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REPORT
OF
SUMMER ACTIVITIES

Poston, Arizona

- 1943 -

Joe H. Nakai
Director, Joe H. Nakai
George H. Lida
Ass't. Director, George H. Lida

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Our eyes must be idealistic and our feet realistic. We must walk in the right direction, but we must walk step by step. Our tasks are: to define what is desirable; to define what is possible at any time within the scheme of what is desirable; to carry out what is possible in the spirit of what is desirable.

---Salvador de Madriaga

S U M M E R A C T I V I T I E S

The Summer Activities Program is the result of several circumstances peculiar only to Relocation Centers in general and to Poston in particular.

1. The teachers are not granted the two or three months vacation period to which they have been accustomed, government regulations allowing only one month out of the year. (The evacuee teachers are not allowed any)
2. The pupils and their parents must by regulation remain in this community during vacation.
3. Community activities and recreational services would be overburdened.
4. Sudden surplus of workers would be created. (Even as the S. A. started, the WRA had started to decrease the number of workers)
5. Inactivity, restlessness and delinquency might result.

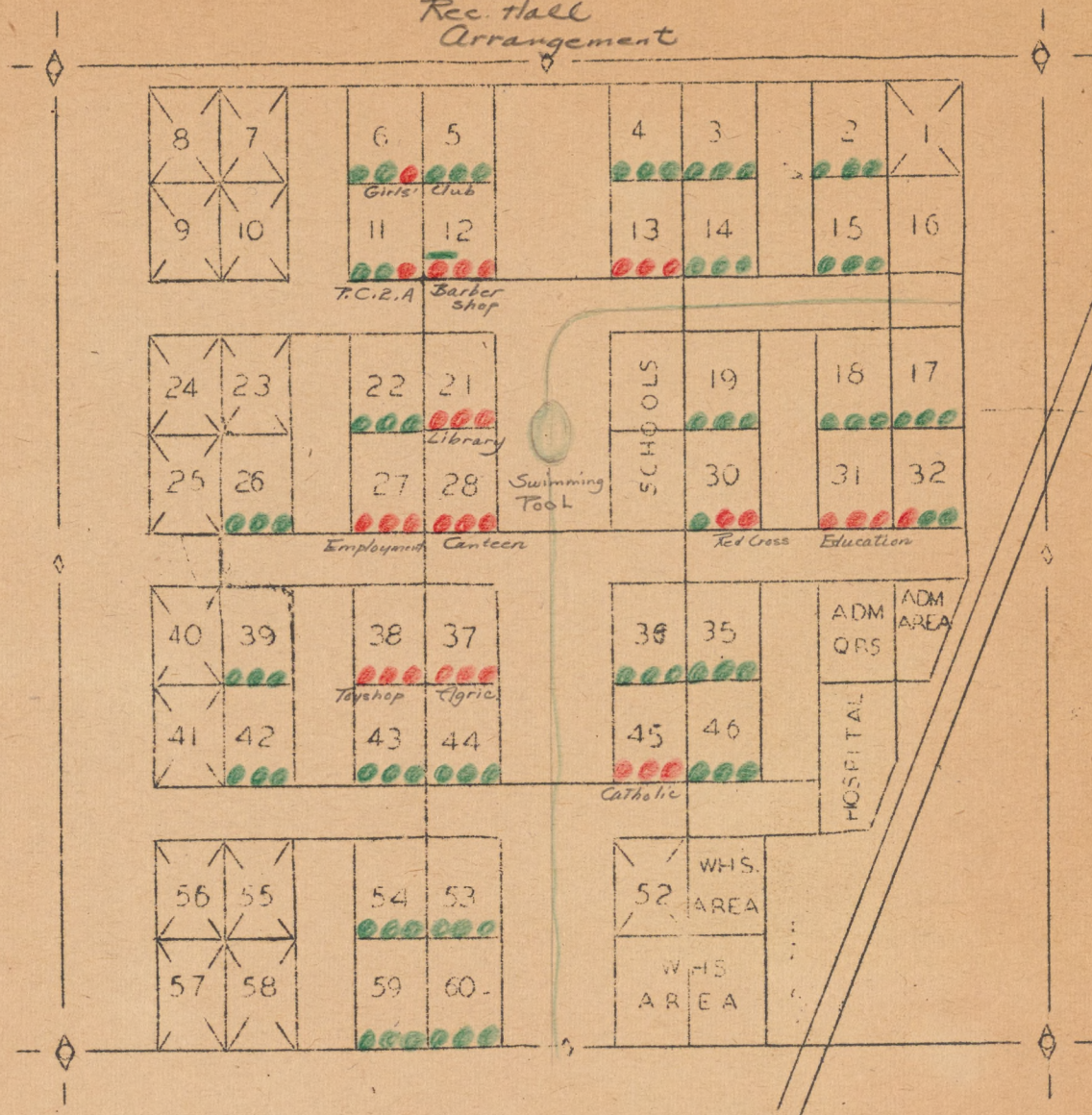
Keeping in mind such conditions concomitant to a Relocation Center, the scheduling of a Summer Activities Program was launched before the regular school semester ended, back in the earlier part of June. Dr. Harris, principal of Poston I High School, appointed Joe Nakai and G. S. Kushida to act as Director and Assistant Director respectively.

Conferences were held in which schedules were planned, due considerations given to the following factors:

1. Availability of classrooms
2. Teacher load
3. Length and number of periods daily
4. Opening and closing times
5. Noon lunch periods, proximity to mess halls
6. Selection, diversity of subjects, electives
7. Groupings based on grades, ability
8. Availability of supplies, equipment
9. Availability of cooler facilities to offset terrific midsummer heat
10. Degree of community participation
11. Provide opportunity for make-up work for retarded students

