed child is "It".

(More suggestions will be found in the "Leader's Guide to the Brownie Scout Program", page 143-150.)

### TROOP RECORDS

Why Keep Records?

1. They will give leader a week to week account of what happens to the girls.
2. They will give leader help in evaluating and noting details that might be overlooked.
3. They will give a new leader necessary history and information.
4. They will furnish accurate accounts for office reports, annual reports, and publicity stories.

Records That Should Be Kept

1. Individual records for each Brownie
2. Weekly attendance, kept on a posted sheet and transferred to a notebook.
3. Outline of plans for each meeting made previous to each meeting, kept by leader in own book.
4. Narrative account describing meeting, written up immediately after the "hour" to indicate program progress.
5. Notes from parents giving permissions for children to go on excursions or participate in other ~~xxix~~ special events.
6. Registration and reregistration data for the troop and troop committee and leader to aid in keeping office records complete.



7. Troop diary which is kept by children themselves to include stories, pictures, jokes, and reports that seem important. Children might take turns writing the few sentences for each meeting.



## ESSENTIALS IN PLANNING BROWNIE MEETINGS

1. Conduct meetings in a democratic way thus guiding children in understanding and adopting democratic practices. (Appoint committees, elect officers as desired and needed.)
2. Secure adequate meeting place.
3. Start and end meeting on time.
4. Balance activities and quiet activities, play and work.
5. See that necessary equipment for meeting is there.
6. Arrange interesting activities for Brownies who arrive early.
7. Plan well balanced activities based on the natural interests of Brownies.
8. See that Brownies learn something worthwhile.
9. Be sure fun element is present from the beginning to end.

### A Successful Brownie Pack Meeting

The pack meets from 3:30 to 4:30 p.m. in two rooms in the parish house. The leader plans the situation so children may come any time after 3:00 p.m. The pack has been organized for over one year and no children have dropped out so far. The number enrolled at the time of formation was twenty-two, and all were present on the day observed (all but two were in uniform). The children's ages are seven, eight, and nine, and their school grades two, three, and four. They are from average or better than average homes. The children attend the more progressive type of school.

3:00 The leader had arranged one room with tables set up for crayon work, which had been started last week, and another table for children's books. The children arrived directly from school and went into the first room for a quiet period of play before the meeting began. The children hung up their wraps and went right to the table of their choice.

3:40 Music was heard in the adjoining room. With no further remark the children formed a line, skipped into the other room, and formed a circle. One child skipped from the group, touched five children; was being sung. They sang the "Smile Song" and the "Brownie Song". This was followed by a song dance with pantomime, "It's Best to Be a Brownie." The group then sat down in a circle.

3:45 The leader started the discussion, following up points proposed last week. She asked how many had looked at the globe to see where Holland was. (Nobody had.) One child talked about the tulips of Holland, the use of wooden shoes, and windmills. She talked about the delta lands, and told how they were formed. She described the dykes and stated that it was necessary to have them because the parts of the Netherlands are below sea level. The children discussed how dykes were made. The leader asked them to guess what went with windmills and dykes; one child finally guessed a canal. She described what kind of people the Netherlands people would be. The expected answer was that the Netherlands need courage. The leader



proposed a game to try during the week. Each day the children were to imagine they were Netherlands children, and use some of the courage these people use when things don't go just as they wish. The results of this game were to be discussed the following week. The leader asked, "Would you like to play a windmill game?"

The children made change, as necessary, when putting their dues on the table.

3:50. The leader asked the Brownies if they would like to play a game or have a story. All but three chose the game, so "Canal" was proposed. The actual purpose of the game was to give a few moments of rest. During the period when the wind was very quiet the canal, of course, was apparently still. One leader made believe she was a boat being tossed about on the water of the canal. All laughed over this game. The leader then asked the children to choose between doing handwork and having a story told. The group divided. The leader designated three children to pass out the crafts materials. The children colored the windmills, cutting out the arms for the windmill and discussing among themselves where the door should be, what colors the mills should be, how the arms were fastened on, and how they went around. The leader helped them with difficulties by asking the children questions and then letting them decide the answers for themselves. A child who had been unusually selfish earlier in the season made a marked point of sharing. The leader told the children while they worked how they might make windmills at home out of salt boxes.

