

Displaced Persons - Welfare Service

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March 1945
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WELFARE SERVICES FOR DISPLACED PERSONS

REFERENCE HANDBOOK

Welfare Division

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I. INFORMATION AND ADVICE SERVICES

Experience has abundantly proved that an organized information service is essential to efficient emergency relief operations. In Assembly Centres, this service will be invaluable both to the administrative staff and to the people the Centres are designed to serve. For the administration it will facilitate the rapid dissemination of directions, instructions and reliable information. It will assist materially in making personal contact with those who come to the Centre, and gaining their cooperation. For the people themselves it is an essential welfare service. It will reduce their anxieties, discomforts and inconvenience, and refer them to the proper sources for the help they require. It will lend encouragement to the enquirers to add their own initiative and resourcefulness to such arrangements as are generally established, in dealing with their personal affairs. And it will help people to re-identify themselves with the outside world from which they have been cut off. Self-confidence, relief from unnecessary doubts and worries, a clear understanding of the ways and wherefores of repatriation plans, and a heartening contact with the first link in a chain whose other end is anchored in home and country: these are the objectives of the Information Bureau, for thousands of newly-liberated human beings who will come to the Centres with questions which have long weighed on their mind.

These people will look to the Administration of the Centre to dispel many anxieties about themselves or their families, and the ways in which they will be able to return to their home countries or some new place of settlement. Some will be easily contented for. Many others will need help in the interpretation of official information, or its application to their particular circumstances. Here elements of advice and of constructive help can enter. It must not be forgotten that many individuals, whether or not they have any clear repatriation plans, will crave the security of personal contact, and the satisfaction of a friendly talk. They will want to meet their new official friends and protectors, in the guise of UNRRA, representatives of their countries, or of the Allied armies. A well run, wisely staffed Information Bureau will multiply the opportunities for good personal relations throughout the Assembly Centre, and will fill a need that no amount of written instructions or bulletins, by themselves, can satisfy.

In the territory of one of the United Nations an Information Bureau would have the advantage of various resources within the community or country in which it was placed. In enemy territory, where the responsibility for Assembly Centres with their Information Bureaux and all other services rests with the Allied military authorities and UNRRA, these services will of course be distinct and separate from those of any indigenous agency, and the organization worked out between UNRRA, other international bodies, the cooperating Allied governments, and the military authorities will determine the range of informational material available. It may be some time before a regular flow of this information is assured, and a Central Bureau established to collect, edit and transmit all information in systematic form.

What is meant by "Information" and "Advice"?

It would be difficult to classify all the subjects on which information will be sought. There will be innumerable local variations and questions of personal concern, which defy advance definition. But certain principal categories for which it will be necessary to be prepared in advance can be anticipated, and they may briefly be defined as follows.

Super Guide
1. Instructions about:

- a. The procedures laid down by the various allied governments for the repatriation of their own nationals;
- b. Domestic arrangements and orderly procedure in the Centre.

2. Information about:

- a. The general plans for repatriation;
- b. The scheme for tracing lost relatives;
- c. Conditions in the home countries and developments since their liberation;
- d. Services available to persons in the Assembly Centre during their stay, and for their transit to their home countries;
- e. Centre activities of all kinds in which the residents are participating.

3. Advice about:

- a. The particular application to the individual's circumstances of general arrangements and facilities for repatriation and care;
- b. Guidance as to where to go to obtain particular services, or other information;
- c. Related personal problems with which the interviewer is competent to deal.

While as clear a distinction as possible should be maintained between the scope of "information" and "advice", this does not imply that hard and fast lines must be drawn between them in the application of these services. "Information" essentially means facts - about regulations, procedures, services, facilities. "Advice" means the application of this information to the needs of the individual to help him or her make a proper use of the facilities available. In giving information the accuracy of the facts must be the main concern. Similarly, any advice given must be based on accurate information. When the enquirer is mainly seeking guidance rather than information, "the personal factor" is involved: not merely a knowledge of facts and facilities, but good judgment and insight on the part of the interviewer, is called for. Any advice given must be within the competence of the person giving it, and must be based on a correct interpretation of the enquirer's needs. It is necessary to remember, also, that one of the enquirer's primary needs may be merely an opportunity to express his own feelings or clarify his ideas on the matter. Accordingly, the interviewer's interest, understanding, and respect for the enquirer's point of view is vital if he is to inspire confidence and contribute to the satisfaction of the interview.

See also Super Guide to Council

Even experienced interviewers cannot always be sure of detecting readily the cases where simple advice is sufficient and those in which emotional distress makes it impossible for the person to "take it in" and act confidently upon it. It is important, therefore, that interviewers in the Information Bureau should be on their guard as to whether the personal problems which come before them are in the "sphere of competence". They should always be alert to recognize special cases which should be referred to the Welfare Officer, or some other competent person. For in trying to handle the more involved personal and social difficulties an interviewer without adequate social work training or personal experience may do more harm than good.

Organisation in the field*

The field organisation for the information service will be developed in conformity with the general field organisation for the care and repatriation of displaced persons in Germany. The framework of the general field organisation is as follows:

- 1 general field headquarters controlling operations within a zone embracing 10 "areas"
- 10 area headquarters, each co-ordinating the operations of 10 Assembly Centres
- 100 Assembly Centres

The corresponding field organisation for the information service will include a Central Information Bureau as a department of the field headquarters, an Area Information Section attached to each area headquarters and a local Information Bureau in each Assembly Centre. The whole is designed to provide an adequate and efficient local service to the people in the Assembly Centre.

In the Assembly Centre there will be a nucleus of trained staff (an information officer and assistant information officer) to organise and supervise the local service. They will be assisted by suitable people drawn from residents of the centre in sufficient numbers to provide an adequate and flexible service (e.g. permitting continuity of operation by means of shifts), and to enable interviews to be conducted as far as possible by persons of the same nationality as the enquirers. The staff serving this bureau in the Centre will be a part of the staff of the Welfare Officer, and will receive technical guidance and supervision from the higher levels of the information service itself. The operation of the bureau in the Assembly Centre, will, of course, be under the general administrative control of the centre Director.

At area headquarters the Area Information Section will supervise and co-ordinate the work of the local bureaux in Assembly Centres within the area, circulate information of local interest, and report to the Central Information Bureau at field headquarters on the work of the local bureaux. It is hoped that, working in conjunction with each Area Information Section, the field staff may have the benefit of an advisory committee composed of National Liaison Officers nominated by the principal governments concerned.

At field headquarters the Central Information Bureau will supervise and co-ordinate the work for the ten areas, embracing one hundred centres. This Central Information Bureau will be the seat of control of the field organisation for information services and will be in charge of a Director responsible for its administration and general supervision. It is planned to organise this Central Information Bureau in advance of actual operations so that it may begin to operate as the official bureau and be prepared ready to move its headquarters at the appropriate time. The Central Information Bureau will provide the central information service to the local bureaux. It will receive the reports from area headquarters, and circulate all items of information of general interest deriving from area reports as well as from national governments and other outside sources of information.

Remarks

One of the first tasks of the Central Information Bureau will be to establish practical working arrangements with all governments concerned, with the Inter-governmental Committee on Refugees, the International Red Cross and any other appropriate sources, for a regular and adequate flow of information on all subjects likely to be of concern to displaced persons. This will have to be edited and classified in appropriate form for convenient use in the Assembly Centres. To

- * H.R. A fully adequate information service for displaced persons in Assembly Centres in Germany will require special provisions to ensure a regular flow of information from many countries and international bodies, a Central Information Bureau to collect and edit the information in suitable form, and special arrangements to distribute it as quickly as possible to the points where it is needed. The plan for field organisation referred to above has been recommended by the Welfare Division. This plan has not yet been implemented and the central service described is therefore not yet in being.

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facilitate a rapid distribution of information in the field organization the information bulletins from the Central Information Bureau will probably be distributed direct to each Assembly Centre with duplicates to area headquarters at the same time.

Some Special Problems of the Field Organization

Some special requirements of an information service for displaced persons in Germany will call for careful advance preparation, both for the collection and distribution of information in suitable form for the consumer, and for the organization and staff which must be improvised quickly in the Assembly Centre.

Since much of the information required must come from outside Germany, the local Bureau will be peculiarly dependent upon its central service and the intermediate area organization for many of its requirements. It must be anticipated that many items of official information which the various governments desire to be directed to their own nationals will not be available far in advance of actual operations. But as much information as possible will be collected and prepared in advance by the Central Information Bureau with the assistance of the governments and appropriate international bodies, so that it may be placed at the disposal of the Bureau in each Centre.

It is obvious, however, that the ramifications of personal enquiries will raise many points which cannot be anticipated in advance and to which the answer will depend upon individual circumstances. The Central Information Bureau will be too far removed from the circumstances of a particular enquirer to handle this situation adequately in the field. With these more individual issues the National Liaison Officers closer to the scene of action at area headquarters will be able to give the local Information Bureau invaluable help. They will also be in a position to take up with their own authorities some of the more complex questions that are likely to arise, and will know how to secure special information required quickly from their respective countries.)

The area headquarters will be the most suitable level for dealing with special needs of this character. Similarly it will probably be the best medium for collection and distribution of military instructions concerned with such matters as security, transport etc., which cannot be anticipated and prepared for in advance.

In the Assembly Centre the Welfare Officer and any assistants responsible for setting up the local Information Bureau will need active support and consideration from all members of the administrative team, and all possible facilities to aid them in overcoming initial difficulties. The ability of the Bureau to offer services without delay will be important to the establishment of its relations with the people in the Centre. Selection and training of an assisting staff drawn from the displaced persons must be undertaken immediately. The initial organization will have to be improvised even before such a staff can be fully trained, to cope with the first rush of enquiries. While it will by no means be able to answer all the questions put to it in this initial period, the Bureau should have at hand the fullest possible information from each officer in the Centre relating to the services and organization of the Centre itself. The innumerable enquiries on other subjects will also help the Bureau to plan its services realistically in response to local needs and demands.

Although the physical accommodations for the local Information Bureau may be primitive or inadequate in some Centres, a good staff organization, efficient files, and a clear appreciation of its essential functions and potential values in the Centre, will make it possible to overcome the limitations and perform a valuable service both to the people and to the administration. Supplements which will be added to this Reference Guide will deal with details of suggested local organization, as experience permits. But in the first stages it is inevitable that field officers will have to improve services under greatly variable circumstances.