C B A

Rec. Hall
Arrangement



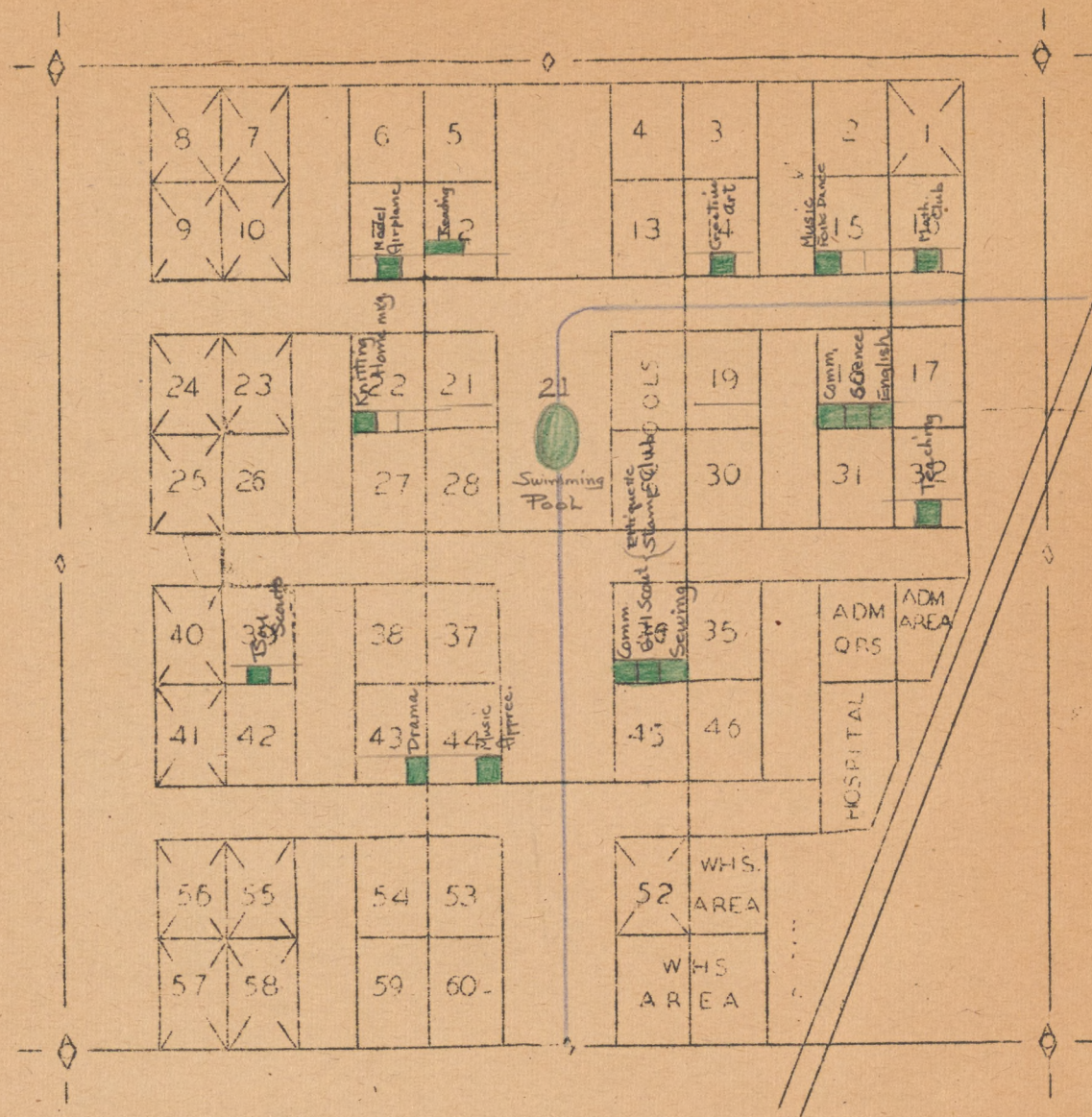
LOCATIONS AVAILABLE
FOR
SUMMER ACTIVITIES

Eng Class

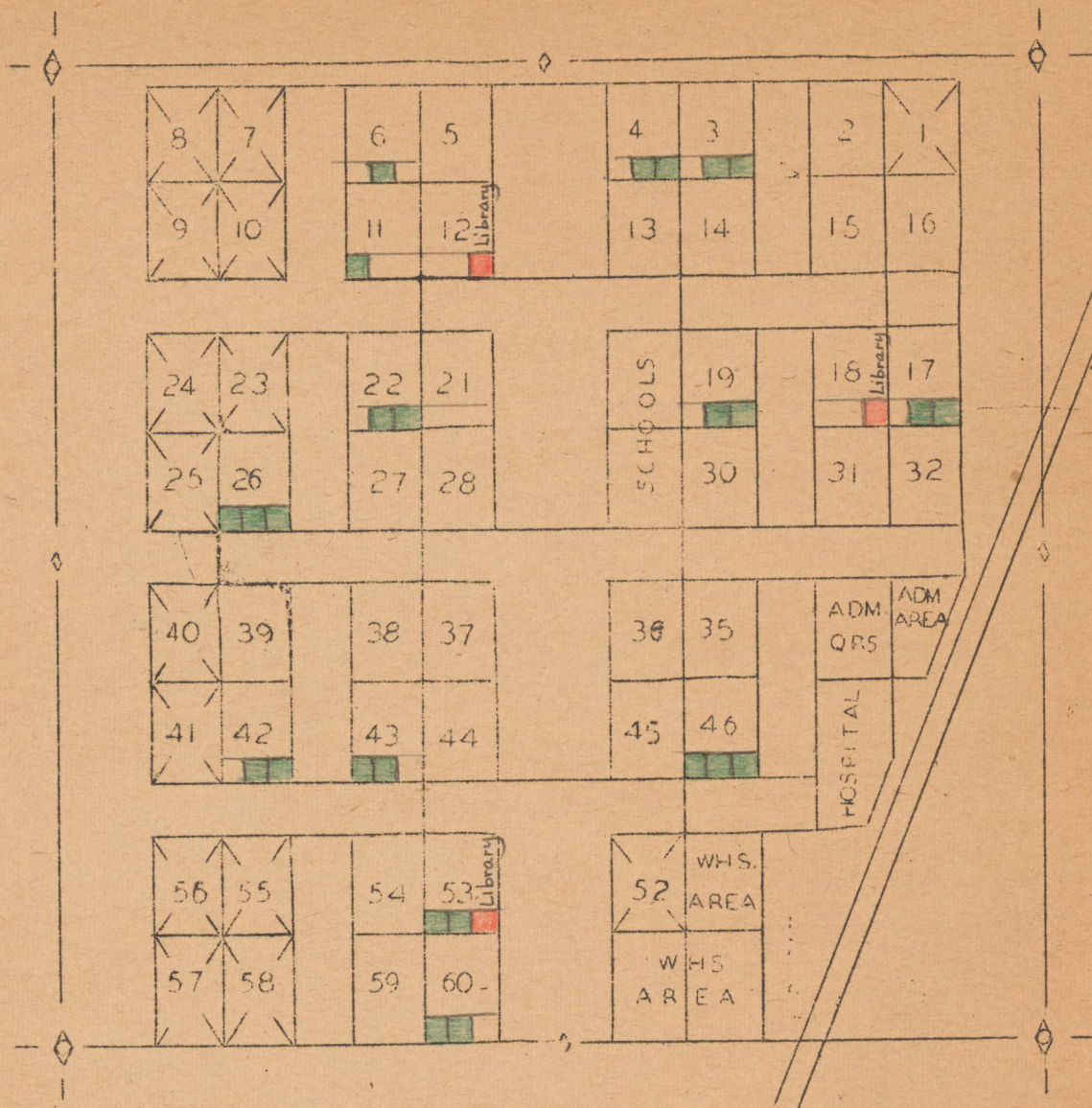
Blk. 45

8:30 - 11:30:

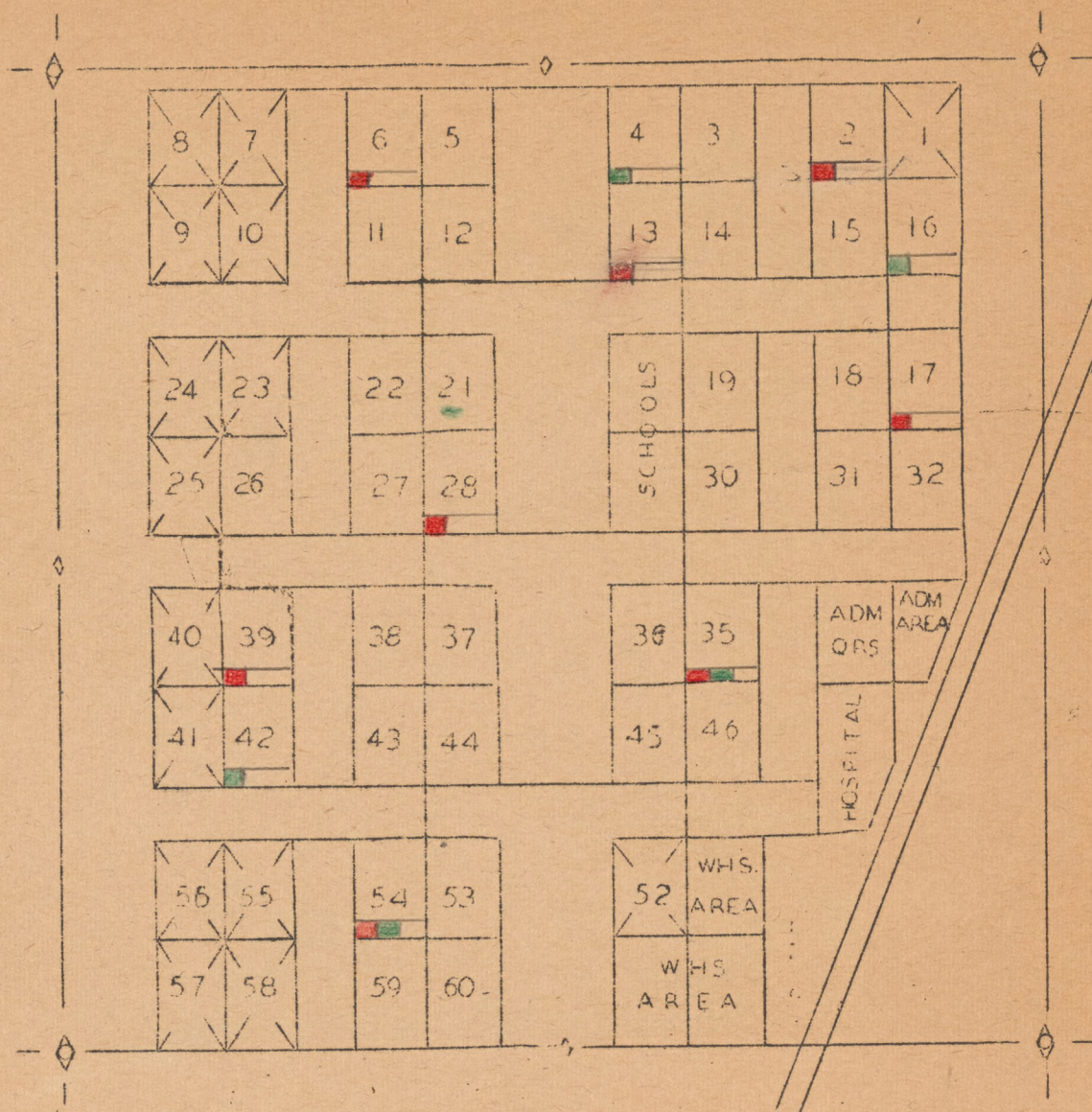
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LOCATIONS
ELEMENTARY ACTIVITIES
HIGH SCHOOL




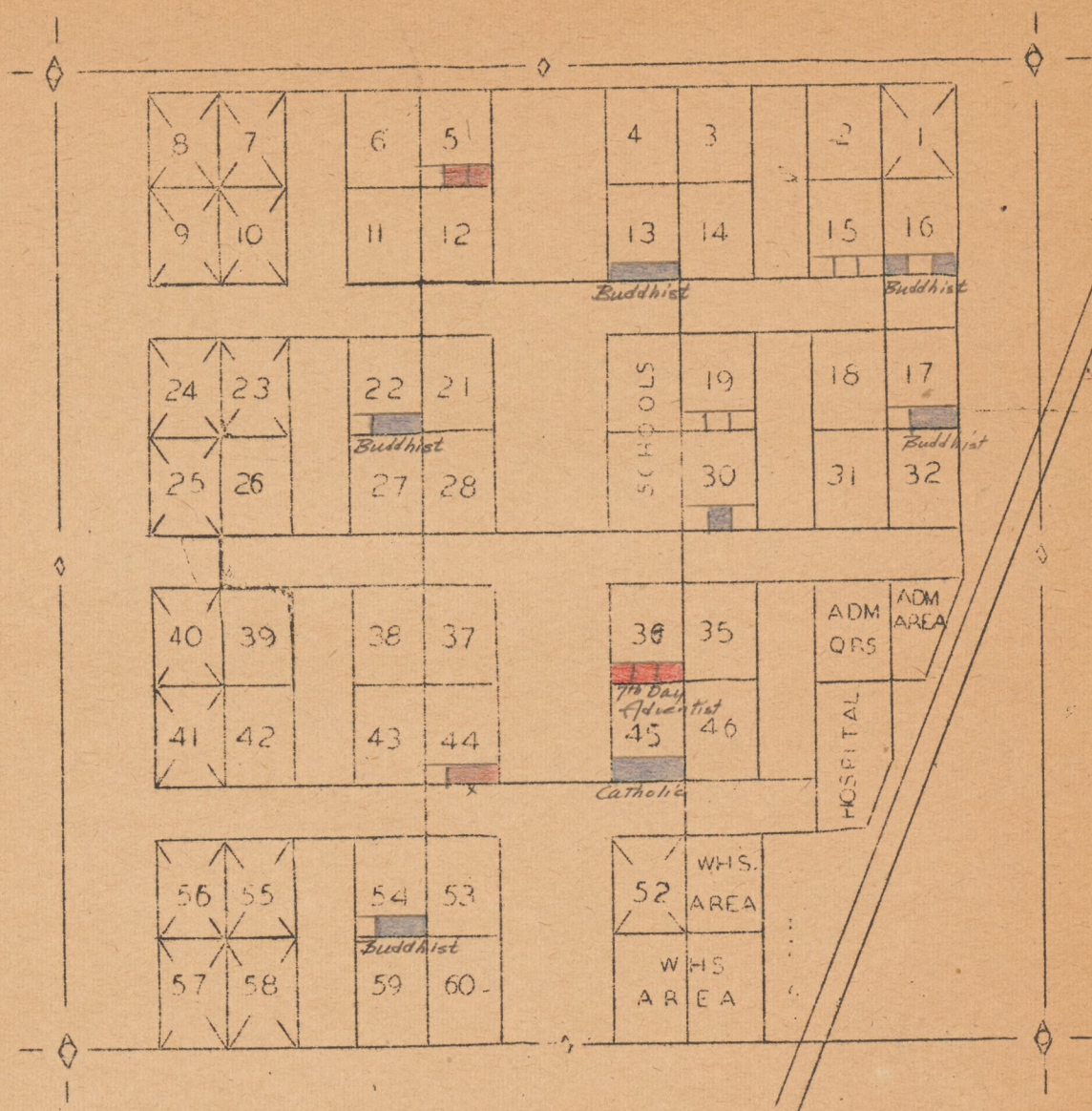
LOCATIONS
HIGH SCHOOL ACTIVITIES
ELEMENTARY