4:15. The leader stated that the windmills could be finished at home, that it was now time to clean up the room. Before the good night song was sung, the leader asked for helpers to stay after the meeting to put away equipment.

4:22. The children sang their evening song, which was, "Happy, Better Brownies," and said "Good-night" to all. They went into the other room to put on their wraps, while doing so they discussed plans for next week. The children previously appointed put equipment away in the cupboards. The last three to leave the room ~~xxxxxxxxxx~~ accidentally knocked a picture on the floor, smashing the glass. This matter was discussed, and the leader pointed out that she knew it was accidental.



## GAMES AND FREE PLAY FIELD

### Game Leading Technique for Brownies

Some games should have a purpose.  
Get group information for game.  
Demonstrate and have them try it before getting them started.  
Be sure they know which is right and left.  
Directions should be short and clear.  
Brownies like to repeat games--don't let them play too long.  
One new game a month is enough.

Qualities of a successful game leader: Be enthusiastic, develop a sense of humor, overlook mistakes, anticipate blunders, develop self-confidence, refer to notes if necessary, adopt positive attitude, lead just enough, plan carefully ahead of time.

### Brownie Games

#### Chief

Girls form in a circle. One girl is chosen to go out of the room, while the rest select one to be their Chief. The chief will begin doing various things with her hands and feet or whatever she wishes. Everyone else in the circle does exactly what she does. When the person who is it comes into the room everyone is doing the same thing, then as the chief changes from one action to another the rest follow suit. The person who is it is to find out who is the chief. When the chief is found she is the next person who is it and goes out of the room.

#### Electricity

The girls form in a circle taking ahold of hands. One girl is chosen to be it and stands in the center of the circle. The girls holding hands form the electric wire and pass the current from one girl to the next by clasping or squeezing the hand of the girl next to her. The person who is it tries to find out who has the current. When she finds out who has it the girl caught with current is it. The secret of the game is when passing the current around to squeeze slowly so it will be hard to detect. Each girl must pass the current on as soon as she gets it--she must not hold it in fear of being caught while passing it on.

#### A Brownie Finds Her Shadow

The girls form in couples in a circle or in a group. One girl must be without a partner, for she is the Brownie looking for her shadow. When the leader claps her hands all the Brownies and shadows must find a new partner. The little Brownie who had no shadow will try to get one in the exchange of partners. A variation might be to use Brownies and toadstools with one girl bending down as the toadstool.

#### Animals Home

All the Brownies except one place their coats on the floor to indicate their homes and stand beside them. Then one Brownie stands in the center. She calls, "Come and be spiders," or whatever



name she chooses. The Brownies all run into the center and imitate her actions. At the sound of the whistle, blown by leader, all the Brownies try to get to a home, the one in the center endeavoring to secure one for herself. The Brownie who is left without a home is in the middle next time.

#### Hissing and Clapping

One Brownie is sent out of the room, the others decide what they want her to do, (ie.) take a Brownie hat off one child and put it on another. Then she comes in and has to try and guess what it is; the others help her by clapping when she goes in the right direction and hissing when she goes wrong.

#### Kick Baseball

Make a baseball diamond with forty foot base lines and a pitching distance according to ability of the girls. A sport ball, code-ball, or soccer ball or any soft large ball may be used. The pitcher rolls the ball to the batter who kicks it with her foot. The rules of play groundball apply with the following exceptions:

1. The kicker stands directly in back of the home plate.
2. A pitched ball is considered good and may be called a strike if it passes directly over home plate not higher than
3. A pitched ball hitting the kicker above the knees is a dead ball, and is counted as a ball unless the kicker makes no effort to avoid it, ~~xxx~~ in which case it is called a strike. Base runners may not advance on the play.

Except for these rules the game is played like general baseball.

#### Catch of Fish

Mark off a goal at each end of the playing area and establish sidelines. Divide the players into two teams, one behind each goal. The players at one goal join hands to form the fishnet; those behind the other goal are the fish. At the starting signal all the the players run for the opposite goal, and the fish net tries to catch as many fish as possible by encircling them. The fish cannot break through the net or go under the hands, but can escape only through the opening at the ends. When the net is closed all who have been captured join that side. The players go back to their goals and the other side forms the net for the next game. The game continues with each side alternating as fish and net until all the players on one side have been captured.