II. PERSONAL COUNSELLING AND REHABILITATIVE TREATMENT

Even in a normal community, personal misfortune, illness, deprivation, insecurity and other social and economic conditions may create problems which some individuals and families cannot solve without help. Skilled advice, as well as social services, are needed in these cases to assist the persons concerned to overcome their difficulties and re-establish themselves in community life. Naturally, it is to be expected that there will be many complicated personal problems among those who come to the Assembly Centres. It is true that the special problem which marks them off from other citizens is that they have been removed, usually against their will, from their home communities. It does not follow, however, that their personal problems will be completely solved once the formalities of registration and other physical provisions for travel and repatriation are made. For some, the regular procedure may not be immediately applicable, because of some special features in their legal status, or lack of it; or because of marital, political, racial or religious factors. Illness, or mental exhaustion, may prevent them from making any plans to return, or they may, indeed, have no place to which to return; or for some other reason they may feel unable to utilise such facilities as are being offered. Many of these problems will no doubt be solved through the Information Bureau; but the Bureau will also bring to light a great variety of complications which will call for advice or discussion more or less specialised to the individual case. Some of these cases will be personality problems for whom nothing but skilled counsel, and encouragement to gain self-possession through the various activities of the Centre, will suffice. Many people will appeal directly to the Welfare Officer or another trusted confidant for help with a personal problem. Other welfare needs will come to light in the course of inquiries at the Information Bureau, and it will be an important decision at this stage whether to attempt to deal with them there or to pass on the individual for a talk with the Welfare Officer or some other appropriate person if he is available.

Evidences of the Need for Special Services

For some of the people in the Centre, the need for such special services will be readily seen. Examples are unaccompanied children or young adolescents, aged persons, physically or mentally handicapped individuals, nursing or expectant mothers, unmarried mothers, and persons who have suffered particularly brutal treatment at the hands of the enemy. Some problems resulting from health conditions will require medical-social treatment, with the active collaboration of the doctor and the Welfare Officer. Other evidences of personal need or distress are likely to be revealed through such channels as difficulties over registration, exaggerated personal grievances or anti-social behaviour. It must be remembered that both attitudes of helplessness and dependence on the one hand, and marked aggressiveness on the other, may reveal an inner distress that springs from the same source, the need for a feeling of personal security. It may appear as a state of apathy in some, in others as an over-anxious confusion, and inability "to get things straight"; though the possibility must be allowed for that these symptoms may arise from some physical condition needing medical attention.

Some of the less apparent personal needs may not be recognized at all in the short period that most people will spend in the Centres. But many will come to the surface if friendly personal relations, based on mutual confidence and trust, are established with the residents of the Centre. By stimulating means of self-expression, (such as participation in games, plays, the production of Centre newspapers) and promoting purely friendly services (such as a "neighbourly" visiting system), Welfare Officers will find that hidden personal difficulties, often serious in their effect, will be given an outlet, and opportunities for constructive service

to meet them will grow.

Problems of Social Dislocation Likely to be Encountered

It is not necessary to suggest that all the population coming into the Centres will be under deep-seated and undiagnosed mental strain. But some preparation must be made for the emotional problems of people who have been uprooted from their families, their home communities, their former associations and groups, who have suffered the experiences of prolonged living under duress, or who have been subject in other ways to violent change in their mode of life.

Any drastic change in life experience may set up some mental and emotional strain, because of the need for personal adjustment to new sets of circumstances; they may involve new tensions (or a sudden release from old tensions), new satisfactions or desires, new responsibilities, and new anticipations or fears for the future. Entry to the Assembly Centre is itself one of these changes. A so-called change "for the better" may not impose so great a strain as a change "for the worse", but if it requires the assumption of unaccustomed responsibilities or a self-disciplined response to a new freedom of action, it will not be taken in their stride by everyone, more especially, those who have suffered the despair and hopes of exile for many years. A sudden release from tensions to which the whole mind and spirit has been geared for a long time may be as disturbing to personal equilibrium as the earlier period of adjustment to that bondage. The deep sea diver has to spend as long in the decompression chamber as in the compression chamber. If he goes in or comes out too quickly the effect is disastrous. The mental parallel is not unduly dissimilar.

It is a well-known phenomenon that after some serious experience or cataclysmic change, the delayed shock sometimes comes some time after the crisis has passed. The effects of such experience, and the delayed effect, are likely to be seen in Assembly Centres. In addition, even among persons who feel least insecure, there may be anxiety that further crises may have to be faced upon their return after prolonged separation from home and country. For the minority for whom repatriation will be difficult or impossible, or for whom there is only a slender chance of family reunion, personal fears and hopes will eddy in a different circle. They will be old familiar feelings, perhaps feelings that have long been held in check, but the event of liberation in itself may release them to a new intensity of feeling that is hard to bear.

It is important to recognize the nature and effect of these conflicts of mind and spirit which all displaced persons will feel in some measure. But this does not imply that they will all manifest themselves as social problems. Probably the great majority of the persons concerned will be able to resolve their personal problems unaided and adjust themselves successfully to new events and great changes. The demands made by these people on the staff of the Centre are those of reasonable understanding and consideration, but no more.

It is the person who cannot make the necessary adjustment to change, or who has suffered such a prolonged experience of the denial of fundamental human needs that this capacity to recover is lost or weakened, who will stand in need of individual rehabilitation services. Such persons will inevitably suffer in mental health and there may be concurrent or simulated effects upon physical health in many cases. The effects in the individual case may be reflected in abnormal behaviour, but this will not always be the case. A person may have succeeded in maintaining his outer defences of customary behaviour and self-control, though still be close to the breaking point, under private burdens which he may or may not fully understand. His private burden may also have assumed a false shape in his mind, masking the real seat of the trouble unless its proper significance can be understood and accepted. In personal counsel, therefore, the underlying problem with which the social workers has to deal

is not always readily found and comprehension of the problem is only the beginning of service to the client. Resources and material assistance "from outside" (in various forms of group participation) will probably be required, and the full solution will depend upon the successful participation in it of the person directly concerned, in recognizing and overcoming his difficulties.

Objectives in Personal Advice and Rehabilitative Treatment

In the ordinary conditions of a settled community the services and types of assistance that can be mobilized for an individual or a family may be extensive; and under such conditions "case-work" is possible, directed to the complete rehabilitation or adjustment of a family, or individual. In an Assembly Centre the proper resources for case work may not be available. But the processes of successful case work are relevant and some approach to them can be made. The objectives of social treatment of personal problems may be defined as follows:

- (1) To help the individual to recognize and develop the resources within himself to meet his life experiences, to satisfy his fundamental human needs, and to achieve his full stature as an individual person.
- (2) To utilize all possible resources within the individual, with family, social and other groups and the community generally for the enrichment of life and the growth of character and personality.
- (3) To afford to the individual or group such protection, guidance or special care as may be required when they are unable or not fully prepared to cope with the conditions with which they are faced.

Limitations in the Assembly Centre

While some displaced persons may be in need of skilled services throughout a long period of rehabilitation, it is obvious that the scope and effectiveness of rehabilitation services for such people will be severely limited until they have reached their home countries or place of re-settlement. The opportunities for constructive service in the first stage of repatriation will be restricted by a number of factors: the abnormal life in the Assembly Centre itself, its own isolation from the homes and countries of its temporary inmates, the heavy duties of the welfare staff, the brief acquaintance with many people which will alone be possible, and the inevitable differences of language and national background which will exist. Yet these initial services, even on a somewhat superficial level, may be supremely important to the ultimate success of the rehabilitation process. Skilled services in the first aid post or field dressing station have saved many lives for ultimate recovery by superficial treatment of the right kind.

The limited scope of welfare services in Assembly Centres, and the emergency conditions under which they will function, make all the more necessary the proper understanding of the problems likely to be found in these temporary communities. (1) Welfare Officers will have to make a discerning selection of the individual cases in greatest need of immediate personal attention. (2) They will have to improvise without the organized resources of an established community behind them, and in a setting which lacks established social patterns. (3) They will be unable in most cases to verify information or consult relatives and friends. (4) More than usual will therefore depend on the personal interview and the capacity of the interviewer to evaluate the fruits of the interview.

(5) In some cases the interview will also be limited in value or scope by differences of language and nationality. These differences may require a third party to an interview in the role of interpreter or assistant to the Welfare Officer. Such an arrangement will be satisfactory for some interviews, but it will reduce their value in other cases. The ideal arrangement would be to have one or more experienced Welfare Officers

Review

of the various nationalities to be served in the Assembly Centre. Voluntary international agencies as well as Governmental welfare personnel may be able to supply staff who can help in this, and some recruits may be found from the displaced persons themselves; but none of the resources can be counted on in advance. But, in particular, if Welfare Officers are attached to the official repatriation missions sent by allied governments to the Assembly Centres, their assistance will be invaluable.

If it proves feasible, assistants to the Welfare Officers may be selected and trained from among the national groups to be found in the Centre. Their common ground of experience as displaced persons themselves, as well as their common ground of nationality and language with that of the person to be served, may be of greater value in many situations than a three party interview conducted by a more experienced social worker.

In any case, however, Welfare Officers will have to work through others in the Assembly Centre, by utilising group treatment as a supplement to the more individualised services, and helping to develop features of the organized life of the Centre which will contribute to the constructive treatment of personal difficulties. Every aspect of the community life in the Centre will contribute either positively or negatively to the treatment of the individual problems of its population.

Some Guides to Good Welfare Practice in Assembly Centres ✓

A few suggestions may be made on the approach to individual problems, but from actual experience in the field they can be modified or supplemented. It is in the nature of the subject that only the methods which have a fairly general application can be enumerated; and it should be added that the services appropriate to specific groups such as children are dealt with elsewhere.

✓ (1) Avoidance of superficial classifications.