PRE-SCHOOL LOCATIONS

 Nursery

 Kindergarten



LOCATIONS
RELIGIOUS ACTIVITIES

ATTENTION JR. HIGH AND HIGH SCHOOL UNDERGRADUATES

WHAT ARE YOUR PLANS FOR THIS SUMMER? Knowing that a vast majority of you will be faced with this complexity, the Summer Activities Department has taken the initiative and planned varied activities of especial benefit and interest to you.

Register at the locations listed on the attached sheet on July 5 (Monday). Registration will take place all morning.

Make your vacation not only enjoyable but worthwhile and useful by enrolling in these summer activities classes. No one benefits but you!

ENROLL

NOW !!

●部落のお父様・お母様方へ

長い夏休みが参りました。そして夏季学校は七月五日から始まります。

あなた方の部落の小學二年生から三年生までの生徒には部落の課樂室に、又小學四年生から六年生までの生徒には部落の課樂室に

クラスがございますから是非お子さん達が夏季学校に行く様にお奨め下さい。

夏季学校は子供達の趣味を第一と致しましてプログラムを制作致しました。目的は申し上げるまでもなく長い夏休み中、子供達が悪い方面に向はない様に出まづだけ良い方面に指導したい者へからうでございます。色々面白い小供達の好きなプログラムが出来てございますから皆様の御協力をお願い致します。

幼稚園は今まで通りに七月の五日から始める事になつて居り又高等科及び中等科にも色々してプログラムがございますから是非奨めて学校に行く様をお願い致します。

一九四三年七月一日

夏季学校當局

The English word leisure (which sprang from its Latin and French ancestors "licere" meaning permission, and "leisure" meaning "time free from regular occupation," and related to such words as "licentious" meaning wicked, and "illicit", meaning improper and "license", signifying permission abused.) is a strictly neutral word, depending on how we use it.

Delinquents use their leisure to commit crime--their leisure means to them, "license."

Leisure can be made profitable and interesting. Children will naturally adapt themselves, if given direction and encouragement, to varied interests. By their participation in creative activities, leisure time contributes to their growth, enriches their life, rounds out their experiences and serves as an emotional stabilizer.

Hence, a program of "leisure time activities" which might best meet the needs of the children has been considered by the Summer Activities in coordination and collaboration with Community Activities and with the Religious groups.

Our primary aim is to help individuals grow in the ability to use intelligence in their daily living. The real test of the degree to which our Summer Activities Program is succeeding may be evaluated by considering the way our students are living.

Summer Activities program is based upon the idea of democracy being both flexible and elastic in cope. Attendance is voluntary, our main purpose being to have teachers

and students work and think together on problems of importance to them both, and to develop a good democratic community by using intelligence.

A hobby is a full-grown interest, a continuity of both effort and of interest, not a mere diversion (since diversion is simply a moving from one temporary excitation to another, until all excitations begin to feel and look alike and there is no permanency) but a creative ability.

A hobby may grow into an occupation. Stamp collecting has been proven to be a very profitable "hobby" when viewed from a pecuniary point of view. To encourage and further their interest in their respective hobbies, classes were opened to those interested in Stamp Collection, Model Airplane, Creative Art, Sewing, and Dancing.

Camping was not included in our program since transportation facilities were unavailable, and camping at the river was also out, since Life Guards were not to be had. For athletics, such sports as Softball Baseball and Swimming Classes were held in the mornings, since afternoon meetings were omitted due to the heat.

Social, cooperative pastimes such as dancing, athletics, develop personalities and bring about pleasant social adaptations.

II. Opportunities for self expression has been given free rein for all activities: voluntary attendance, no assignments, participation in activities which enables children to creative accomplishments and express their individuality, informal class sessions were held in which girls enrolled in homemaking, knitting, sewing, embroidery; boys in model airplane, etc.; jointly in creative art, choral group, and etiquette.

III. Opportunities for work experience has a very limited application for children in the grade school. However, for high school students, they are limitless, such as: sales-clerk in the canteens (part-time), nursery school assistance, typing, receptionist, transportation driver, warehousing, construction, mess hall help. Many students have repaired, braced and painted school desks and chairs during vacation preparatory to next semester. Invaluable teaching experiences have been gained by those who have volunteered as nursery school teacher's assistants.

IV. Group experience was obtained by the activation of various boys' and girls' clubs, church groups, with emphasis on affiliation with national organizations. The Boy Scouts and the Girl Scouts are trying to get a Troop Number and continue their organizations as such. Various church groups met daily, independent of, but in collaboration with, and as part of the Summer Activities, to continue on to September.

During the morning hours, Remedial and Make-up work classes were held for retarded students, allowing them to advance to their next class. These tutorial classes were instructed by regular teachers and homework assignments were given. One teacher reports, "The cooperation and attention received was very gratifying and orderliness in which this group conducted itself did credit to individuals consisting this group." (Which speaks as well for the teacher's ability.)

For the Intermediate Group (Grades 4, 5, and 6) 9:15--10:00 A.M. was a General Assembly Period with music, songs, entertainment numbers, "planning period," games, and news reports. 10:00--11:15 A.M. First Aid Class and Folk Dancing on Mondays and Wednesdays; Recreational Reading and Dramatics on Tuesdays and Thursdays with Organized Club meetings on Fridays. 2:30--3:30 P.M. Handcrafts and Nature Study alternating every other day.

