

Miss Cushman

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A REPORT OF THE SUMMER LEISURE TIME PROGRAM FOR BOYS AND GIRLS - 1943

Rohwer Relocation Center
War Relocation Authority
McGehee (Relocation), Arkansas

Prepared by Ira Holland, co-director, summer leisure time program

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I. ORIGIN OF THE PURPOSE AND PLANS FOR A SUMMER LEISURE TIME PROGRAM FOR BOYS & GIRLS

During the spring semester of school, 1943, the Rohwer Relocation Center educational administrators (superintendent, principals, assistant principals, night school director, and educational advisers) anticipated a need among school children and youth for a leisure time program during the summer vacation. Proposals were made for preliminary considerations.

A meeting was subsequently called by the Chief of Community Management at which time staff members were present from the Education (school) Section and the Community Activities (recreation) Section. The preliminary considerations, previously outlined, were reviewed; suggestions from the national office of the War Relocation Authority were discussed*; and general responsibility was placed with appointed co-directors; the acting director of Community Activities, and the adviser for school health and physical education.

II. DEVELOPMENT OF THE PLANS FOR PROGRAM AND LEADERSHIP

During the days following the meeting called by the Chief of Community Management, one co-director prepared invitations to a general meeting of evacuee and non-evacuee resource persons in the community; the other co-director secured the help of school administrators, teachers, and pupils, in obtaining an informal study of summer interests indicated by the boys and girls.

Each elementary and secondary school "home room" teacher was instructed by the school superintendent to ask the boys and girls to write down their individual interests on a piece of paper, listing the activities and interests in which they wanted to participate during the summer vacation. The spontaneous replies of the boys and girls were summarized by the teachers, grouped together by the principals, and given to the co-director

*"OUTLINE FOR A SUMMER ACTIVITY PROGRAM," War Relocation Authority, Washington, D. C.;

by the superintendent.

Resource persons in the community were invited to a general meeting by the co-directors for the purpose of outlining the opportunities for children and youth in a summer leisure time program, reporting on the informal study of pupil interests for the vacation period, gaining a cross-section of ideas and opinions from the resource persons, and securing agreement as to procedure for the program and leadership. At this meeting were evacuee and non-evacuee representatives of the following groups: Community Council (elected community self-government officials); Block Managers (elected resident administrative officials); the Outpost (community newspaper); Churches (Buddhist and Christian); local units of Boy Scouts, Girl Scouts, Y.M.C.A., and Y.W.C.A.; Community Activities (recreation Section; Community Library; Board of Education; Parent-Teachers Associations; Education administrators and faculty; and School Student Council.

After discussion, this group formulated and approved an outline of procedure for the summer leisure time program, and identified themselves as an Advisory Council, to meet on call as might be desirable and necessary, and to cease functioning after the vacation period ended.

Members of the school faculty and community activity staff were asked by the co-directors to identify the activity and interest groups with which they would like to serve as counselors or instructors. Response to this request provided an inventory of leadership available among members of the two staffs. Two of the top twenty-four interests could not be provided: no adequate swimming facilities were available and no possible construction materials were available which would meet minimum state and national hygienic standards for swimming pools; no hunting could be had since guns, shells, and an approved hunting season were not available at that time. Twenty-two out of the top twenty-four interests were available and subsequently experienced by the boy and girl participants, adult counselors, and instructors.

A pre-vacation registration was held in the schools two weeks before the spring semester closed. The "sign up" check list for each boy and girl was developed from the study of their summer interests and in light of the leadership and facilities available in the community. A copy of the "sign-up" check list is attached and is titled "Rohwer Center Summer Program - 1943" immediately followed by place for the individual's name, age, and address (see page 10). These registrations were summarized by the office clerks of the co-directors.

Anticipating actual enrollments to be proportionately near the number registered, the co-directors assigned adult counselors and instructors to the various interest groups, following the leadership preferences of the counselors and instructors. Effort was made toward placing the larger number of adult staff members with the groups of larger anticipated enrollment.

Schedules of the interest groups, what they were, who could be a group member, where and when they met, and names of counselors and

instructors, were prepared, mimeographed, and distributed throughout the schools so that each boy and girl had a copy of the schedule for the summer program interest groups. Each counselor, instructor, and faculty member received a copy of the schedule. The community newspaper placed the complete schedule and several articles in their editions, copies of which went to every family and dwelling in the community. News items about the summer leisure time program were likewise published in the high school newspaper.