Displaced persons will have had a wide range of personal experience in Germany, with differences in status and treatment varying according to the bargaining power of various trade or national groups. Even the effects of similar experiences upon different individuals are never quite the same. Every care should therefore be taken, both in the Welfare Officer's approach to a problem, and in making of reports or records, to avoid categorising a problem or the situation of an individual in any arbitrary or superficial manner. No doubt in time broad classifications both in the nature of the problems presented and the experiences in treatment will emerge; and such analysis will be of value to the staff in the Assembly Centre, to field supervisors, and to those who must plan succeeding stages of rehabilitation in the home countries. But the basis for final judgement of the individual problem as it presents itself in a particular case will rarely exist in the Assembly Centre. >

(2) Recognition of some common denominators. ✓

Some of the human problems resulting from "social dislocations" of any kind have already been mentioned. They are problems which confront welfare workers everywhere and affect the lives of many people who have never been displaced in a geographical sense. They result from the loss of a secure and familiar pattern of life, which may be due to many causes. But it will be well to keep in mind that the persons coming to Assembly Centres, not excluding the most privileged groups under the German regime, will all have suffered one common loss, although many may not show visible effects of this experience and some may have accepted it without resistance. < They have been separated from home and country, and the majority have been separated from their families and normal social groups as well. > They have been taken to a foreign land where they were wanted for their labour alone and not for their personal value as members of a community, entitled to a share in its protection, mutual loyalties and responsibilities. < They have been "devalued" in their relations with these new communities (some have been devalued to the status of slaves). > In a sense which they will be unable to avoid feeling in some form, they have also been devalued as citizens of their

own country because they have been forcibly deprived of its protection to a greater or less degree and there has been no real substitute for that former protecting power. They have been separated from the social units of which they were once an integral part, and most of them have been isolated from family ties and the tangible evidences of family affection. Throughout, they have been without an affective advocate.

All of this signifies the denial of a universal human need: for the sense of security and personal value that can only be sustained by the ties and responsibilities, mutual loyalties and affections of a social unit of which one is a valued member.

While the Assembly Centre can only institute the first step in rehabilitation, this can be a valuable beginning if it is made evident to each person that there is a recognition of fellowship with him under the banner of the United Nations and a sincere concern for his personal welfare. The administration of the Centre should be planned to contribute as much as possible to this relationship. But the organization of the Centre will have to be built up under great pressure and many difficulties. It will have to care for a heterogeneous community, and frequently without adequate physical facilities to do the job as one could wish it to be done. It will be part of the Welfare Officer's task to assist in making up for these shortcomings by watching out for particular welfare needs within the organized life of the Centre and by developing individual and group services of therapeutic value.

(To convey tangible evidence of personal concern for the individual in a manner which will be acceptable to him and constructive in effect will not always be simple in practice. It will be more effectively demonstrated than expressed - by evidence of personal consideration, sincerity, just treatment and recognition of the personal worth of the individual, in effective contrast to Nazi methods.)

(3) Restoration of Equality of Treatment ✓

The inequalities which have prevailed between groups of foreign workers in Germany suggest another guide post for welfare policy in Assembly Centres.

The most privileged categories of foreign workers have enjoyed an economic status equal in theory (though rarely in practice) to that of the German worker. The least privileged have been brutally maltreated and enslaved. Innumerable categories and inequalities in between, under constant threat or hope of change, have sometimes bred bitterness among natural allies and between groups of the same nationality. Living conditions in some labour camps have contributed to further social disintegration with breakdowns in social standards and a strife and mistrust between individuals and groups. "Garde qui peut" has become the basis of the individual and social life of many displaced persons who have suffered the most at the hands of the enemy. < There has been for vast numbers no assurance of justice, or the continuance of any protection or status they enjoyed at a particular time. The right to modify the application of official regulations has frequently been left with the local German administration, and discrepancies between official policy and actual practice have been all too common. >

< By setting group against group, enforcing inequalities, constantly changing categories, and deliberately breaking up groups which might be reasonably homogeneous and able to sustain the morale of their members through common loyalties and standards the Nazis have conspired to debase and destroy healthy group relationships. > It should not be assumed that they have always succeeded. Nevertheless the personal struggles of resistance have made severe demands on human strength and character.

< In the Assembly Centre justice and equality of treatment to all must be a principle of primary importance, and a matter of constant concern in all welfare plans. Some Assembly Centres may not have the facilities to provide more than the minimum necessities or to prevent discomfort and inconvenience. But displaced persons will be able to accommodate themselves more readily to necessary hardships given the fortifying

conviction that equality and justice prevail, and provided they know the reasons why particular courses of action are followed. > Every opportunity should be provided to the individual to gain a full appreciation of his own personal situation in relation to repatriation plans, and of the reasons for any procedure, delay or official regulation. This will require the assistance of the Welfare Officer in some situations. Much personal counselling in Assembly Centres will be called for simply to remove the fear of the unknown from the minds of its people, and help them gain the satisfying conviction that they are getting just and equal treatment. Even in small matters this achievement will be worthwhile.

(4) Rebuilding Social Relationships and Group Activity. ✓

The rebuilding of social units and constructive group relationships will be an important means of treating individual problems in the Assembly Centre. (1) Such self-government as is possible in the Centre will be a feature of its administration, but the importance of the social unit to the individual will go beyond participation in electing representatives, getting the camp fatigues collectively done or enjoying a recreation programme. (2) So far as possible, people with like interests should be brought together in housing and feeding and other community arrangements. If such arrangements are limited or impossible, the Welfare Officer should be on the alert for other opportunities for friendly or neighbourly association. In "scouting out" and arranging such opportunities, volunteer assistants recruited from residents of the Centre will again be invaluable. Nationality groups, cultural or social interests, people who come from the same locality or region - these and other common denominators will be found on the spot. The important thing is to look for actual or potential common denominators and build up from there. >

The initial objective for the first gathering of a group may be transitory and only incidental to the large purpose, but it should be sufficient and gain interest in itself. It might be to follow up some common interest already discovered, to organize a useful project for the Centre or to hear and discuss some items of information or general news. Discussions of current events or news about home countries are particularly likely to draw groups together, for their eagerness to learn more will lead many to ask questions and share surprise, pleasures and speculations.

On the other hand the objective may be to assist a group or clique which already exists to find more productive outlets for group activity. Cliques without positive and constructive interests have an unfortunate effect on their members and on the life of the community. They are likely to harbour little cells of dictatorship within themselves and their tendency is to destroy rather than to build. The whole German regime has tended to make such effective groups as do exist self-protective for themselves and predatory upon others. They are the result of being on the short end of the bargain all the time with the constant fear of being ejected from any bargaining position at all. The more passive members will have given them their support and obedience simply through fear of that greater isolation of being "on their own".

The above is not to suggest that all cliques and groups which are found to exist already among displaced persons will be destructive in effect. Many may have preserved a high morale value of mutual loyalty or participation in the resistance movement. They will have done much to preserve positive incentives, individual participation and the values of the social unit to the individual. Putting opportunities for useful community service in their way will do much to facilitate the change-over from resistance to assistance in such cases, and at the same time conserve the essential values of an effective group to its individual members. If already existing groups prove troublesome in the Assembly Centre, the problem should be tackled as far as possible through the substitution of incentives rather than by an effort to weaken or disorganize the group, provided it can serve as an effective medium for group activity. The vitality of a live and active group is a valuable asset to the progress of rehabilitation, even if some of its objectives are misdirected. Some of the more serious welfare problems are very likely to be found among the persons who have no effective group to which they can belong. These can only be stimulated out of their passivity.

The objective will not be promoted, on the other hand, by too much enthusiasm for organization on the part of the Centre staff. Many people will crave a little privacy above all else, and an opportunity to do something by themselves. While their need for satisfying group relationships may be great, their conscious desire for association with others may only revive gradually, and opportunities should be afforded where possible for the formation of small groups of people which are sufficiently limited in size to communicate a sense of personal satisfaction to their most passive members. The purposes of the group should not make demands upon its members which they are unable or unwilling to meet, and should allow latitude for individual objectives within groups not too closely bound by an organized programme. For example, women or men, or both together, might be given the opportunity to use a workshop at stated times to make things for themselves or repair or clean their clothes or small possessions. From such small beginnings divisions of labour, team work, or service to others will grow under proper cultivation.

< If the above has appeared to labour the importance of group activity in Assembly Centres it is for two reasons:-

(a) The Soviet regime has done its utmost to attack and destroy healthy normal social groups;

(b) Because of sheer numbers to be served, the Welfare Officer will have to rely upon group methods to a greater extent than would obtain in more normal circumstances, for the treatment of social difficulties. >

Group activities will help the Assembly Centre administration, but their primary value will lie in its rehabilitative value to the individual persons concerned.

Relation of Information Service to Other Welfare Work ✓

< The Information Service, discussed earlier, can play an integral part in the welfare programme through its relation to counselling. If the staff of the information bureau is well selected, and aided by Welfare Officers to recognize situations that are beyond the scope of general information and advice services, the bureau may become a valuable recognition centre for personal difficulties which require attention from Welfare Officers. > It will be the Welfare Officer's task to assist particularly in this aspect of the training and supervision of the information staff. The value of the whole information service to welfare and morale will also be enhanced by a clear understanding of both its welfare limitations in some directions and its potential values in others. Through close working relationships with the information workers the Welfare Officer can help them to achieve a greater understanding of welfare needs and problems, and the proper limits to be observed, particularly in the "advice" functions of the information bureau.

"Information" may extend to a number of topics. It must certainly include known facts concerning official instructions, notices to displaced persons, and the services available to them in the Centre. It may also helpfully include reliable news about relevant matters in the home countries of the enquirers; though much will depend on the services made available by national governments. In general, however, it should cover any reasonable subject of enquiry on which information can readily be obtained. Optional services of this kind should be developed to whatever extent is possible within the limits of competent volunteer staff and other facilities available.

Every community of people makes its own news, and if there is no real news, it will be fancied or manufactured, in the form of rumour. A dearth of reliable news and information will multiply rumours, so that the Information Bureau must be particularly alert on the fact-gathering side, if it is to satisfy its customers.

Advice and its Relation to Information

In sum, the Information Bureau has a threefold function. It is necessary for efficient administration and good public relations in the Assembly Centre, because this depends on accurate information being freely available. It is one of the amenities provided for the people in the Centre, so that its existence will make a definite contribution to their welfare and morale. But it is important to realize that for the Welfare Officer it can be the "intake desk" for many cases of personal difficulty on which his assistance is required.