For the Primary Group (Grades 1, 2, and 3) 9:15--9:55 A.M. was spent alternately by Outdoor Games and Music, Folk Dancing, every other day, with 9:55 to 10:35 a Free Activity Period, at which time the children chose what they wished to do and the leader and assistants acted as guides in directing each child's activities. 10:35--11:15 A.M. saw the children choosing between Naturelore or Handiwork on Mondays and Wednesdays, and taking Art on Tuesdays and Thursdays, with "News-of-the-week" period on Fridays; from 2:30-3:15 P.M. at the Library Centers, were held the Library Period with Story Hour,

Dramatizations or other related activities that the leaders chose to include.

Registration took place simultaneously for all Summer Activities on July 5 and continued on to July 31. In the final week of July, meetings were held by the Intermediate, Primary, and Nursery leaders at which time it was decided to carry on through August by replacing leaders and teachers whose absence would be felt by their leaving for the Fort Apache Summer Teachers' Training. On July 29, electrifying news that the Summer Teachers' Training at Fort Apache had been changed to the new adobe school in Poston Unit I was released, and very keen was the disappointment felt by both faculty members and the chosen students, who had counted on the change in environment and climate if but only for one month. Another meeting was held on Saturday, July 31, at which time it was decided that the Religious School centers would continue on through the vacation period regardless of the Teachers' Training Session, in conjunction with various Community Activity Programs.

This notice to be posted and attention called to it in every block!

ANNOUNCEMENT OF SUMMER ACTIVITY PROGRAM
FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

Listed below are the activities in which the junior and senior high school students of Poston I may take part this summer. The program will start on Monday, July 5, 1943. Attendance will be voluntary except for students who are to make up school work for credit. The activities of each group will be determined by the interests of the members of the group. Times of meetings, frequency of meetings, and places for meetings may be changed after the groups are organized if the changes do not conflict with the arrangements of other groups.

We have been unable to find leaders for Boy Scout groups. If arrangements can be made later for the organization of scout troops, a notice will be sent out to the blocks.

Find the group you want to join in the list below, and report to the room indicated on Monday.

ACTIVITY	PLACE	TIME
Science and Nature Study Club	Block 18-B	9:00 to 11:00 a.m.
Chorus and Folk Dancing	Block 15-A	9:00 to 11:00 a.m.
Recreational Reading	Block 12-14	9:00 to 11:00 a.m.
Craft Work--Toy and Model Shop	Block 38	1:00 to 3:00 p.m.
Craft Work--Carving and Miscellaneous	Block 36-A	9:00 to 11:00 a.m.
Creative Art	Block 14-C	9:00 to 11:00 a.m.
Stamp Collecting Club	Block 36-B	10:00 to 11:00 a.m.
Etiquette Club	Block 36-B	9:00 to 10:00 a.m.
Make-up Work in Biology or Physiology	Block 36-B	11:00 to 11:30 a.m.
Homemaking Club	Block 22-C	9:00 to 10:30 a.m.
Knitting Club	Block 22-C	10:30 to 11:30 a.m.
Music Appreciation Club	Block 44	9:00 a.m.
Girls' Swimming Instruction	Pool 21	8:00 a.m.
Harmonica Club	Block 39-A	9:00 to 10:00 a.m.
Social Studies, English, and Core Studies Make-up Class	Block 32-B	9:00 to 11:00 a.m.
Social and Acrobatic Dancing	Block 59-B	9:00 a.m.
Dance Orchestra (bring your instruments)	Block 15-A	9:00 a.m.
Public Speaking and Drama	Block 43-A	9:00 to 11:00 a.m.
Mathematics Club and Make-up Class	Block 2-A	9:00 to 11:30 a.m.
Girl Scouts	Block 56-B	2:00 to 3:30 p.m.
Girl Reserves	Block 56-B	3:30 to 4:30 p.m.
Typing (for students who have been notified)	Block 13-C	(as scheduled with students)

Remember that these times are for registering for joining the groups. The first regular meetings will be held on Tuesday, and the regular times and frequency of meetings can be determined then. Girl Scouts and Girl Reserves will probably want to meet in the mornings after organization--out of doors, under a shelter, in the park, or elsewhere.

The leaders of the various groups will take up the problems of shifting places of meetings, reporting on sizes of groups, materials needed, etc., with the office of the director of the summer activities program in Recreation Hall 52-C, telephone 166 A-2. Mr. Joe Nakai is director and Mr. George Washida is assistant director.

(3229)

SUMMER ACTIVITIES
HIGH SCHOOL DIVISION

18A	Mr. Tanaka	Make-up Core		9
2A	Mr. Sanematsu	Make-up Math.		71
16B	Mr. Tanimoto	Math. Club		14-20
18A	Miss Sawahata	English	Daily	
36B	" "	Girl Scouts	M.	15
36B	Mr. Hara	Stamp Club		14
15C	Miss Hirata	Music, Folk Dancing	Tu. Th.	40
11B	Mr. Itaya	Model Airplanes	M.W.F.	10
39B	Mr. Ikari	Boy Scouts	Tu. F.	20
18C	Miss Ishikawa	Typing	Daily	24
18C	Mr. Ono	Typing	Daily	33
18B	Mr. Tanimoto Mr. Igauye	Science Club		15
14B	Mr. Kurisu	Creative Art		18
32B	Miss Hinson	English		17
36A	Miss Hanaoka	Sewing		23
12-14	Mrs. Igauye	Reading	Daily	5
22C	Miss Sanematsu	Homemaking Knitting		75
30C	Miss Hirata	Make-up Latin	Daily	1
32C	Mr. Kushida	Make-up Spanish	Daily	1
36B	Miss Patten	Etiquette Science, Cr. (3)		

LIBRARY CENTER

Block 12 Barrack 14

SUMMER ACTIVITIESELEMENTARY DIVISIONPrimary Group

Rooms	Leaders	Centers	Enroll	Time
3A, 3B	Miss Ishikawa " Obata " Ikeda	Blocks: I 2, 3, 4, 13, 14, 15, 16	49	Daily 8-12 am
19A, 19B	Miss Hiraki " Taniguchi	Blocks: II 17, 18, 19, 30, 31, 32	21	Daily 8-12 am
6B	Miss Kinoshita " Sowa	Blocks: III 5, 6, 11, 12	19	Daily 8-12 am
22A, 22B	Miss Ueki " Miyabe	Blocks: IV 21, 22, 26, 27, 28	24	Daily 9-12 am Church 8-9 am
46C	Miss Tsumura Mrs. Robinson	Blocks: V 35, 36, 45, 46	25	Daily 8-12 am
43B, 43C	Miss Sugimura " Kawaguchi	Blocks: VI 39, 42, 37, 38, 43, 44	25	Daily 8-12 am
53B, 53C	Miss Takahashi " Kubota " Satterwhite	Blocks: VII 53, 54, 59, 60	21	Daily 8-12 am