Advisory Council members were consulted during the period following the initial gathering of that group. A second general meeting of the council was held during the closing week of the spring semester, reports made, suggestions indicated, and agreements reached, including the idea that the members of the Advisory Council would make reports to their respective groups and encourage continued support for the program.

Two meetings of the summer leisure time program staff were held for the purposes of acquainting the members with each other, to present leadership suggestions, and to provide for planning among the counselors and instructors in anticipation of the first meetings of their groups. Staff planning was carried on by counselors and instructors meeting according to function: camping, hiking, and nature study counselors met together; instructors in sports did likewise; those whose interest groups were arts, crafts, and hobbies made their plans together; likewise for the counselors of music groups, etc. Resource materials for leadership were provided by library services.

School closed and vacation started. The first week of vacation had been recommended by the Project Director and the School Superintendent for a "breather" and "open time" for the children and youth. During this week the counselors held their meetings, made plans, completed preparations. For several weeks, construction had been going on toward a much needed rustic camp site and shelter in the nearby woods. Away from the Relocation Center enclosure, on project-owned property, a drained site was chosen, and a sun-and-rain shelter erected on a cleared space in the woods. The shelter was sixty-five feet wide, fifty feet deep, with roof sloping from a height of twenty-two feet at the entrance to eighteen feet at the back, with open sides for ventilation. This shelter was also headquarters for the day camp. Toilets were constructed for the convenience of the campers.

III. EXPERIENCES OF THE INTEREST GROUPS FOR THE BOYS AND GIRLS

On the first day of the second week of vacation, all boys, girls, counselors, and instructors met for a "get-acquainted" period. Boys and girls who lived in the east half of the community met in a place convenient to their residence. Those who lived in the west half met at a similar convenient place later in the day. Counselors and instructors were introduced at both meetings. After each interest group was described by one of the co-directors, the counselors and instructors for that group were introduced, and an announcement read from a large blackboard as

to the place where that particular interest group would immediately have its first meeting (usually at a point within a hundred yards from the general meeting place). All boys and girls were encouraged to participate in one active outdoor group during the cooler part of the morning; one art, craft, or hobby group meeting before noon; and one quiet group for the warmer afternoon period. Those of secondary school age were given opportunity to attend the initial session of groups scheduled for evening meetings.

Ideas, suggestions, and assistance from the boys and girls were used in the group planning and activities.

Supplies, equipment, and facilities were utilized as far as possible for all age groups and interest groups. Under war-time circumstances, the boys, girls, counselors, and instructors ingeniously developed substitutes for that which could not be secured.

Of the staff of sixty counselors, instructors, and directors, the schools supplied 70% (43 persons), and the community activities section provided 30% (17 persons).

Each week, counselors and instructors were asked to give brief narrative and attendance reports of the groups.

Some quotations from the counselor's and instructor's reports give various insights into what was done:

Camping: Played quiet and active games. Had story hour twice a day. A mile to a mile and one half hike was made each morning. Group singing for twenty to thirty minutes. Story books were read. A few girls crocheted, embroidered, and sewed. Nature study was included. 93 Boy Scouts and leaders camped for a week on the shore of the Mississippi River near Arkansas City through invitation of Arkansas City Boy Scout Troop, and with permission of the Project Director, Rohwer Center.

Trips: Trips were made to the police station, apartments and dormitories of the appointed personnel, warehouses, central administrative buildings, library, Y.W.C.A. club room, fire department, post office, beauty parlor, carving class, weaving class, green house, hospital, laundry, motor pool, churches, toyland, water pump, and outside the center to the campsite, military police station, project farm, town of Rohwer, the Indian mounds, and to the cotton fields.

Volleyball: Played volleyball, varied with deck tennis and basketball.

Softball: Played workup, batting practice, played league games every morning.

Social Dancing: The fundamental steps - one, two, three steps, and waltz. One different step each day and review each step at the end of the period.

Games (in Toyland): Many small children learned to work and play together, learned new games, fun for all.