The first function - that of being the articulate voice of the Centre's organization - is fundamental. Staff and equipment must be adequate to discharge this task efficiently, so as to establish confidence in the bureau under the first pressure of inquiries in its early days of operation. The second function will, of course, be served in some degree if the first one is efficiently performed for the more official information and instructions. But further optional development of local and general news services, and, also, for example, a general exchange service to help put people in touch with others having common interests, will greatly enhance its value as a welfare institution. These will aid the Administration to establish a community of interests among the people and break down the walls of isolation behind which many have been living for so long. In an established community where general news is accessible, this type of service would not of course be required. But in an Assembly Centre where the people are still in comparative isolation, and have been starved of reliable news about their homelands and the world in general, services to satisfy the hunger for news will be of distinct value to the welfare programme.

The third possibility, that it will serve as a clearing house for cases requiring special advice, requires more explanation. "Advice" does not necessarily come out of a separate tap. It might be defined as "helping the inquirer to obtain the full benefit of the information provided". In most cases this will not mean telling him what to do. Rather it implies a free and friendly explanation of a point which may still be obscure when all the official words have been said. It sometimes calls for interpretation of the reasons for a procedure, an instruction, or an irritating delay that may at first glance have a disturbing resemblance to "red tape". It may mean talking around the subject with an inquirer, providing him with opportunity to find expression for his own views and feelings, and time to work through to his own decision on a personal problem. It is altogether likely that his opportunities for self-expression and choice of action have been severely curtailed. If so, these disused human prerogatives will need conditioning exercises before they are fully restored. For many, free expression has been voluntarily suppressed for a long time because of the danger of betrayal, and suspicion and fear have become habitual attitudes of mind. Fear of the unknown is always the greatest fear. Both the information and the advice functions of the bureau can break down these inner walls of isolation in which so many of these people have lived.

Specific advice on what to do may be required even on elementary matters by those who are unprepared for new freedoms or are temporarily handicapped by their physical or emotional condition, but the wise adviser will encourage all people who are bewildered or in personal difficulty to participate as fully as possible in defining the problem and determining what must be done. This will help them to overcome feelings of helplessness and dependence on others, and to reestablish themselves in their own minds as "a going concern".

For others, the first exercise of new freedom of expression and action, coupled with hidden anxiety and emotional disturbance, may result in erratic behaviour, exaggerated complaints, or assumptions of false self-assurance which are likely to seek expression in the Information Bureau. These people need understanding and personal reassurance just as much as those who exhibit more dependent attitudes. Good listening is thus an element in advice services whose importance cannot be over-emphasized.

None of this precludes the fact that on many subjects of inquiry specific advice of a technical nature will be required, and can be given only if a specially qualified adviser is available. But for both personal and technical advice the Bureau will be productive if it serves as a recognition service.

Interview Requirements ✓

If the Bureau is to serve in this way as an effective auxiliary to the Welfare Officer, its staff should be given as much training as possible in respect to reception and personal relations with inquirers. It will be necessary to impress upon the assistants that a variety of personal problems and social needs will be revealed in requests for information and in the relations to it which inquirers develop. The trained social worker will know when to listen, what to look for, how to get at the real trouble without offence, and what sources are available for help for any real need. Under the social worker's supervision, the untrained volunteer staff can apply their common sense and sincere desire to help. Frequent staff meetings will prove of value in this training and development. The following simple suggestions have been set down by a social worker as points which should govern an interviewer's conduct.

<u>An Interviewer should</u>	<u>An Interviewer should NOT</u>
Answer questions sympathetically, be matter-of-fact, remain calm, keep voice low;	Not show surprise at any inquiry, however unusual;
Be sure he is understood; if necessary the inquirer should be asked to repeat the information given to him;	Not rebuke inquirers, however demanding or abusive they may become;
Keep abreast of changes in conditions, services, regulations and so forth he may be asked about;	Not let people take too much time while other inquirers are waiting;
Treat inquirers as equals, always recalling that except for the emergency that overwhelmed them most inquirers would not now be seeking information or other assistance;	Not discriminate or show favouritism in any way;
Be alert to needs which the inquirer may not discuss, but which indicate a need for some type of health, welfare, or other service.	Not make promises or commitments regarding services that might be available;
	He should pass on only facts about which he is certain. Unless this principle is strictly observed, information centres which should be a means of scotching false rumours may themselves become sources of rumour;

Friendly Visiting System ✓

In established communities the greatest emphasis is placed on the value of home visits as opposed to office interviews with clients. Because of the congested housing arrangements of many Assembly Centres, the importance of this might be overlooked; but a friendly visiting service, organized with the aid of volunteer helpers, will be worth exploring. It has to be done with extreme care in the selection and supervision of volunteer visitors, and with careful instructions to guide them in the initial stages. It would be fatal to set up a system of little Gauleiters, either in fact or in the minds of the people to be served. The visitors should definitely have no investigating function, and equally they should not merely be used to collect grievances against the administration.

① < A good way to initiate a friendly visiting system and build up personal relations with the people in the Centre might be to organize scouts in connection with the Information Bureau. These bureau assistants could be charged with the following tasks:

- (1.) to dispense general items of information which will be of fairly wide interest;
- (2.) to ascertain subjects on which information is likely to be desired from the bureau;
- (3.) to gather local news;
- (4.) to act as a message service. >

Besides helping to establish the bureau's position as a community institution, field work of this kind can assist in reducing the pressure of repetitious inquiries in the Information Bureau itself during its initial operations. >

② < There is another service of value to community welfare which these volunteer visitors can perform. Many occasions will undoubtedly arise when a person is wanted for an interview with the Welfare Officer or another officer of the Administration. Many displaced persons during their years under the enemy have had unfortunate experiences of being "sent for". > Those who have been subjugated in the labour groups or who have been in concentration camps are likely to have instinctive reactions of fear or resistance to official requests to appear at a certain time and a certain place. < If the message can be conveyed by someone whose role of friendly visitor is clear, and a word or two as to the purpose of the interview added, this will be a useful, even though incidental, welfare service which may be of assistance to the whole administration. >

The principal counsel to be repeated on this subject is that people who have been isolated from all that they are most interested in, people who are hungry for information and news, are not unlike people who have been deprived of food. They need it in not too large doses, but often. Social life depends on its communications. Since it is our objective to build up community life and rebuild community spirit, Assembly Centre communications must be planned in relation to this larger objective.

February, 1945.

3. RECREATION AND LEISURETIME ACTIVITIES

The need for recreational activities, whether people stay for a short or a long time in the Assembly Centre, is beyond dispute. Even for those who are gainfully employed in or outside the Centre, time will pass slowly during the period they are awaiting repatriation, and it is certain that leisure-time activities, once initiated, will contribute to the morale of the whole population of the Centre. It is probable that opportunities for leisure-time activities in Germany if they existed at all, were greatly circumscribed. Many persons, therefore, will welcome the opportunity to follow their natural bent without restriction, and will of their own accord start individual projects or seek to enlist the cooperation of others. On the other hand, some will look for suggestions from the Welfare Officer. It will be important to offer positive and constructive outlets both for those who wish to follow some creative pursuits individually and to those who prefer group activities. Friendly cooperation in these activities will help the individual to feel that once more he is a member of a friendly community.

The concern of the Welfare Officer will be to consider the varying needs of everyone in face of the limited facilities available and to assess the kind of leadership and amount of organization desirable for any particular Centre. Even under the most favourable conditions, the provision of the facilities and equipment may call for great ingenuity and resourcefulness on the part of the Welfare Officer and those he chooses to assist him. On them will depend the extent and success of leisure-time activities. As, however, the field is a wide and varied one, the following suggestions are offered, and certain activities described in more detail, so that they may help in the task of selection and preparation. Activities are included for all people over fourteen years of age of both sexes. (Children's activities in general, are dealt with in the reference paper on Child Welfare).

1. Aims

Welfare Officers and assistants should aim at making activities spontaneous rather than artificial. The activities should be presented in an attractive way, and one likely to appeal to the majority of the persons in the centre. An atmosphere of friendly co-operation and cheerfulness is more important than the standard of performance achieved. Given such an atmosphere the activities will soon form an integral part of the life of the community and form an essential social service. They will, for example, provide a useful means of fostering the spirit of co-operation in the work of the centre as a whole, since they call for self-discipline in keeping the rules of the game, in the observing of the principle of give and take, and in the observance of fair play both in sharing equipment and in looking after it properly.

Complete freedom of choice should be given to each individual, not only as to whether he takes part in any organized activities at all, but also as to which activity or handicraft he chooses, regardless of the skill he shows. This will be especially important to the morale of those individuals who have been subjected to forced and uncongenial labour for long periods. For similar reasons, two kinds of activities should always run concurrently, one of a group type, and one of an individual type affording the opportunity to work or play alone. Adults whose experiences have upset them psychologically may welcome a chance to work alone. It is important to remember that recreation should always include some quiet and restful pastimes (e.g. card games, chess, reading).

Whenever possible there should be a wide choice of activities. In any case the activities will vary considerably according to local conditions, the length of stay of displaced persons, facilities available, the knowledge and ability of leaders, and perhaps national backgrounds. But, in particular, they should be adapted to the sex and age of the participants, their

physical and mental condition, the seasons, and even the time of day. Young people, for example, will need vigorous exercises and organised games that will not be suitable for older groups. And for those amongst the former who are physically or mentally handicapped, it will be necessary to grade exercise and physical activity carefully. It is worth while mentioning that women's activities such as dressmaking should not exclude men, if any have a skill for it; on the other hand all cobblers need not be men. Children should have their own programme and the elderly may welcome a special time set aside for their use of reading rooms or facilities for "listening-in". Some of the more generalized activities for bringing people together, however, such as national dances, community singing, handicrafts and hobbies, cinema and variety shows, amateur theatricles and the simpler ball games will probably be taken up before team games, competitive sports or gymnastic classes which call for a greater degree of organization.

Individuals who are known to have been diagnosed at the first medical examination after arrival at the Centre as ill, or under-nourished, should be advised to secure medical consent before they take an active part in any kind of strenuous physical activity. In the conditions, however, which are likely to prevail on the Continent, provision for physical recuperation will be part of the process of rehabilitation. This process will be based primarily on a proper plan for nutrition and adequate opportunity for sleep and rest; relaxation comes next as a means of restoring mental and physical health. The recuperative powers possessed by children and adolescents will help them to take part in singing, games, national dances, handicrafts and hobbies before they may be physically ready for other forms of regular activities.