Intermediate Group

4A, 4B	Miss Omori " Hirata Mr. Itaya	Blocks: I 2, 3, 4, 13, 14, 15, 16	42	Itaya--Church 8-9 Daily 9-12 am
17A, 17B	Miss Kubo Miss Tamura	Blocks: II 17, 18, 19, 30, 31, 32	26	Daily 8-12 am
26A, 26B	Miss Stephens	Blocks: III 21, 22, 26, 27, 28	15	Daily 8-12 am
46A, 46B	Miss Komatsuka Mrs. Rotthous	Blocks: IV 35, 36, 45, 46	23	Daily 8-12 am
42A, 42B	Miss Imoto " Graham	Blocks: V 39, 42, 37, 38, 43, 44	25	Daily 8-12 am
60B, 60C	Mrs. Penn Miss Yasukochi Mr. Hemashima	Blocks: VI 53, 54, 59, 60	38	Daily 8-12 am

LIBRARY CENTERS

18-A-----12-A-----53-A

N U R S E R Y

LOCATION

1.	Maruyama, Midori	2-C	Nursery	20
2.	Morimoto, Betty		"	
3.	Sawabe, Nobuko A.		"	
4.	Sawabe, Ayako		"	
5.	Nakasaki, Kisaye	6-C	Nursery	26
6.	Ouchida, Mitsuye		"	
7.	Otsu, Tomiye		"	
8.	Deguchi, Masako	17-C	Nursery	27
9.	Kadani, Tomoyo		"	
10.	Maeda, Sue		"	
11.	Arita, Kiyoko	28-13-C	Nursery	28
12.	Nagaoka, May		"	
13.	Manaka, Grace		"	
14.	Yamada, Shizuko		"	
15.	Uyeda, Ada	35-C	Nursery	26
16.	Tanaka, Irene		"	
17.	Tanaka, Rose		"	
18.	Sakai, Julia	39-C	Nursery	28
19.	Doibatake, Toshiye		"	
20.	Kakiuchi, Nobuko		"	
21.	Matsumoto, Marie		"	
22.	Shimabukuro, Misao	54-C	Nursery	36
23.	Taira, Yoshiko		"	
24.	Ikeda, Ayame		"	
25.	Kinoshita, Kikuye	4-C	Kindergarten	24
26.	Toyofuku, Sumiye		"	
27.	Horikawa, Margaret	16-C	Kindergarten	25
28.	Koike, Louise		"	
29.	Ono, June	21-10-A	Kindergarten	16
30.	Yamasaki, Tomiko		"	
31.	Amano, Chikako	35-B	Kindergarten	18
32.	Aoki, Hisako		"	
33.	Kodama, Kiyoko	42-C	Kindergarten	16
34.	Aihara, Daisy		"	
35.	Shindo, Ewa	54-B	Kindergarten	24
36.	Shimamoto, Margaret			

Here is a typical American Community (although composed of unfortunate victims of a most unfortunate circumstance) with more than a lively interest in matters personal, local, and national. It is most inspiring to see that the people living under such handicaps as can only be theirs in a relocation center, who decide to tap their reserve forces, can realize attainments as admirable and rewarding as this Summer Activities.

Summer Activities Program

Home Economics Club

1. I am afraid that I will not be able to give a report on the experiences of all the children in the four suggestive areas of activity. But I will state what I have done with the group of students.
2. To begin, with the girls were from 7th to 12th grades. The majority being students who did not know how to sew. Therefore all they wanted to do was just sew. While the girls were waiting for their turn at the machine they brought their knitting or crocheting.
3. Those who did know how to sew made up their own dress designs. The beginners made aprons, dirndle skirts, blouses from patterns they had at home or what their mothers had drafted for them.
4. The ones who really did want to work and learn came everyday and had me pretty busy all the time. Naturally the 7th graders were much slower, their work not as neat. At least the dress will stay together and look all right from the outside. The inside is something different. But there has been much improvement from their first garment. They were all very good workers and really wanted to get something out of the class.
5. During the four weeks period only one broken sewing machine needle, and that was Friday, last. A very busy four week period to handle 25 to 30 inexperienced students from 9 to 11:30 a.m.

(s) Toshiko Sanematsu
Instructor

Summer Activities Program

The Mathematic Club Report July 5 to July 30, 1943 Poston, Arizona

The mathematic club organized as a part of a summer program, began with some sixteen girls, ranging in their school grades from the eighth to tenth grades. The fourteen of these were in constant attendance everyday until the end of the session, July 30.

As the group desired lectures and class work rather than to hold meetings as a club, it was decided that sessions were to be conducted as a non-credit class in algebra and applied mathematics.

The cooperation and attention received was very gratifying and orderliness in which this group conducted itself did credit to individuals consisting this group.

We have covered the following subjects:
(Graphical methods, and explanations freely used)

1. Extraction of square roots of numbers.
2. The use of $+$ $-$ signs, meaning of letters used in algebra.
3. Equations
4. Addition, subtraction, Multiplication, Division of equations.
5. The use of powers and explanations
6. Factoring
7. word problems
8. Miscellaneous subjects and shortcuts in math.
9. Graphs of equations
10. Geometry (elementary)

(s) Tomi Tanimoto
Instructor

Summer Activities Report
Science and Nature Study Club

July 5--July 30

The following topics with demonstrations were presented in an integrated form so that one subject flowed spontaneously into another with continuity of thought. (The following order of subject matter was immaterial)

- I. Discussions of general physiology and their health implications.
 - a. Hygiene, personal and public
 - b. Sight and hearing (Light & Sound)
 - c. The circulatory and the respiratory systems
- II. Descriptive general physics
 - a. Light
 - 1. Properties of lenses and prisms and their uses in correcting sight
 - 2. Decomposition of white light
 - 3. Polarized light
 - 4. Actual building of an electric motor
 - b. Electricity
 - 1. Generation of electrical current by two different methods (mechanical & chemical)
 - 2. Magnetism
- III. General Astronomy
 - a. Locating constellations
 - b. The solar system
 - c. The planets
- IV. Descriptive chemistry
 - a. Chemical Magic
(A variety of tricks and their explanations demonstrated)
 - b. Properties of salts, acids, and bases
 - c. Preparation of oxygen and hydrogen
 - d. The electrolytic cell