Drawing, Painting, & Light Handicrafts: Girls and boys ages 6 years to 12 designed and colored cake boxes, made straw men, colored pictures from picture books, and made masks out of bags. Girls made rag dogs stuffed with cotton. Boys and girls drew landscapes, and faces. Several did crayon work on cloth material. Made notebooks out of wrapping paper. Made bracelets and beads from buttons. Bracelets and belts were made from wicks. Those twelve years and older went out sketching, painted with water color, finished landscapes with crayon on cloth material.

Handicrafts (Basketry, Leathercraft, etc.): Patterns secured, work outlined, braided belts, wove baskets, & trays, made leather purses, stuffed toys, cut patterns for sewing.

Model Building: Began construction of models, finished them step by step, learned the types of model airplanes.

Sewing: These girls are sewing on anything they want to. Some are making skirts, blouses, pot holders, handkerchiefs, dresses, culottes, stuffed animals, and shoe bags.

Knitting: The girls are knitting purses, scarfs, and sweaters.

Crocheting: Making belts, doilies, hot pan holders, luncheon sets, and table cloths.

Embroidering: They have learned a few new stitches, embroidered on whatever they could find at home.

Weaving: Made the weaving frames, started making mats, finished mats, made scarfs.

Dramatics: Physical exercises for voice and body development, pronunciation exercises, dramatizations, pantomimes, readings, poems, stage study, study fundamentals of dramatics, read stories of children's choice and then dramatising the stories read.

Advanced Typing: During a period of an hour to two hours, students practiced and took timed speed tests, concentrated on speed tests, developed speed by practice.

Movies: Saw pictures such as "Red Cross - Why Not Live," "A & P Stores - Coffee," and cartoons.

Story Telling: Telling stories, making story books for small children in hospital. Too hot for many children to attend. We met outside most of the time in the shade of the building.

Reading: Some nursery school pupils come and look at the pictures. Counselors helped them select books. Helped older individuals choose reading material. Also discussed the reading material itself with them.

Singing & Music Appreciation: One girl started piano lessons. The group sang and discussed popular and semi-classics. Worked on "Neapolitan Nights." Sang semi-classics. Breathing exercises and discussions of the basic principles of voice culture was done.

Music Hour (Records): Study of and comparison of music.

Conferences for Relocation: Most of the time was spent in discussing type of work necessary for college entrance, various schools, and their requirements.

IV. EVALUATING THE RESULTS

Counselors and instructors were asked to include in their narrative reports each week an indication of the benefits gained during the past week by the members of their groups, including the ideas and opinions of the participants as well as those of the counselors and instructors. A number of quotations from the reports follow and give some evaluation of the results:

Camping: Contact with nature and love for the outdoor life gave the boys and girls a break from the monotony of the camp (relocation center). Active games created the most enthusiasm. Stories, reading, and hikes interested most of the group highly.

Trips: The Y.W.C.A. clubroom experienced home atmosphere. Camping-enjoy outdoor life with different groups of children. Apartments (of appointed personnel) another chance to experience home life. Town of Rohwer - enjoyment of going "outside" and drinking coca colas, besides seeing what types of stores were found. Indian mounds and cotton picking - look at things which they've never seen before.

Volleyball: The girls who came out this vacation have an advantage over the people who had not showed up because they would be a little more skilled at playing different games during their P.E. periods next semester. I was able to observe more closely the Jr.Hi. students who I'll be working with next semester.

Softball: The boys learned to play the game better and are improving in every factor of the game.

Games and Parties: Children learned to play together more harmoniously. Older children learned to lead younger ones in play.

Drawing, Painting, and light Handicrafts: Sketching outdoors was most beneficial for boys over 14. For those younger, making different things out of wrapping paper, leather, wicks, straws, etc., to take home was the main attraction, especially leather work and stuffed animals.

Model Building: The boys learned how to simplify (construction) by certain methods and learned their weak points, the advantages of certain methods, what would result from various construction. We had to supply a lot of our own equipment.

Sewing: The girls who didn't know how to use the machines were taught how to use it on scrap materials before allowed to sew on skirts. Not enough machines.

Knitting: They are enjoying the social relationships as well as their knitting. This is certainly one of interest. I think it should be continued.

Crocheting: Experience in work with an informal group. Develop more skill in domestic art. Create a desire to make things with their hands. We all learned to do better group work by cooperating in different groups.

Embroidering: The girls have learned to make neater stitches and can now work faster.

Dramatics: More attention to speech and personality.

Advanced Typing: Opportunity for practice to develop speed and efficiency.