Persons who are taking part in selected duties connected with the Centre, should have special hours reserved for recreation during the day, probably according to a rota. For the population as a whole one full afternoon in the week should be reserved for recreation and leisure activities. An evening at the end of the Week's work is best suited for social gatherings of the whole of the centre or clubs, with concerts, dances, radio, movies or dramatic performances, to "high light" the evening. Consideration should be given to allotting time and place for religious services and other non-work activities in such a way as not to interfere with each other.

2. Organization

Preliminary tasks. Either the Welfare Officer or the recreation leader should devote the amount of time necessary at the beginning of operations to reviewing arrangements for assistants, accommodation and equipment. In many Centres skilled craftsmen in handicrafts and sports enthusiasts will form groups at once and organise activities themselves; it will then merely remain for the Welfare Officer to co-ordinate efforts and assist in the procuring of materials. However, he will be wise to secure the backing and cooperation of a recreation committee in this, and each of the groups might be asked to elect a member, in order to establish a committee responsible for planning and carrying out the total programme of recreation and leisure time activities. Where few "natural" groups start it may be necessary to call a meeting of those interested and secure a committee from this meeting.

Recreation Committee Such a committee will be helpful not only as a source of inspiration and initiative but also as the proper channel for clearing up friction and criticism arising out of the actual work. It is advisable that young persons of both sexes should be represented on the committee, and that full account should be taken of their suggestions in the construction and revision of programmes. Where adults and young persons are mixed, there is a tendency for the adults to take the lead and to overshadow the youngsters; it may prove better in some cases to encourage the adults to develop their own activities and to set up separate committees for this purpose.

Although there should be careful preliminary planning of the different leisure-time activities, it is important that the ideas of "organization", "leader" and "leadership" should not be interpreted as if they meant "orders and dictatorship". . . Because of the value of spontaneity and originality in recreation, the danger of such regimentation should be kept in the mind of the Welfare Officer; he should indicate it to the committee and the committee in turn should watch the methods employed by its leaders and their assistants in this respect. Obviously the working relationship between leaders and assistants, and between the committee and the population of the Centre may need careful handling. The Welfare Officer, and for that matter the Centre Director, should be prepared for some initial difficulties.

Recreational assistants. Leaders and organisers of leisure-time activities should preferably be sought from within the community since the success or failure of these activities will depend largely on their leadership. Ideally the committee should choose its own leaders but it may need help. If it is necessary for the Welfare Officer to nominate a few assistants in the first instance, he should choose persons who have had some useful experience such as teaching or club leadership, who make personal contacts easily and who are pleasantly firm in their discipline. The appointments should be open to both sexes but where possible a man should be in charge generally of men and boys, and a woman in charge of girls and young children of both sexes. The number of assistants will naturally depend upon the suitability of available candidates and the extent of the work contemplated. All those appointed should be paid the basic wage agreed upon within the centre. A recreation leader or captain might be appointed from amongst the assistants to take charge of the general organization under the Welfare Officer.

Training of assistants. The test of a good organizer and leader is his ability to arouse and maintain interest. Technical knowledge is necessary but no amount of technique can make up for a dull and uninspired leadership. A leader cannot be expected to be expert in the whole field of leisure-time activity, but he should be efficient within the range of activity he sets out to organize. If there is a great demand for activities for which trained leaders are not available evening or even daily training courses (of varied duration) may be usefully organized in the centre.

Teachers and assistants should be instructed to make the presentation of their material as concrete as possible. They should make one or two articles for display before beginning to teach a group. This will give a practical demonstration that is far easier to follow than any verbal description. Diagrams, showing the process used in the making of articles and the correct way in which to hold tools would be invaluable. Assistants should also be instructed in the significance of allowing each individual complete freedom of choice in the piece of work undertaken, its material and design. Freedom of choice in this respect will be one important factor in the rebuilding of self-confidence and self-respect.

3. Accommodation, Equipment and Facilities

Clubs. In some Assembly Areas (especially in those where the handling of up to 50,000 persons is contemplated) it is anticipated that various types of shelter units, camps or billets, will be spread over large cities, smaller provincial towns and country districts. +

+ One of the Assembly Areas for 50,000 is envisaged for the Province of Schleswig-Holstein comprising the city of Kiel, the provincial towns of Schleswig, Rendsburg and Neumunster, the seaside resorts of Eckernforde St. Peter and considerable stretches of agricultural country. Such an area offers a typical model for planning.

Although many of the schools, club houses and community centres may already have been requisitioned for other purposes, any that are available, or become available, could be utilized as part of the Centre's building. They might be suitably placed near the feeding centre, but quite distinct from them since their purpose is to promote recreational and other leisure-time activities and to give displaced persons a sense of proprietorship in a club of their own.

If conditions were very favourable, the following facilities for each club might be sought:-

1. A recreation room for radio set and games such as table-tennis, billiards, etc.
2. One or two quiet rooms for reading, writing, for a small library, and for quiet games.
3. Three or four class rooms with accommodation for 50-100 persons to be used for lecture, discussion groups, religious services, etc.
4. A hall with stage and seating capacity for 500-1000 to be used for entertainments, cinema shows, meetings and gymnastic exercises.
5. Playing field and gymnasium.

Cloak rooms and adequate sanitary installation should be provided in all centres. Where a canteen is available it would be helpful to consider its location in relation to the club.

Special Centres for Children. If there are sufficient numbers of children and young people, and if facilities such as schools and similar premises are available, special clubs and cultural centres should be established for them. At best these should provide class rooms, playrooms, staff rooms, and a playground equipped with swings, see-saws, sandpits and space for ball games. In the paper on services for children their daytime activities are discussed.

Indoor Accommodation. When rooms are acquired they should if possible be disinfected before use; if to be used for indoor games, or sitting and lying exercises, the cleanliness of the floors should be particularly observed. Slippery surfaces and polished floors should be avoided; they are a deterrent to free movement and apt to cause accidents. Good ventilation is essential in all rooms and assembly halls. Rooms with adjacent cloakrooms (or even showers) are especially useful. Drinking water should be at hand.

In an around Kiel there are known to be nineteen camps for foreign workers, housing about 30,000 persons. Four clubs of the kind suggested might be established in Kiel and its environs, one in each of the five smaller towns, and another in a central village serving a considerable number of displaced persons living or working on the land, ten clubs in all. When the organization of leisure-time activity is under consideration, the Welfare Officer for the Assembly Area should at the outset make a surveyor of existing facilities in the city, towns and villages from the point of view of suitable premises for recreational purposes.

In all German cities and towns and in many villages there are, besides hotels, community establishments of various kinds, - Turnhalls (Gymnasias), Bierhalle, Kaffeehauser, Tanzhalle, Vereinsraume (clubs) cinemas and cabarets, some of which should prove admirable for recreational purposes, either singly or grouped together.

Outdoor Accommodation. Outdoor activities should be encouraged as much as possible, an investigation made of suitable open spaces in the vicinity, and claim established through the proper authority for its use. It may be that local sports clubs or schools will have a grass or asphalt playground within easy reach which could be utilised for sports, games, national dances and all open air gatherings. When the selection is made Welfare Officers should bear in mind the high percentage of accidents which occur through playing fields not having an even surface, and should see that a careful examination is made as a precautionary measure. (Sharp stones, broken glass, metal splinters removed and holes filled up).

Equipment. In Assembly Centres equipment for recreation may or may not be readily available. In order to be prepared for shortages, it will be wise to encourage improvisation wherever possible. Local clubs, schools and other sources will undoubtedly provide some material, but improvisation is itself a source of creative activity which will cement a group together before they use the things they make. Shortage of equipment may also be overcome by selecting activities requiring little or no equipment.

All equipment should be clearly marked as belonging to the group and/or centre and carefully and tidily stored; a permanent inventory should be kept by an assistant or several assistants in turn. Members of each group, team or class should be held personally responsible for all equipment issued. Its proper return should be watched for and damaged articles immediately repaired. Suitable first-aid equipment should be kept on hand wherever possible. The assistants should know the location of the nearest doctor, first-aid post, or hospital in case of accident, and any injury, however trivial, should be attended to as soon as possible.

II. SOCIAL, CULTURAL AND INTERNATIONAL ACTIVITIES

Types and Appeal: This group of activities is wide and varied. It includes the types designed simply to bring people together, and to give people a chance of free self-expression, but it is also concerned with establishing or re-establishing interest in social affairs, the cultural background of their home country, and the countries of their fellow-residents of the centre. In one form or another, everyone will be interested in these, so that they offer the best opportunity of strengthening feelings of community solidarity, and promoting mutual tolerance.

Music, Dances, Plays. In every group natural cultural interests will probably be the easiest to stimulate from the outset. It should be possible to organise community singing, national songs and choirs. Music is a universal medium; it is unhandicapped by the barriers of language, and open to every form of expression. Besides all the standard instruments, (violins, flutes, brass instruments, pianos, etc.,) there is a special delight in instruments such as mouth organs, accordions, zithers, whistles, even paper-and-combs and other improvisations.

Dramatic performances can be started in many instances with short scenes drawn from everyday life. Performances on a larger scale might be developed later on. Plays (or charades) will offer wide scope both for ventilating the psychological tensions of the group, expressing, for example, their concern about repatriation and home associations, and for the positive reassurance about the procedures for returning home which the Welfare Officer can offer through them. These two kinds of popular expression, music and drama, might form the core of social gatherings in the Centre or in the Club. Concerts, plays, art exhibitions and other programmes can also be usefully organised at the professional level if the help of outside bodies, such as ENSA or Army shows, is available, or it may also be forthcoming from other national or cultural institutions.

/Informational

Informational Activities. Every Centre should speedily organize several methods of publicity. News boards, wall newspapers, "speaking newspapers" (in the guise of a short introduction, followed by questions and replies on current affairs), and more elaborate newspapers (handwritten, mimeographed or printed) concerning life in the Centre and news in general, are particularly welcome. Audio material should be obtained and made available to describe activities and changes brought about in recent years in the homelands, in order to acquaint the nationals awaiting repatriation with these changes, and to help them heal the disruption of normal life. This information can be supplemented by the radio, national newspapers, informal discussions and fireside talks, "brains trusts" or "quiz programs".