#### Hot Potatoes

The Brownies stand in a circle with the exception of one, who stands in the center of the circle. The Brownies forming the circle throw the ball to each other over the head of the Brownie in the center, who tries to catch it, and when one of them drops it, she tries to get hold of it before another can pick it up. When she succeeds in gaining possession of the ball, the Brownie who was the last to handle it takes her place in the center.

#### Catch

Brownies stand in a wide circle, a good space between each.



One Brownie throws the ball to her neighbor and so on--right around the circle. When a Brownie fails to catch the ball when it is thrown to her, she goes down on one knee. If she fails next time, she kneels on both knees. If again, she sits, and finally she lies down. If she misses the ball when lying down, she is "out". If a Brownie who is kneeling on one knee catches the ball the second round she stands up, if lying down she sits, and so on.

#### Empty Hands

Brownies sit in a ring, close their eyes and hold out their right or left hands. One stays outside and walks round as quietly as possible and puts thimble (or any small thing) into the hand of one of the Brownies, who jumps up and runs round in the opposite direction. They try to be the first in a sitting position in the empty place. The other Brownies may open their eyes when the two are running round. This game may be played just as easily standing up rather than sitting down.

#### Musical Instruments

Each player chooses an instrument and pretends to play it. one stands in the center also playing a chosen instrument, but if this one changes and plays the instrument of one of the other players, this other player must at once change to the instrument of the player in the center and change back to her own immediately the central player goes back to her own. Failure to do either of these means that she must take the place in the center.

#### Peep from Door

The group sits in a Pow-wow ring, each Brownie in turn runs to the window or door, pauses (while the Brown Owl can count three quickly) and returns, mentioning something she has noticed. The same thing may not be mentioned more than once. If the Brownie cannot see anything new she must miss a turn. The Brownies who have not missed at the end of a given time win.

#### What Noise Am I Making?

The group hides its eyes. The leader makes a sound, quite a small one, and the Brownies guess what she is doing. If the leader likes, the Brownie who guesses may come and make the next sound.

#### Hit Me (Ball game)

Draw a circle in chalk on the floor. One girl remains outside the circle, and the other Brownies go into the circle. The girl outside tries to throw the ball at the legs of the Brownies in the circle. (Encourage over arm throwin-). Any Brownie who is hit below the knees, comes and stands at the outside of the circle and helps to throw; the last one wins. The Brownies try to avoid the ball by jumping. If a Brownie puts a foot outside the ring she must go on the outside of the ring.



### Ball Over

Divide the girls into equal groups filled in a straight line by themselves. Then the leader signals, each first person in the line throws the ball over her head to the next Brownie, who throws it over her head to the next. Then the last Brownie in the file gets it, she runs up to the top of the file and the ball again travels down to the end. This goes on until the girl who was the first in line at the beginning of the game, gets back to the front of her line where she started. Her group won.

### Oyster Supper

The two teams line up facing each other at least 30 feet apart! The players of Team A extend one hand. A player chosen from Team B crosses over to Team A and goes down the line touching each hand. Then this player decides which member of Team A shall be the chaser, that hand is slapped and the player runs back to his line. If the player from Team B reaches his line without being tagged, he is safe. If the runner is tagged, he then becomes a member of the opposite team. The chaser from Team A then taps the hands to Team B and the game continues until time is called. The team having the largest number wins.

### Stirring the Stew

One player is blindfolded and sits or stands in the center of the circle holding a large spoon. She pretends to stir vigorously, but stops suddenly to point to someone in the circle, asking, "What does my stew need?" to which question the one pointed at responds with the name of an ingredient that might legitimately be contained in stew. The answerer may disguise her voice, but she must respond with a complete sentence, such as "your stew needs onions." The child in the center then guesses the name of the answerer. If she is wrong, she tries again. If she is right, the one who answered is blindfolded and becomes the cook. The mixture need not always be stew, but may become a birthday cake or a Christmas pudding, depending upon the occasion.