Moving Pictures: The people seem to enjoy seeing the show. Since the movies were of educational films, I thought it gave them various ideas of some of the things they never would know about.

Story Telling: In reading and story telling, materials could be provided for children to illustrate and dramatize stories.

Reading: By giving correct help, the interest might be increased. Help them use leisure time correctly. I realized more fully the value and benefit of guidance and counsel in choosing reading material suitable to age group and individual differences. With competent leaders, who love to read and who know (to a degree) the types of literature that should be read, the Summer Leisure Time Reading Program should be unsurpassed for educational and recreational advantages.

Singing & Music Appreciation: Singing of semi-classics, breathing exercises, and discussions of the basic principles of voice culture was done with much interest and appreciation. By planning ahead, the Music room could be made one of the most popular activities.

Conferences for Relocation: Much interest in letter writing to colleges. Discussion of the various colleges in the different regions of the U.S.

There should be added to these evaluations voiced by participants and adult leaders the following:

1. This experience was the first summer leisure time program operated in the Rohwer Center. It was made possible through community cooperation..
2. The majority of the counselors and instructors had their first leadership experience with summer leisure time program groups during the month in which the program operated: August, 1943.

3. The boys, girls, and adult leadership, in general, were exposed to their first summer in southeast Arkansas, with afternoons of high heat (average 101 degrees) and excessive humidity (although early mornings and evenings were cooler and more comfortable). This climatic condition influenced the type of group interest followed, the degree of activity, and the extent of participation.
4. The twelve supervised group interests which provided leisure time experiences for the largest number of different boys and girls were the following: guided reading (237); drawing, painting, and light handicraft (223); camping, hiking, and nature study (203); sewing (166); moving pictures (123); games and parties (101); softball (100); conferences for relocation (86); social dancing (85); story telling (66); fishing (64); and singing (not including the singing at camp) (52); Complete figures for all groups may be seen in the attached "Attendance Report" under the right hand column titled "Number of Different Individuals" (see Page 10).
5. The twelve supervised interest groups which had the largest total attendance were: camping, hiking, and nature study (878 "camper days" -- a "camper day" counted for every participant in camp one day, either in day-camp or long-term camp); drawing, painting, and light handicrafts (534); moving pictures (496); sewing (377); softball (320); reading (287); games and parties (258); knitting (252); social dancing (251); advanced typing (172); dramatics (165); and story telling (164). Complete figures for all groups may be seen in the attached "Attendance Report" (see page 10).
6. Some interest groups originally requested decreased in interest as the month went by. Several interest groups (advanced typing and conferences for relocation) were provided in answer to requests made after the summer vacation began. These latter two groups ranked high in attendance and in assistance to a large number of persons.
7. The spirit, attitudes, and experiences of the boys, girls, and adult leadership were, in general, favorable and should be regarded as a wholesome factor for the second summer of leisure time program, in 1944.
8. Appreciation is expressed by the co-directors to the evacuee and non-evacuee leadership and participants of the summer leisure time program groups for their share in the operation of the program. Credit for the results go to the following counselors, instructors, and clerks: Avery, Harrison, Hatashita, Hayashino, Hayes, Henderson, Hiramoto, Horikiri, Hozaki, Ikezoe, Inamasu, Izumi, Kagawa, Kajita, Kamada, Kitada, Koono, Kumamoto, Kuwata, Jamieson, Lauhon, Matsumoto, Miura, Miyao, Mizufuka, Morishige, Mullins, Nakao, Nakashima, Namimoto, Nishioka, Nomura, Ogura, Patterson, Sano, Sato, Soki, Shibata, Shironaia, Torashita, Toyota, Trawick, Utsumi, Yamada, and Ziegler. Abe, Ballard, Banks, Bristow, Campster, and Cox. Appreciation is likewise expressed to the evacuee and non-evacuee community leaders, administrators, and adult groups for assistance given, especially mess hall chefs, and stewards for camp lunches, and to the members of the Advisory Council: Bledsoe, Bolin, Furutani, Griswold, Ikobasu, Inouye, Ito, Kanishiro, Kaneke, Konishi, Kunishima, Matsumoto, D.Mori, S.Mori, Nakashita, Nishimoto, Okamura, Oshima, Oshita, Rens, Saiki, Shimidzu, Silver, Suzuki, Trice, Umezuka, Yamada, Yamasaki, Yasuda, and Ziegler. Appreciation goes to co-director Margaret Sorenson for her cooperation enthusiasm, and hard work in the program.