News itself should be supplemented as soon as possible by films (news reels, documentaries, and recreational films) and by books in the languages needed. Listening groups can be organized both for radio and gramophone music.*

Group Projects. There is nothing better calculated than a play, concert party, exhibition of arts and crafts, production of a newsboard, newspaper and similar projects, for drawing together a number of people of different types and talents. Working together, common planning, and the discovery of how one branch of the Centre can help another, all contribute to this. Team-spirit is the secret of a successful project. Every individual who has agreed to participate should be made to feel that his job (sometimes a back stage one) is just as important as any other. Full due should be given to everyone who takes part, and public announcement of names and duties assigned should help to foster the spirit of a community project. Progress reports and publicity relating to the final effort will help to keep the interest and support of the Centre.

Example of a Group Project: Play producing: The following example is not necessarily the most suitable and it may in any case be necessary to simplify it for some groups omitting some of the assignments and amalgamating others. Points which are useful to bear in mind are:

- (a) If there are no persons with previous experience present, the producing of a play will be fairly difficult and will take some time to achieve. Obviously a short play would be easier to manage than a long one but a few short scenes might be better than one short act.
- (b) The play group will usually have a well defined notion of the type of play it desires and the way in which to acquire the script (often locally written).
- (c) Five or six members of either sex might act as an ad-hoc committee to direct and co-ordinate the whole project.
- (d) Assignments might be along the following lines:
 1. Stage manager: should be responsible for the whole production on "the night", and, in conjunction with assistant manager, for rehearsals and for seeing that all properties (such as scenery, lighting, carpentry, etc) are ready in time.
 2. Players: roles should be divided according to "types" and abilities.

* "The wireless, with loud speakers attached, was the most appreciated gift made to the Polish camps in Hungary..... Sometimes it is impossible to find many books in the language spoken by the refugees. In Bizerta the Serb printing press was invaluable; in Hungary a Polish printing press proved too expensive, but the girls were employed to type out and reneo language courses, news sheets, and even long novels for circulation in the camps... There is usually artistic talent, and paper and paints are in demand. (Francesca Wilson, On the Margins of Europe).

3. Promoter: should attend rehearsals, familiarize himself with the speed and tempo of the play, (and especially with "awkward" passages in the play), and be ready with his help if the actor should forget his lines.
4. Carpenters: should be responsible for making the scenery and all mechanical devices except lighting.
5. Dress designer: should be responsible for various aspects of dress production, improvising as necessary.
6. Property man: should be responsible for gathering all properties as early as possible, and for keeping the lists of (a) stage properties and seeing that everything is on the scene on time, (b) personal properties and seeing that they are correctly assigned during the play, and if borrowed, are correctly returned.
7. Electrician: should have technical knowledge of lighting effects if these are within the bounds of possibility.
8. Music director: should be responsible for incidental music, gramophone records, interval music, etc., if such can be provided.
9. Orchestra members: varied scope should be possible.
10. Publicity organizer: should be responsible for designing posters, programmes (production and distribution), reminders of meetings, invitations to neighbouring Centres, Army, etc.
11. Stewards: should be responsible for arrangement of hall, seats, cloakrooms, distribution of programmes, etc.
12. Production assistants: might assist in woodwork, sewing, music, publicity, etc.

III. HANDICRAFTS AND MANUAL ACTIVITIES

Types and Appeal. Handicrafts, workshop projects, and other kinds of practical manual pursuits will be welcomed by most men, women, and children. They serve a dual purpose:

- (a) they give people the opportunity of acquiring new skills or of exercising those already learned, in the execution of which their creative impulses derive much satisfaction, and
- (b) they encourage people to be of service to each other, as in the pursuits of boot and clothes repairing, laundering and gardening.*

Welfare officers will do well to explore the field with the recreation committee, which will probably be ready with suggestion as to the type of activities its people would like to take up. The types of crafts suggested will vary not only with the skill of the assembled population but also with the different nationalities. One group might prefer metal work, wood-work

* "Apart from agriculture... cobblers' outfits, carpentry tools, sewing machines and Haberdashery represent the most urgent needs of every camp. It is usually easy to find amongst the refugees shoemakers, joiners and dressmakers willing to teach their craft to others".

"One hears it said that workshops should only produce useful goods. This is, generally speaking, sound. Camp needs in the way of simple furniture and footwear almost infinite. But two things must not be forgotten. Materials are often scarce and the workshops have therapeutic and educative intention. In Spain I encouraged girls to embroider and, in Bizerta, disabled Serbs to spend hours over polished olive-wood cigarette cases, raffia baskets and toys, for both these reasons. As for toys, they should play an important part in the workshops of the long-term type: they are very important for nursery school equipment, they use comparatively little material and they are a pleasure to make. Care should be taken to make things of educational value and strong enough to resist the violence of toddlers". (Francesca Wilson, On the Margins of Chaos).

or basket making, others will enjoy gardening, while some women (particularly from central or eastern Europe) will immediately take up embroidery if coloured wools or threads are available; others will begin on toy making and so on. It will probably be helpful if an opportunity is offered to the young people of both sexes to have access to the workshops during the day while work is being done on the Centre's needs (such as carpentry, boot repairing, sewing, etc.) Young men in particular could be offered instruction as apprentices for a certain period of time in the shops and they would be encouraged to follow this up during their leisure time. Every finished object gives great satisfaction; articles made during leisure time will be gladly donated to serve a good purpose in the Centre, or taken away later as a souvenir of the time profitably spent in the Centre.

The committee's recommendations on choice of crafts should depend upon the wishes of those who desire to attend and will certainly be influenced by the availability of suitable equipment and material. A versatile instructor and a keen class can overcome many difficulties and provide for their needs by improvisation. A keen group with a pool of general knowledge may be able to manage without an instructor at all, especially if an adviser can visit them from time to time; but instructors able to give elementary vocational help will greatly increase the value of the project.

Promotion of Interest. An effective way to create interest among displaced persons is to appeal to personal pride and to get the people to make things for themselves for the Centre. Minor repairs to benches, stools, game tables, notice boards, etc., may give the initial stimulus; later, more ambitious efforts will be attempted. Often, the harder the work, the greater its appeal. Another incentive might be the making of things for sale in the centre with the idea of collecting funds for the recreation committee.

The canteen is an obvious place for display, and there may be others. Another way to create and maintain interest is to organize exhibits and competitions, with prizes for the best poster, centre notices, line-cuts, potato-cuts etc. Excellent results are often obtained in this way and they have the great advantage of directing thought and action to a definite goal.

Improvisation of tools and equipment. Improvisation is important not only in making up for lack of equipment but also in its challenge to resourcefulness. Much of this enterprise will be individual; much will call for co-operative and joint-action. In some cases simple work started with a minimum of tools will grow with the interest and experience of the group into projects of a more ambitious nature; toy-making with a few odd tools may well develop into mass production as the neighbourhood is explored and exploited in the light of growing needs.

Under emergency conditions a large packing case will make a reasonably good bench; a blow-lamp, a primus stove or even an open fire will provide a good source of heat; a pair of hand bellows, a length of piping and a hearth at ground level, will make a quite useful blacksmith's fire for small jobs. Folding wedges between two blocks of wood fixed (with bolts or a single large screw) to a stout bar, may be used to "cramp up" the job. (One screw only is necessary to ensure that the blocks adjust themselves to a parallel position). In some cases blocks can be screwed to the floor of the workshop, (or to the table top, on a lever or a stout box), and the size of the job to be cramped up will be limited only by the length of the workshop.

Salvaged materials will prove an abundant source for metalwork and the handyman's job. Bars from prams, push-chairs, tubes from old bicycle frames, old cycle handles, chair springs, bicycle and car spokes, lead baths, are examples. Garden tools may be made from old tubing, rods, (car brake rods),

car leaf springs, etc. Box-binding wire has many uses, and large tins and packing cases (if possible to obtain from the stores department) will be treasured everywhere. The kinds of tools required depend very much on the crafts to be pursued. At least a basic kit should be provided, containing such things as knives, hammers, and saws etc.

Workshop. A workshop, or handicraft hut, would be a great asset in the Centre. The hut should be fitted with benches and stout table. People should be able to work informally here in their leisure time. Helpers should be in attendance (preferably on a rota) but for purely recreational periods no formal instructors should be provided unless asked for.

Women's Workshop. A special room, mainly but not exclusively for women which could be used for activities of a self-help type such as ironing and sewing would be very useful. A room with good natural or artificial lighting is essential. It should be equipped with cupboards for tools and materials, tables of the unpolished trestle type, benches or chairs, a stove for heating and flat irons. (It should be possible to obtain irons of some description in most areas, if they are not available amongst the equipment provided for the centre.) Short boards would serve as ironing boards; the men might construct these in the workshop. Padding and sheeting would be required for the ironing boards, otherwise women will make use of the blankets and towels that have been issued to them. Although clothes-washing facilities are separate, there should be water in the room for damping down and minor rinsing. If sewing machines are obtainable they will be useful additional equipment but much of the sewing will be by hand in any case. The various items that the women will need such as needles, thread, tape and fasteners will only be available in limited supply in the canteen store. It would therefore be as well to allow for the person in charge of the workshop to supply or loan such implements as scissors, needles, pins and tape measure. This assistant should also be responsible for seeing that each woman gets her turn of using equipment in short supply, and for helping to maintain a friendly, social atmosphere. If those in charge have some sewing, drapery or handicraft skill, they will contribute greatly to the success of the room.

IV. SPORTS AND GAMES

Types and Appeal Wherever conditions will w, enthusiasts of sports and games will make their voices heard, and the Welfare Officer's difficulty will probably be in providing enough scope for them. This can be done by setting up sports and games committees, by appointing enough leaders and assistants and by securing local playing fields, gymnasiums and other suitable halls for the purpose.

The choice of the more elaborate physical activities will depend largely on the knowledge and ability of the leader and the equipment available. There are many games however that do not require much space, such as skittles, shuffleboard, deck tennis and quoits. Some of these will interest and amuse a considerable number who do not desire anything more strenuous. In addition there are games for which the equipment may be made by the displaced persons themselves.

In all clubs, quiet games of chess, draughts, dominoes and jigsaw puzzles should be provided and may be improvised on the spot. These pastimes are interesting and suitable for those people who will not be strong enough to play energetic games, who have no desire to do so, or who, after the busy day, will prefer to amuse themselves in this way. Other games like cards, billiards, table tennis etc. are popular, but will depend mostly on the equipment available locally.