### Riddle-dee-dee (quiet game)

The children sit in a circle and the first child says, "Riddle-dee-dee, you don't know me." She then describes something, such as an object in nature, in great detail, but does not name the object chosen. The children take turns around the circle guessing the object. The child who guesses correctly may have a turn or the child to the right of "it" may take her turn until all in the circle have had one turn.

### Musical Mat

A fairly large mat is spread on the floor. The Brownies pick partners, they hold hands and dance softly round the room in couples, and then they come to the mat they must dance over it. Music is played, and, if, when the music stops (which should happen every minute or so) if any couple happens to be on the mat they are out. This continues until only one couple remains. If no mat, one or more chalk carpets may be drawn on the floor. The Brownies may also hop, or roll or jump, etc., as variations. Brownies form circle and dance round, while someone plays the



piano. When music stops all sit on the floor, and the last to bump down is out. Game continues till only one is left.

Games for Brownies

Rise Jig Jig  
Luby Lou  
Come Along  
Slap Jack  
The Flying Dutchman  
Have you seen my sheep  
I spy  
This is my nose  
Two Little Blackbirds  
Dramatic games - Nursery rhymes  
The Cat and the Rat  
Drop the Handkerchief  
Farmer in the Dell  
Yankee Doodle  
Squirrel in a tree  
Grand March (good for teaching right and left)  
Mulberry Bush

Smith's "Games and Game-Leadership" -- good game book.  
Good Game book "Learning Through the Play Way."



## SONG, DANCE AND GAME LEADERSHIP

Contributed by St. Paul, Minnesota

The one way to achieve successful leadership of songs, dances and games is to lead them. "Practice makes perfect". After you have led a few, check yourself against these guides. Would you add any others. or would you change any of these? Girls might like to try it too.

<u>SONGS</u>	<u>DANCES</u>	<u>GAMES</u>
<u>Teaching of:</u> Good formation-concentrated group. Be certain of time, rhythm and words. Give necessary explanation a. Source, country, etc. b. legendary background c. unfamiliar or foreign terminology Enunciate clearly Have a copy of song before "Listen in" on group to improve quality Be careful of pitch--don't sing too low Allow time for questions Emphasize "do" and not "don't"	<u>Teaching of:</u> Good formation of dance before learning first step Be certain of time, rhythm and steps. Give necessary explanation a. source-country b. legendary background c. unfamiliar terminology steps, calls, pattern Enunciate clearly with brief and clear descriptions <del>xxxx</del> <del>xxx</del> Have music & dance descriptions with you "Watching" a group for patterns, rhythm, Allow time for questions. Emphasize "do" and not "don't"	<u>Teaching of:</u> Good formation as prescribed for game Be sure of details of game. Give necessary explanation a. source b. terminology Demonstrate formation of game if necessary Enunciate clearly with brief and clear rules. Have rules with you and equipment ready Allow time for questions Emphasize "do" and not "don't."
<u>AGE RANGE 7-10</u> Nursery rhymes Short catchy songs Action songs Singing games Simple rounds	<u>AGE RANGE 7-10</u> Nursery rhymes Singing games Rhythmic dancing, walking, skipping to music Simple folk dances	<u>AGE RANGE 7-10</u> Circle games Single games Guessing games Action games
<u>AGE RANGE 10-14</u> Catchy songs Story songs with many verses Action songs Singing games Rounds Ballads of the robust classifications: Sea Chanteys Cowboy songs Simple part singing	<u>AGE RANGE 10-14</u> Singing games not too childish Folk dances, not too intricate Interpretive dancing American square dances	<u>AGE RANGE 10-14</u> Circle games Team games-relay Singing games Quiet games



AGE RANGE 14-18

Melodious songs  
Meditative songs  
Ballads  
Sea Chanteys  
Rounds

AGE RANGE 14-18

Folk dances, more  
difficult  
Ballroom dances  
Interpretive dancing  
American square  
dances

AGE RANGE 14-18

More highly organized  
games  
Pencil and paper game  
Social games

More difficult songs

1. Canons
  2. Two and three part songs
  3. Songs with descants
- More advanced singing games  
Simple operettas

-----  
THE WORLD OF BOOKS FIELD

The Brownie program included activities which supplement home and school in introducing children to stimulating worthwhile books that furnish fun and enjoyment in the troop and enrich her own resources for lasting experiences. Leader must remember it is to be fun and recreation around a fireplace, in camp, troop meeting, under Christmas tree, during birthday celebration.