(s) Taffie Tanimoto
Instructor

Our Summer Activities Program

Center: Block 19-A-B, Primary

August 2, 1943

I. List of Activities

1. Folk Dancing
2. Games--all kinds
3. Handwork--Art, Sewing, Wood carving, Claywork,
Yarn pins, Raffia pins, Oilcloth dolls,
Scrapbooks, Yarn dolls, Finger-painting,
Chalk drawing, Painting, Crayon drawing
4. Walks--to the park and visiting other centers
5. Library in the afternoon
6. Programs--Singing, Story-telling, and Dancing
7. Party
8. Walk to the hospital (for weighing)
9. Discussions and open forums on how to become better
citizens, stay healthy and civic betterment.
10. Contributions to the local Red Cross of dolls and
pins
11. Daily rest periods

II. Objective of Each Activity

1. Folk dancing and Games:
2. The objective here was to promote good health,
sportsmanship, ability to follow directions, to
cooperate, as an outlet to physical exercise
and mental well-being.
3. Handwork and Art:
Opportunity for creativeness, getting new ideas
and learning from others. Learning the differ-
ent types of handwork. A chance to cooperate
and work harmoniously with others. The responsi-
bility of cleaning up a place before leaving.
How to handle tools and materials and the value
of each. How to pay attention to instructions;
to finish a job, once started; promptness.
4. Walks:
To stimulate interest of environment. For
physical exercise and relaxation of mind. To
be on the lookout for anything different or
interesting. To learn traffic rules.
5. Visit to another center:
Learn how to conduct oneself when visiting. To
see what others are doing and a chance to get new
ideas and exchange ideas. To promote friend-
ship and good feeling.
6. Library:
To promote good reading habits, a chance to
catch up for slow readers and a variety of books
for more advanced readers. To learn how to
take care of books and how to check books out.

Responsibility of bringing books back on a certain designated date. Behavior in a library. Reading for pleasure. Reading for information.

7. Programs:

Outlet for hidden talents as a compensation to excel here where he may not be so good in another activity. Creativeness. A good audience, helpful criticism. Relaxation for the audience.

8. Weighing:

Helpful suggestions to those who are underweight. A chance to get familiar with the scale and the hospital. Ambition to grow up healthy and strong. Stressing of cleanliness, good food and rest.

An opportunity to discuss health habits.

9. Discussions and Open Forums:

To give fair trials to wrong doers. What should be done about it, and how best to help the situation. Rules and laws to follow and fair punishment. Evaluation of day's work and plans for the next day.

10. Contributions to the Red Cross:

A feeling of charity--giving to the needy. Making others happy. Interest in the people outside of Poston.

11. Daily Rest Periods:

For relaxation, for good health. Realizing the benefits of resting after certain amount of work.

12. Party:

Emphasize cleanliness and good behavior. Table manners. Language.

(s) Mae Hiraki
Leader for Center 19 AB

SUMMER ACTIVITIES

METHODS AND TECHNIQUES UTILIZED IN PROMOTING PUPIL'S OPPORTUNITY FOR SELF-EXPRESSION AND FREE DISCUSSION ON THE AMERICAN SCENE

- A. Oral pupil reports upon various subjects of current national and international interest followed by a discussion period wherein students are encouraged to express their individual opinions and to clarify or at least bear some light upon the major problems we face today.
1. This technique is particularly helpful in bringing out the backward students of the class for they gain confidence in seeing that individual students differ quite in their opinions.
 2. Encouraging pupils to make oral reports on the contemporary scene helps them immensely to keep up with the fast-moving events on the "outside." This is especially necessary and important part of any course offered in Boston because of the fact that we are so far removed from the mainstream of American Life politically, socially, economically, and geographically so that we have an inevitable tendency to lose sight of the progress on the "outside" and perhaps remain fixed in our knowledge and thought.
 3. Knowing that repressed emotions are most dangerous in their effect upon clear, unprejudiced and unbiased thinking, I have endeavored in these class discussions to bring into play all the curious ideas, prejudices, and warped views. After discovering these, I have subtly tried to correct these misconceptions without making the students self-conscious.
- B. Formal talks and lectures to introduce or to summarize units of work with emphasis on the interpretation of facts to get at the true picture of reality rather than the scholarly and analytical description of the abstract and ideal social organization. For the only logical way to re-establish the faith and security of these frustrated and embittered people is through the presentation of the truth, positive and negative, about the various puzzling problems of the American scene; its political, social, economic, religious, and racial aspects. It seems inevitable that if we as teachers of Boston paint a rosy picture for our students and give blind faith and false optimism and security, they will be shattered sooner or later. The result is obvious. A mind warped by repeated

disillusions will eventually take on an anti-social behavior and the individual will become a public liability--an obstructing derelict in the path of society's progress.

1. The importance of human nature in the functioning of government must be emphasized. The form which any government takes may be considered, more or less, as a superficial edifice. For example, the Latin American governments are republican in form and are possessed with Constitutions as liberal and in some cases superior to our Constitution. Yet, can we truthfully say that these republics are democratic in their rule? Emphatically not! At best we can call them a "liberal military dictatorship." Therefore, the importance lies not so much in the abstract forms as it does in the actual, practical application. For governments are as meritorious as the individuals who compose it. A nation is only as the individuals who compose it. A nation is only the exaggeration of the composite characteristics of all the individuals who make up the nation; hence a government is no better than the people who are its members. We must, therefore, minimize the importance of names and forms and direct our efforts to understanding the true dynamics of human organization and its government.
- C. Panel discussions and forums to stimulate interest in racial problems.
- D. Test and examinations improvised to find any changes, if any, in the attitudes of the individual students through the period of the course so that I as a teacher may evaluate my work in terms of the changes in the students reactions and attitudes.
- E. Spelling and vocabulary work using current literature, periodicals, newspaper, and magazines, as source in order that the student may more clearly grasp the thought content of the materials which they read.

(s) Hajime Tanaka
Core 11 and 12

SUMMER ACTIVITIES

Opportunity For Group Experiences In Club Work

The Girl Scout Organization of Poston provides a rich and valuable opportunity for group experiences. The aims and ideals of the program are embodied in the Girl Scout Promise (On my honor, I will try to do my duty to God and my country; To help other people at all times; To obey the Girl Scout Laws.) The general program objectives is a plan that will provide a continuity of interest by helping every girl to find fun and satisfaction with other girls her own age, and still will furnish for them all the common goals that satisfy them individually, and also contribute to their home, community, and country. If the objectives underlying this program are to be realized, it will be because the activities, the plans for using them (guide lists, ranks and badges, program suggestions) and the troop organization have been used in such a way that the girls will have a chance and opportunity to grow in their ability to participate cooperatively in the affairs of their troop.