9. A suggestion is made that the camp-site be used by groups, families, and individuals throughout the coming year for enjoyable out-of-doors experience in the woods, on the hiking trails, and around the campfire.
10. A number of friendship groups, many small units of close acquaintances, and a considerable number of "pals" participated in the varied combination of experiences during the month. Inasmuch as the two most potent character influences on children and youth are their parents and their friends, it is recommended that more friendship groups be encouraged to participate as groups in the longer summer vacation program of 1944. Additional provision could be made for further parent participation and family participation.

Copies made by the Education
Section, War Relocation
Authority, Washington, D.C.
April, 1944

ATTENDANCE REPORT

Number of
Different
Individuals

<u>Group</u>	<u>Aug. 9-13</u>	<u>Aug. 16-20</u>	<u>Aug. 23-26</u>	<u>Total</u>	
<u>ACTIVE GROUPS</u>					
Camping, Hiking, & Nature Study					
Day Camp	149	151	113 (413)	878	(110)
Boy Scout Camp		465	(465)		(93) 203
Trips	87	33	27	147	31
Softball		50	270	320	100
Tumbling	61	57	44	162	40
Volleyball	64	31		95	21
Games and Parties	105	85	68	258	101
Folk Dancing	36	45	6	87	18
Social Dancing	93	53	105	251	85
	<u>595</u>	<u>970</u>	<u>633</u>	<u>2198</u>	<u>599</u>

CRAFT AND HOBBY GROUPS

Art (Drawing, Painting and Light Handicrafts)	187	158	189	534	223
Handicraft (Basketry, Leathercraft)	26	25	16	67	14
Model Building	25	25	25	75	5
Sewing	168	135	74	377	166
Knitting	89	86	77	252	25
Crocheting	51	57	25	133	20
Embroidering	32	33	29	94	7
Weaving	10	10	8	28	2
Dramatics	61	62	42	165	28
Music Appreciation	59	(combined with Singing)		59	48
Advanced Typing		87	85	172	20
	<u>708</u>	<u>678</u>	<u>570</u>	<u>1956</u>	<u>558</u>

QUIET GROUPS

Fishing	79			79	64
Moving Pictures	120	171	205	496	123
Story Telling	60	65	39	164	66
Reading (guided)	25	25	237	287	237
Singing (Music Apprecia- tion added)	61	10	8	79	52
Music Hour (records)	27	21	12	60	51
Conferences for Relocation	29	35	22	86	86
	<u>401</u>	<u>327</u>	<u>523</u>	<u>1251</u>	<u>682</u>

TOTAL ATTENDANCE 1704 1975 1726 5405 1839

(some
duplication)

ROHWER CENTER SUMMER PROGRAM
1943

Name _____

Age _____ ADDRESS _____

Please place a check mark after the activity or interest in which you'd like to engage during the summer vacation. Everyone will have a chance to participate. With a wide variety of subjects to choose from, you should attempt to participate in at least one active group, (camping, hiking, sports, etc.) one craft or hobby group, and one quiet interest. To have fun and get a good balanced program, take at least one from each of the three sections; active, hobby or craft, and quiet. Choose two morning activities, one afternoon, and one evening activity. (Elementary students - 4th grade and below - do not check evening activities).

Attention: High School Students; If you wish to assist the adult counselor as a junior leader, please place a check mark in front of the activity or interest.

Section I Active	8:00-9:30	10:00-11:30	2:30-5:00	7:00-9:00
Softball				
Tumbling				
Volleyball				
Games & Parties-Indoor & Outdoor				
Camping & Picnics				
Hiking & Nature Study				
Folk Dancing				
Social Dancing				
Trips within the Center				
SECTION II Craft or Hobby				
Drawing & Painting				
Handicraft (woodcarving, clay modeling, etc.)				
Model Building				
Crocheting & Embroidering				
Knitting & Sewing				
Weaving				
Dramatics (Plays, puppets, talent shows)				
Music				
Clubs				
Marbles				
SECTION III Quiet				
Fishing				
Singing				
Movies				
Story Telling				
Reading				
Music Hour (records)				

(If there are any activities or interests which you would like to engage in during the summer and it is not on the list, please add it on the back).