Leader must realize taste and discrimination develop slowly-- they cannot be forced.

Discuss and plan a project around Book Week.

Collect Fairy Stories, or poetry.

Act out and pantomime stories

Make scrapbooks

Have a representative of story telling league tell a story to group.

Visit and become acquainted with the library

Make original illustrations from favorite stories.



## CEREMONIES AND DRAMATICS FIELD

All ceremonies are optional. Children enjoy the "specialness" of ceremonial activities. They are used sometimes for the following occasions:

1. To open a meeting
2. To close a meeting
3. To greet friends
4. To celebrate holidays, birthdays, and other special occasions
5. When a child becomes a Brownie
6. When a Brownie becomes a Scout

Standards for ceremonies. Ceremonies should be

1. Simple, short, and child like,
2. suitable to the mood of the hour, the place, and occasion,
3. Grow out of a reason,
4. be carried out in a happy spontaneous manner,
5. be neither too solemn and grown up nor too babyish in approach.

(Use guide list in Brownie Packet for Troop Ceremony suggestions.)

Brownie program includes dramatics because:

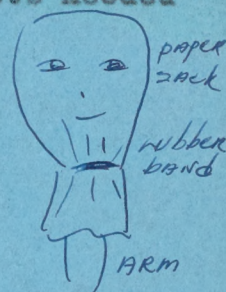
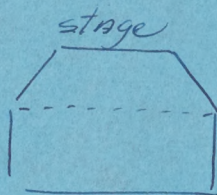
1. Children enjoy acting and make believe
2. Aid shy child in coming out of shell; forward one learns to take criticism.
3. Children learn to appreciate efforts of others.
4. Enunciation--diction may be improved and poise gained.
5. Suggestions:

- a. Puppets (stick, hand, paper bag)

Paper bag puppets are made by using paper bags of various sizes to represent the various objects needed in the story to be acted out. Features and descriptive markings made by crayons on the sacks. The bag is put over the hand and fastened at the wrist with a string or rubber band. The stage should be a table covered with a cloth, or a board of some type which will conceal all the sack from the audience. As the story is told, the Brownies make motions with their hands under the paper bags.

- b. Informal plays for various special holidays and events in the year. Read the story or play several times and let the Brownies act it out from memory or let one Brownie read while rest pantomime it.
- c. Story telling
- d. Guess Brownie hands when displayed from behind a curtain!
- e. Song dramatics.
- f. Shadowgraph plays

Make a wooden frame, or use a box with the end taken





taken out as a frame. Cover with tightly stretched muslin or sheeting. Place a light behind the cloth screen. Make characters cut from cardboard and place on the inside of the screen with someone to move each one when story calls for it. Have one Brownie read or tell a story as the actors move the figures on the screen.

- h. Troop birthday ceremonies.
- i. Charades
- j. Dramatized ballads.

(Further suggestions will be found in the "Leader's Guide to the Brownie Scout Program" Pages 89-98.)

-----

#### BROWNIE FLY UP CEREMONY

Scouts enter and form horseshoe, sing one or two familiar songs announced by a Girl Scout. Repeat Girl Scout promise or may have color ceremony.

Brownies enter singing and skipping and form circle. (Brownie Song, Pp. 66, Brownie Packet) Brownies form horseshoe.

Leader: This is \_\_\_\_\_ last day as a Brownie. She is ready to fly up into Girl Scouts. Let's all repeat our Brownie

All: promise with \_\_\_\_\_. "I promise to do my best to love God and my country, to help other people every day, especially those at home."

Leader: What does every Brownie carry?

Answer: A smile.

Leader: Let's sing our Brownie Smile Song.

(Brownies sing Smile Song. "I've Something In My Pocket, etc.")

Leader: \_\_\_\_\_ will you come to center of the Brownie circle? (Brownie close horseshoe.)

Leader:

Brownie, you are just about  
To become a true Girl Scout  
When you've left the pack  
Turn sometimes and just look back  
Remember that all fairyland  
Really lies so close at hand  
And if you're happy, brave and true  
You'll find the world all lovely too.