Free standing and limbering-up exercises, vaulting and agility exercises and team races are ways of ensuring that all parts of the body are given some

/sort of effective

sort of effective exercise. Normally, the introduction of limbering-up exercises should be limited to simple movements (of all parts of the body) which can be gradually developed into a continuous flow of exhilarating movement.

Football, volleyball and basket ball teams, if organized, can be developed by competitions, matches and tournaments arranged between the various centres or clubs. The "knock-out" system (in which the loser falls out of the competition and the winner stays in) should be avoided and the "all against all" system (in which the final points gained decide the winner) adopted whenever possible. Matches and athletic sports contests, in which only comparatively few take part but which attract spectators, are naturally of interest to the spectators as well as to those who actually play.

Group adaptation. A period of exercise normally should be not less than one hour and not more than two hours duration. But in certain conditions a far shorter time may be all that can be spared or desired. In any case, a short spell of good hard exercise is more beneficial and less exhausting than a long-drawn out period. When this principle is applied to outdoor team games in which the number of players are limited, it means that time and space are used to the best possible advantage. Outdoor games should always be arranged so that the maximum number possible take part at the same time.

Generally speaking, boys like exercise of the most vigorous kind. The exhibition of daring feats in which the competitive side of their nature is aroused is also one effective way of stimulating their interest.

Girls and women will usually prefer rather shorter periods of exercises and games, using most of the time for national dances.

Activities in which both sexes can take part together such as national and ballroom dancing, team games of the ball game type, are often popular and have proved valuable as a means of approach to a large section of young persons.

The leader should consider how to encourage those who are not naturally interested in games and sports, or who are shy, inexperienced and clumsy. High-class performers often scare away beginners. Separate groups should therefore be organised for experts and learners. The advanced group might be asked to help the beginners. On some occasions, it is the community effort as much as the expert performance that is wanted in the Centre. Interest can be fostered by encouraging people to watch matches in which members of their Centre, nationality or occupational group are competing; at the same time it may be necessary to see that the setting of one group against another does not destroy the growing spirit of unity. Impromptu demonstrations may be arranged if circumstances permit; immediately following such demonstrations all present can then be invited to take part in trial games in order to initiate the inexperienced.

Number of Participants. This will vary with the space available and with the skill of the leader. In a room of approximate size of 40 ft. x 70 ft. (12 x 21 metres), a convenient number is 32, since this figure allows the class to be divided into 2 or 4 teams of adequate size. This number can easily be handled by experienced leaders; on the other hand, teamwork is hardly possible with less than 12 persons. As many groups as possible should be arranged, undertaking different kinds of outdoor games and sports, so as to meet the varied interests of the persons in the Centre.

Health and Hygiene. Care should be taken not to overstrain participants, and individuals should be allowed to fall out at their discretion. This is especially important with young persons who are still growing: even under normal conditions their energy varies from day to day and the accumulated fatigue and emotional strain they may have suffered during their stay in Germany may call for very considerate handling.

/Elaborate

Elaborate clothing will not be expected for sports and games. But suitable clothing should be worn in the interests of hygiene, safety, comfort and freedom of movement. Often, it can be made by dressmaking groups in the Centre. Lack of suitable footwear may limit activities such as football to a certain extent, but some boys and girls will probably like to be bare-footed for some activities if the weather permits. Girls should be advised not to wear tight garments such as suspenders, garters and corsets.

It is important to remember that personal and communal hygiene are closely associated with physical recreation, and an interested and enthusiastic leader can do a great deal through sports to encourage boys and girls in healthy ways of living.

WELFARE SERVICES FOR DISPLACED PERSONS IN ASSEMBLY CENTRES

IV II. CHILD WELFARE

I. GENERAL CONSIDERATIONS

1. Variations in Need

The number of children likely to pass through Assembly Centres, or the average number that may have to be cared for in each Assembly Centre at any particular time is not known, but it is evident that the nature and extent of the needs and problems of children can be expected to vary from one Assembly Centre to another and from time to time within the same Centre. It is also possible that in some Centres certain essential services suggested may be effectively combined or different ones may be called for. The extent to which certain specialized services can be provided will naturally depend upon availability of competent personnel. Hence the welfare services provided and methods of organizing them will have to be adapted to fit the circumstances in any particular Assembly Centre.

The services will be conditioned by a variety of factors, such as: number and age distribution of children within each Assembly Centre; whether children are accompanied by their own families or legal guardian, or whether they are unaccompanied; general layout of the Assembly Centre and type of accommodations available; and the period of time they have to remain. The effects of displacement and the experience of these children within enemy territory will also be an important factor. There may be children who are suffering from emotional disturbances or shock and some may present serious behaviour difficulties which call for individual care and specialized services. Some children and mothers may have experienced prolonged physical deprivations and exposure and they may be in a serious condition of debilitation. Another factor to be reckoned with is possible exposure to military activities including air attacks. Conditions such as these will not only necessitate specialized care but may delay return to their homes even after repatriation is authorized.

2. Staff

As the needs for children's services in Assembly Centres cannot be determined with any degree of accuracy in advance, at least certain minimum services should be organized in every Assembly Centre from the moment UNRRA assumes responsibility. Whenever the number of children is large, there should be a competent and experienced children's worker on the staff of the Centre. Even if the number of children is small, welfare personnel in Assembly Centres may need a consultation service from child welfare specialists and a small corps of such specialists will be made available at the area headquarters as soon as possible. In any particular Centre, under the general supervision of the Welfare Officer, the children's worker should have the responsibility of seeing that appropriate care and services are provided for children (and for nursing mothers) and of advising with respect to additional personnel or extension of services, where necessary.

In view of the nature of these needs and problems of children in Assembly Centres and particularly of those who are unaccompanied, it is essential that careful consideration be given to the selection of persons to care for them and to provide special services. The importance of a permanent staff of competent people experienced in caring for children cannot be over-emphasized. While it is desirable to use the services of displaced persons wherever possible, it should be borne in mind that many of these people will be depressed, anxious, irritable, tense and their interest will be focused upon going home. In many cases their recent experiences may have been of a nature to render them unsuited for dealing with children who are also likely to be disturbed. There will also be a continuous turnover of staff whose positions are filled from this group. For these reasons the numbers who can give the kind of care required will be very small, and other sources should therefore be tapped for staffing children's services.

3. Categories of Children

Children displaced in enemy territory will generally fall into one of two main groups:

(a) Children who are accompanied by (i) their parents or an adult member of their own family or legal guardian; or (ii) an unrelated adult of the same or different nationality and without legal responsibility.

(b) Unaccompanied children: who may be found singly or in groups, or brought into Assembly Centres by persons who have cared for them temporarily and cannot continue to do so.
The distinctions are of great practical importance.

(a) Accompanied Children. In general, children accompanied by their own families or legal guardians will present no particular difficulties from the standpoint of repatriation as distinct from those of their parents or guardian. Basic responsibility for the physical care of these children will of course remain with the family or guardian unless circumstances require other arrangements or the needs of the children call for special services.

There may, however, be cases where an adult who represents himself as being the parent or legal guardian of a child or minor cannot give valid evidence to substantiate his relationship. While it is recognized that some persons who might misrepresent their relationship would be motivated by humanitarian interests, there may also be some persons who will try to take advantage of the situation for the purpose of self-interest, exploitation of the child or even more sinister objectives. In order to protect children or minors from such dangers great caution will have to be exercised at the time of registration. This gives rise to the problem of verifying relationships and to the question of legal responsibility for the care of such children, which matters are discussed in subsequent sections.

In the case of children accompanied by an unrelated adult without legal responsibility, the adult may be of the same or different nationality, and may or may not know the child's identity and the location of his family. These children may have been lost, orphaned, abandoned or otherwise separated from their parents by force or accident. The circumstances under which they became attached to the accompanying adult will vary and they may have been cared for by the adult for a long or short period of time. Difficult problems may arise in these cases where the adult wishes to keep the child. In such instances the adult may try to conceal the identity of the child. These children should be classified and registered as unaccompanied children although this does not mean they should be separated from the adult who is acting temporarily as parent to them, unless there is good reason to believe such separation is necessary in the interests of the welfare of the child.

Although these may be difficult situations to handle, particularly where strong attachments have developed, it is essential that the rights of the child to be returned to his own people and heritage, and the rights of his own family in this matter be safeguarded. Every effort, therefore, should be made to obtain as much information as possible about the child in order to expedite repatriation and restoration to his own people. It should be borne in mind that displaced persons may have been away from their own homes several years and there will be little possibility of ascertaining what would happen to the child later or of keeping track of him in case his own parents tried to trace him. The problem would be especially complex if the adult were of a different nationality. It is not intended, however, that the child should necessarily be separated from the adult during the time investigations are being made.

(b) Unaccompanied children. These children will present the most complex problems from the standpoint of both temporary care and protection and repatriation. Their needs will vary in certain important respects from those of children accompanied by their parents or a responsible adult. These differences will depend upon such factors as, the availability of information to identify them and to locate their families, the reasons for separation from their families, conditions under which they were living before received in the Assembly Centre, circumstances under which they were displaced, and their experiences and relationships both before and since displacement and separation from their families.

Some of their needs, however, will be met by the special facilities that are needed for all children and which are described on the following sections. Certain additional services that are required for them are described in a separate section below.

II. BASIC NEEDS: (a) Emotional needs and effects of displacement

In addition to the basic physical needs, which include appropriate food, shelter, clothing and medical care, children have a fundamental need for love and affection, for a feeling of security and for close relationship with an adult person on a continuing basis. Normal growth and development also require outlets for their energy in wholesome play, training, educational and occupational activities. Under normal conditions these needs are met through family life and associations in a stable and familiar environment.

Children in Assembly Centres will have suffered serious deprivation of these basic needs as a result of being uprooted from their homes and communities and as a consequence of their experiences within enemy territory. Those who have been separated from their families by force or accident may have suffered even greater deprivations.

The effects of these deprivations may show themselves in various kinds of disturbed behaviour. The importance of such behaviour lies not so much in the trouble they give to those around them as in the permanent effects upon the child's development because it is during these formative years that the whole pattern of his character takes shape and that he forms habits of reacting to situations and of adjustment to people that remain permanent.