The thrill of feeling oneself a member of something much bigger than one's own little group is a deep and powerful incentive. The important thing is to give to each girl the sense of belonging. This is accomplished in two ways: to make the belonging a true working relationship that is so vivid to the girl that she actually is affected in her behavior, and to stretch little by little the boundaries of what she can think of as "hers" so that she becomes more tolerant of differences--more democratic.

If a girl can discover that one of the differences between a successful and an unsuccessful camping party lies in the willingness of each member to think first of the needs of the group rather than of her own personal preferences, she has taken a long step toward the realization of what may well prove to be the difference between being a successful and an unsuccessful member of a family or a group. By no means the least of possible outcomes from such working together are the new ideas which seem to rise spontaneously when a group has learned to tap such sources of ideas, many observers have pointed out.

This is not always easy to do, and the leader may have to do some work on herself before she can accomplish her aim with the girls. "How wide is my 'my'?" "Does 'my crowd' include only the two or three who are of the same age, belong to the same social set, and have the same interests?" "Do I truly number among 'my' friends those who are quite different from myself?" Or to come back to here specific Girl Scout job,

"How much difference can my troop actually assimilate?" However, it is probably better to have a small amount of difference well integrated than to try to take in more than the girls are ready for.

If all the members of a troop can truly say, "my troop," all sorts of group experiences can be used to deepen the feeling of belonging: group discussion to make plans or to come to a decision about matters that concern everybody; the election of officers with due regard to the qualities needed for the particular office instead of blind choice of one's best friend; the finding or making of equipment or decorations for the common meeting place; the providing of adult help for a much desired end that would otherwise be unattainable.

Fathers, for example, can often be enlisted to help with the building of a meeting place or to explain to the group about the workings of a dairy or a fire department. What a thrill for any Girl Scout to feel that her father has added something valuable to her troop!

Another outstanding factor in the opportunities for group experience is the opportunity for developing and discovering leaders. A girl who has a bit of creative imagination, the practical girl, and the girl who is a "born leader" and can rally her group to make them truly enjoy whatever job she elects to do with them, are all girls with potential capabilities that can be developed into real working material of a group. It is the glory of Girl Scouting, and it is the special virtue of the revised program material, that so many of these fundamental differences in interests are appreciated and used constructively. Human beings are alike in that all of us need somewhere in our lives a chance to shine. The revised program is firmly grounded upon the real interests of real girls that it will almost teach itself, and we can learn to develop true leaders. The ability to be gracefully a good follower is to such girls quite as important in experience as the unexpected rise to the top. Ordway Tead (The Art of Leadership, Whittlesey House, 1935) says, "The sense of achievement and worthwhileness, which each person yearns to have can be primarily secured by social effectiveness as in the case of most of the rest of us," and so he defines leadership as "The activity of influencing people to cooperate toward some goal which they come to find desirable."

Consider this last phrase and its implications for Girl Scouts! A goal that girls "come to find desirable." We know that it is satisfying to pay such attention to shoes, to pace, and to arrange a pack that we finish our hike still untired. We know that a lively folk dance is fun. And as we introduce our girls to these activities, they find them desirable and give us their affection and trust, and as they leave, they in their turn perform the same service for other girls who do

not yet know. By such process, is leadership learned. That such experiences do actually produce leaders, the number of former Girl Scouts who now have troops of their own bears eloquent witness.

Following is an example of how a troop worked out their own type of organization:

Twenty-six girls began the year by electing a program committee made up of five members. They felt that this committee could help the leaders plan the things the troop might do and some of the ways the activities might be carried out. After the committee and the leaders had their meetings they reported to the whole troop; everyone discussed the plans, and they were modified accordingly. Membership of the program committee changed three times during the year, so that fifteen girls had an opportunity to participate. Two of the committee members were appointed to check the attendance and to collect dues. The real planning of program activities from week to week was left to this committee and the leaders.

All of the above plans of organization are comparatively simple, but all have proved to be satisfactory ways of getting girls to take part, to work cooperatively in groups, and to assume responsibility. Leaders who expect quick accomplishment to result from democratic participation will be disappointed.

No plan of organization that succeeds in one group will necessarily succeed in another. Plans made by enthusiastic girls, stimulated and advised by leaders who are interested in helping them, will succeed despite forms of organization. The forms will take care of themselves and will be more effective because they have been involved in order to further specific plans.

(s) Mary Sawahata

Leader

SUMMER ACTIVITIES

OPPORTUNITY FOR SELF EXPRESSION IN THE CREATIVE ART

The stuff, the sense-matter and the elements that are involved in the work of art to produce their aesthetic quality are physical medium, technique, active form, subject matter, and aesthetic medium.

The physical media are the concrete materials from which the work of art is fashioned--the watercolor of a watercolor painting--the charcoal of a charcoal painting--the adobe of an adobe building--the clay of a clay model--the pencil of a pencil drawing. The nature and properties of these materials add or detract from the kind of work turned out.

The technique which is the way one handles these materials, whether skillful, unique, original, careless--determines the character of the work.

The active forms are the forms in the picture that goes up to make a work of art. The sketch of a burning structure will have as its active forms--firemen, firetruck, hose, crowd, fire, smoke, etc. The active forms of a picture of a ballet dancer are hands, legs, head, etc.

The subject matter is the recognizable or functional aspect of the work of art which the form reveals through the proper arrangements of the active forms. The successful work of art in all cases, reveals ingeniously the more pertinent and intended information of the subject matter.

The aesthetic media are the actual perceptive elements which we can see--the rest of the factors are brought to us through the latter. The elements which we perceive are lines, shapes, masses, spaces, colors, lights and shades, movements, textures and points.

With the content of the work of art fully in our mind we are now ready to create art. Firstly, we must bear in our minds that the one form which the work of art finally assumes must express the functional, formal, and expressive values. While one is working he must constantly check himself so that he has within the work of art all these values.

Now you are at last ready to go to work now that the general basic requirements are laid down before you. It is much wiser for one to try all types of creative art--for out of the hundred and one types--there is one or ever more in which you are more or less made for. One may be a whizz at water-

color and yet a complete failure at clay modeling and vice versa. Once your type of art is discovered it will become a steady climb if you keep plugging away steadily. A Japanese water color artist as a student is required to draw five thousand separate drawings in three years then he is finally considered for his capabilities as an artist.

Artist is more or less on his own most of the time--he should constantly drive to develop his personality into the picture he creates; once this is developed and people can say without looking at the name of the work--that it is your drawing--your road to success as an artist will have been firmly established.

The types of art covered in the Summer Activities were water-color, pen and ink, pencil, poster, charcoal, pasten, crayon, and cartoon drawings and sketches.