In the Troop you soon will find  
Girl Scouts are loyal, clean, and kind.  
And if you bring your Brownie grin



And some Brownie magic in  
The Troop, the town, the world and all,  
Will love you even tho you're small.  
So now I give you Brownie wings  
That you may fly to Scoutly things.

(Pinwings on Brownie, give Brownie salute and handshake.)

Brownies sing: \_\_\_\_\_ dear, we'll miss you here  
Take with our love a cheer,  
Now it's time to say goodbye.  
Break the ring and out you fly.

(Brownies break ring. Leader and Brownie go over to Girl Scout Leader.)

Leader: Mrs. \_\_\_\_\_ this is \_\_\_\_\_. \_\_\_\_\_ has been a  
good Brownie for 3 years. She has learned to share with  
others willingly, play the game fairly and obey pack  
rules. Goodbye \_\_\_\_\_.

(Leader shakes hands with \_\_\_\_\_ and returns to Brownie Pack.)

G.S. Leader: \_\_\_\_\_ we are happy to have you come into our Girl Scout  
Troop. We hope you will be happy here and that you'll  
enjoy working with us. \_\_\_\_\_ will you be a special  
big sister to \_\_\_\_\_ today? Let's sing our Welcome  
Song for \_\_\_\_\_.

Sing: (Song, Pp. 72, Brownie Packet. Tune--"John Peel.")

Brownies skip off stage, singing:

We're all thru, we've had some fun,  
Now our Brownie meeting's done,  
Only folks we've helped today  
Know a Brownie's been this way.

(Girl Scouts leave singing marching song or goodnight song.)



MINUTES OF THE MEETING OF THE COMMITTEE OF NATIONAL  
AGENCIES INTERESTED IN THE COMMUNITY ACTIVITIES PRO-  
GRAM OF THE WAR RELOCATION AUTHORITY.

A meeting was held Friday, January 5, 1945 at 2:00 p.m. in Room 810 of the National Council of the Young Men's Christian Association, 347 Madison Avenue, New York City. Mr. George B. Corwin of the YMCA served as chairman.

Present were:

Miss Mary F. Fiedler )	-	Campfire Girls, 88 Lexington Avenue,
Miss Ruby Lattimore )		New York City
Miss Juanita Luck	-	Children's Bureau, Dept. of Labor
Mr. Masao W. Satow	-	Washington, D. C.
Miss Bernice Bridges	-	YMCA, 3209 W. Highland Boulevard
Miss Esther Briesemeister	-	Milwaukee 8, Wisconsin
	-	Associated Youth Serving Organizations,
		Inc., 134 East 56th Street, New York
	-	YWCA, 600 Lexington Avenue, New York City
Miss Ann Roos	-	Girl Scouts, 155 East 44th Street,
		New York City
Mr. George B. Corwin	-	YMCA, 347 Madison Avenue, New York City
Mr. W. J. Kitchen	-	Student YMCA, 167 Tremont Street, Boston,
		Mass.
Dr. Stanley A. Harris	-	Boy Scouts of America, 2 Park Avenue,
		New York City
Mr. Raymond Novarine	-	Washington Office, Recreation Division
Mr. Paul J. Maholchic	-	Federal Security Agency, Washington, D.C.
	-	N. Y. Regional Office, Recreation Divi-
		sion, Office of Community War Services,
		Federal Security Agency, 11 West 42nd
		Street, New York City
Mr. Ottis Peterson )	-	War Relocation Authority, Barr Building,
Mr. Hugo Wolters )		Washington, D. C.
Mr. Marshall Stalley )		

Mr. Stalley, in behalf of the War Relocation Authority, expressed deep appreciation to all those agencies who participated in the group activities conferences for their very real contributions to the program of the War Relocation Authority and to the people of Japanese ancestry. Mr. Ottis Peterson of the Washington Office of the Relocation Division of WRA reviewed the action announced December 17, and effective January 3, lifting the mass Exclusion Order on the West Coast. Of the total group of 110,000 people originally evacuated, approximately 35,000 have relocated throughout



the country. The relocation program of the War Relocation Authority will be one of national dispersal and on an orderly basis, and will not involve a sudden mass movement to the West Coast. Plans are to close all of the centers within a year. Obviously, such a program will involve problems of adjustment, where the agencies can play an important part. Mr. Wolters stated that the relocation office in the centers will operate as a service agency and will need to appeal both to Issei and Nisei, but particularly to Issei groups.

Mr. Corwin, Chairman, called on Mr. Kitchen, Coordinator of the Leadership Institute, held at the Rohwer Relocation Center to report on that program. Mr. Kitchen expressed appreciation for the assistance of Dr. Griswold and other members of the project administration at Rohwer in organizing the Steering Committee in advance and in providing other necessary assistance in the conduct of the program. Miss Amos of the Education Section was particularly helpful. The formal program included a series of eight evening sessions, with an attendance which grew from 40 people to 90 people throughout the week. More important than the evening sessions were a large variety of informal meetings, including home room groups, clubs, and other young people's groups active in the high school. Mr. Kitchen reported that there were several by-products of the institute itself which had continuing values: (1) athletic teams at Rohwer had been invited to play with athletic groups in neighboring communities. (2) an over-all recreation youth committee was organized, and (3) a youth center was established. Mr. Kitchen added that the Buddhists and the Christian groups worked particularly well together in the planning of the conference.

Mr. Masao W. Satow reported on the Recreation Institute held at the Gila River Relocation Center. In addition to Mr. Satow, who acted as Coordinator, the team members included Miss Nora Garwin of the Campfire Girls, Mrs. Cleland of the Phoenix public recreation department, Miss Briesemeister, Miss Luck, Mr. Stalley, Mr. Hamaker of the Industrial USO - YMCA, and several other people from private group work agencies in Phoenix. The Coordinator arrived a week prior to the opening of the sessions, to help set up a Steering Committee. Participation started with members of the staff of the Community Activities Section and gradually included representatives from other groups, such as the Girl Scouts, the Community Council, and Block Managers. Mr. Satow felt that the most effective work done was in strengthening existing groups and in working with small groups, intensively over a period of time, rather than in reaching masses of people. Two outstanding events held as a part of the Institute were a large dinner meeting attended by 100 people from Phoenix and also residents of Gila River; and a "handicraft exhibit to end all handicraft exhibits."



At the Manzanar Relocation Center, Miss Esther Briesemeister of the YWCA served as Coordinator of the Group Activities Conference. Miss Briesemeister reported that she made some preliminary plans through correspondence in advance with the Community Activities Section. Prior to the start of the conference a meeting was held with the Block Managers. Several informal sessions were held, known as "Activities Workshops," which helped give new ideas for parties and for social activities. One interesting phase of the conference at Manzanar was the participation of the older people, such as the Issei women who attend the programs at the English Center. Team members of the Group Activities Conference included Mr. John Stone of the area office of the YMCA in Los Angeles, Mr. Walter James, Boys' Work Secretary of the Hollywood YMCA, Mr. Gene Weston of the area office of the Boy Scouts in Los Angeles, and Mr. Stalley of the War Relocation Authority. Miss Briesemeister pointed out that there was a lack of resident leadership, because of the effect of the relocation program on the center and a need to depend increasingly on Caucasian leadership. As a by-product of the conference, several representatives of the administration from the Fiscal Section and other administrative sections at Manzanar agreed to assume responsibility for leading Boy Scout groups and other group activities for young people. Miss Briesemeister expressed appreciation for the splendid cooperation of Mr. Merritt and representatives from the hospital, Welfare, Education, as well as Community Activities. A youth canteen, an idea which had been under consideration for sometime was revived and steps taken to bring about its establishment. Members of the team, while representatives of specific private agencies, were able to operate in terms of the total community situation, as well as working toward the strengthening of the programs of their respective agencies.

Miss Luck reviewed her experience at the Gila River Relocation Center and summarized and evaluated the conferences. There seemed to be a necessity to relate the program of the conference to participants, rather than to leaders of groups. The purpose of the Community Activities program and the Group Activities Conference is the conscious use of group experience for the development of people and to help in preparing people for successful adjustment on the outside upon relocation. Such factors as family adjustments, group feeding, and financial limitations have to be taken into consideration in planning the program. People tend to see limitations rather than possibilities. Such group activities conferences are needed because: (1) the loss of leadership through relocation, (2) the importance of strengthening the remaining leadership, (3) the need to demonstrate a community concern broader than an agency concern. For example, it helped case workers see the value of group work services. Miss Luck felt that the plan of using nationally recruited leadership supplemented by representatives from the regional and local offices of private and public agencies was sound, but stressed the need to use increasingly representatives of the local agencies because of the



greater accessibility and continuity of personnel and resources of the local agencies. Resources develop through relationships with nearby communities might be used more extensively to strengthen existing community activities at the centers. The institutes served in giving added recognition to the place of group work and recreation services in the life of the community, in strengthening the work of the Community Activities Section, in demonstrating the place of volunteer leadership, and in identifying needs for new services, such as camping and recreation with family and adult groups, and the need for a teen age center. Probably the Institute would have been more valuable if it had been held months sooner. Perhaps it packed in too much into too little time. The program helped interpret to older people and to parents the importance of adequate recreation for their children.

Mr. Corwin suggested that Miss Luck's statement be prepared in written form for distribution to the members of the committee and that the three coordinators send to Mr. Stalley a report of their respective conferences, which reports could be used by WRA.

A discussion was held on specific ways the agencies could help in the light of the recent lifting of the ban on the West Coast, and the intensification of relocation efforts on a national basis. The example of the letter sent by the YMCA to their Associations on the Pacific Coast was cited as the kind of work that has already been done and needs to be done increasingly in the future. Dr. Stanley A. Harris suggested that a statement be prepared by the War Relocation Authority which would be distributed to people interested in Scouting all over the country. On March 14, a West Coast meeting of Scout executives will be held, and it may be possible to arrange for the relocation program to be placed on the agenda of the conference. It was clear that the recent actions affecting the status of the Japanese and Japanese-Americans call for a continuation of responsibility of the agencies for work in the centers. Also, the big problem on the outside caused in part, according to Mr. Peterson, by the breaking up of family groups points out the need for agencies to expand their services on "the outside". Mr. Corwin in summarizing what the agencies could do suggested that they include consideration of the War Relocation program in their national and regional conferences, that they arrange for the distribution of statements about the problem and the program of WRA to their local agencies, that the work in the centers be intensified, and that the constituent agency groups in the centers be encouraged to keep in touch with groups on the outside and vice versa.

It was pointed out that while there appears to be a need for a Leadership Training Conference at the Tule Lake Center, it probably should not be conducted in the immediate future. Miss Briesemeister reported that she and Mrs. Helen Wilbur of the YWCA plan to visit the Tule Lake Center in February in connection with



the YMCA program.

A letter from Mr. Harry Stafford, Project Director of the Minidoka Relocation Center, requesting a Group Activities Conference at this center was read. It did not seem possible to hold such a conference in February.

The next morning a smaller group of people met to consider in detail the Minidoka request. Present at this meeting were: Mr. George B. Corwin, Dr. Stanley A. Harris, Mr. Masao Satow, Miss Juanita Luck, Miss Esther Briesemeister, and Mr. Marshall Stalley. It was agreed that the committee would meet the request from Minidoka and that it would be possible to hold a group activities conference during the period from Wednesday, March 7 through Wednesday, March 14. Mr. Masao Satow of the YMCA will serve as the coordinator of the institute and will plan to arrive at Minidoka approximately a week prior to March 7. Miss Esther Briesemeister will serve as a member of the training team. Dr. Stanley A. Harris felt that it was possible to secure a representative of the Boy Scouts, either himself or perhaps someone from the Twin Falls Scouting organization, to serve as a team member. It was suggested that Mr. Stalley write the Girl Scouts and the Camp Fire Girls, and to make what efforts are necessary to help secure additional leadership for the conference. A letter will be sent from the Washington Office of the War Relocation Authority to the Minidoka Relocation Center, informing them of the plans, and announcing the date of the conference and the appointment of Mr. Satow as the coordinator. After that Mr. Satow will deal directly with the Project Director and the Supervisor of the Community Activities in making the necessary arrangements.