The children likely to be encountered in Assembly Centres have little behind them in the way of normal family and home life or of steady reassuring experience in an environment where they feel safe and wanted. They have in many instances suffered great dislocations in the conditions of their lives. Some may have left home as refugees, either with their own family or relatives or friends. Some may have been completely separated at an early age from everything familiar to them. According to the state of the grown-ups by whom they were accompanied, and to their subsequent experience, they may not feel that they have lost everything. They will, however, cling anxiously to the little that is familiar in the strange surroundings, or even to some object such as a fragment of cloth or a broken toy from home. Children accompanied by adults known to them adjust quickly to new surroundings, and are not frightened by such things as bombings unless the grown-up is anxious, disturbed or frightened. Children who have been entirely separated from all that is familiar to them will be even more anxious and frightened by such things as bombings or physical violence for they are bewildered at finding themselves suddenly without support, surrounded by strange people and with nothing to cling to.

Even where children are accompanied by their families or persons familiar to them who will be responsible for their care, they are likely to be in strange surroundings with people unfamiliar to them. Their mothers and other adults around them will be occupied with plans for returning home and many will themselves be suffering from anxiety, fear, insecurity and other reactions to their status and experiences. Children may be asked to behave in a different way from what has been usual in their most recent environment. They may have to adjust to new routines and to unfamiliar foods. They will be under the feet of people who are too busy to attend to them and, therefore, they will find destructive things to do. Their mothers may find it difficult to provide the kind of care needed in the temporary quarters or surroundings likely to prevail.

Children who have been born in an alien country, particularly an enemy country, will in many instances inevitably have been unwelcome to their mothers. They will have had little of the normal warmth of feeling which helps a baby to get a good grip on life. Even where the mother had real warmth of feeling for her baby she will usually have been feeling considerable anxiety on other accounts;

and a young baby is quick to sense anxiety in its mother and to respond to it with insecure feeling. These children may also have had little in the way of steady care from their mothers and may have had little continuous care from any particular grown-up. There will rarely have been a father in the child's background with the confidence he normally gives as the protector of the family and with the added possibilities for the child of the normal development of his emotional life through his relationship with both parents. Insecurity of feeling will have been considerably reinforced by the mother's doubts as to the future.

Illegitimacy in the case of these children will prove an added difficulty. Such children, particularly those born in Germany, may have been taken away from their mothers and will have suffered not only the anxiety of that separation and the loss of what little security they have known, but will have experienced careful and deliberate efforts to destroy their allegiance to the mother and all that she represents. Many of these children will have struggled to achieve some feeling of safety through the anxious acceptance of the standards of those who have replaced their mothers. For many children the more recent separation from the alien background to which they have become accustomed may make added demands on their powers of adjustment.

Possible Behaviour Difficulties.

The actual behaviour of these children may take a variety of forms. Some of them will be obviously unhappy, anxious and afraid. Some may appear apathetic and backward. Others of them will be troublesome, defiant and difficult to manage, if not actually delinquent. Others may show more specific behaviour disorders, such as, bed-wetting, lying, stealing or running away.

It is to be expected that under the conditions of life which have prevailed, older children may have lost respect for adult control and supervision. Once family influence and protection are broken down, once the emotional ties are severed, children and especially adolescents, are likely to seek security in collective action and to resort to primitive and violent ways of satisfying their elemental needs. Under normal conditions certain aspects of community life, particularly schools and various types of school activities, supplement family life or even make up for certain deficiencies in the home. But the shattering of family life has been accompanied by the disintegration of community life. Many of these children may have experienced this even before displacement. They have subsequently been exposed to a different kind of community life or a number of varieties. Many will have been greatly influenced by the training they have received under the enemy's guidance. Their arrival in the Assembly Centre may call for new adjustments to a type of life that is objectionable to them. They may have no confidence in it or the people they encounter there at the outset. These children may be very difficult to manage and some may not be eager to return to their families.

Over and above the difficulties of general dislocation and insecurity, many children will have suffered other severe experiences. They may have suffered hunger and lack of shelter. Where it has been impossible to find any sure means of satisfaction and protection, anxiety will be deep, and children may seem depressed, apathetic, dreamy or more or less oblivious of what is going on around them. They may show intense greed, which will demand the greatest care and kindness, since it may be necessary in the face of their anxiety to seem to frustrate them still further by regulating the amount and kind of food they can for the time being be given. Others of them will have found it possible to survive only by stealing and since it will have been a matter of great merit to steal enough to keep oneself and one's companions alive, such behaviour should not suddenly be labelled as delinquency. These children will need to be given constructive, difficult and thrilling

jobs of some kind if they are to be helped to relinquish their primitive ways of satisfying their fundamental needs.

Some children may feel themselves to be the victims of persecution for racial and other reasons; they may have witnessed violence against their relatives and friends and experienced it in some degree themselves. They will tend in consequence to be frightened and distrustful, to regard other people as enemies, and tend to hit out first in case some harm befall them. In some instances, they may be liable to outburst of rage and violent behaviour. In others, they will at first appear cowed and anxious.

Bombing and battle conditions may have been the experience of some children. Those who had the good fortune to be in the care of relatively confident grown-ups during such times may not have been seriously affected by what has happened, particularly if they are young children. Older children and those without grown-up help or in the care of frightened panic-stricken older people, will have suffered severely. Some of them will be protecting themselves from their anxiety by outbursts of violent behaviour. Others of them will find satisfaction of a different kind in being violent, for there is something in the nature of these violently destructive happenings which coincides with their own feelings of primitive aggression. Some children, on the other hand, will show evidence of shock in more apparently frightened and timid behaviour. They may tend to withdraw from the painful reality of life around them and engage themselves in a world of make-believe, or they may revert to infantile behaviour such as thumb-sucking, bed-wetting, etc.

Restorative Treatment

In helping all these children, it will be necessary to rely largely on giving them as much security and personal attention as possible, wherever they may be and for however short a time. At the same time emphasis should be given to what they can do for themselves. The normal function of play activities at any age is to help the maintenance, or restoration of the child's balance. It is possible for a child to relieve stress and tension within himself largely through his own activities.

While children are busy mending themselves they need someone who will keep their behaviour within reasonable bounds and see to it that they are restrained from damaging the things round them, from harming other people and from injuring themselves. It is no cure simply to allow them to do as they please; but within reasonable limitations they can be allowed to use their materials in their own way. To this end, children should have time every day for their own pursuits.

An important psychological factor that will have significance in Assembly Centres is the speed with which young children, particularly those under three or four years, will forget their parents or shift their affections to new people or surroundings. In the case of the older ones, while they may not actually forget their parents or surroundings, the images of these, which they remember and dream about, will undergo great changes as compared with the real person or place. Where the child is separated from his family for a period of time and has to maintain the relationship in a world of make-believe, he may tend to exaggerate the reality, or if he feels his parents have failed him or left him only because they did not love him, he may tend to repress his memories and hence forget them entirely. In general, however, the young child lives in the present and tends to form new ties quickly, to imitate what he finds acceptable to those whose recognition he craves, and to confuse earlier associations and experiences with more recent ones. These factors emphasize the importance of a stabilizing environment in the Centre, of reducing further movements to a minimum, and of initiating steps as quickly as possible to identify children who are unattached and to restore them to their own families.

BASIC NEEDS: (b) Child Welfare Services

Although most children and mothers may remain only a few weeks in Assembly Centres, it is urgent that steps be taken immediately to ensure that the period of residence is a constructive experience and that having been removed from dangers of one kind they are not exposed to new ones. In spite of limitations in terms of supplies, facilities and technical personnel, particular attention should be given from the outset to arrangements for care and services that will ensure an adequate care as possible for children under the circumstances.

In suggesting certain services likely to be required, it is not intended that they will be operated on an elaborate basis. On the contrary, these services can be set up with a minimum of supplies and equipment provided the personnel exercises ingenuity in improvising and stimulates the displaced persons themselves to cooperate. These suggestions, as stated above, will have to be adapted to the particular circumstances in any Assembly Centre.

Children's Centre

It is suggested that a Children's Centre should be established in every Assembly Centre where children are present or likely to be received. The Children's Centre would comprise a special unit that would function as a headquarters for all children's services connected with:

- (i) Child care in the Centre
- (ii) Registration and identification
- (iii) Legal custody and guardianship
- (iv) Transportation

The establishment of such a Centre would not involve elaborate facilities and equipment and could be undertaken on very simple lines at the beginning with expansion or adaptation as required. Depending on the number of children and mothers and the nature of their needs, all types of services might be located in the Centre during the initial stages or continuously if the numbers remained small.

The Children's Centre should, if possible, be set up in a structure separate from the main administrative offices and general living quarters. If a separate building or house is not available, at least a portion of a building should be allocated for this special purpose. There would, however, be practical advantages in locating the Children's Centre in separate quarters as this would make it possible for such a Centre to be the nucleus of all types of services for children and expectant and nursing mothers.

Premises. In selecting a structure or other premises for this purpose, consideration should be given to appropriate space and facilities for consultation rooms, play and other group activities, and for residential accommodation for up to 8 or 10 children. If one structure cannot be found that is suitable for all these purposes, it will be advisable to locate a separate building for the reception and residential care of unaccompanied children pending other arrangements for temporary care. If a dwelling is available, it might easily be adapted for this purpose. Otherwise, a small school, hutment or similar structure that is safe and which can be made as comfortable and sanitary as possible might be used. It will be important to have the Children's Centre located at a convenient distance from the main offices and living quarters so that it is readily accessible to both. In selecting a building attention should be given to such points as, heating, lighting, water facilities, ventilation, sanitation and fire hazards. While it is recognized that normal standards may not be possible, there should be no limitation upon efforts to safeguard the health and safety of children.

Staff. Wherever the needs or numbers of children justify it, children's Welfare Officers should be on the permanent staff of the Assembly Centre. The children's welfare officer under the general direction of the Principal Welfare officer should be responsible for the operation of such services as may be required for children and mothers. Additional assistants to be engaged on a permanent basis will depend on the number of children and their needs. Wherever possible personnel should be recruited from among the displaced persons. It may be found

advisable to draw as many mothers as possible into an active role. Great care should be used, however, in selecting persons who will be in direct contact with the children. This will be true in all types of children's services.

The number of assistants required will have to be determined on the spot, but it will be important to employ more persons than usual where they are untrained and inexperienced in operating services of this kind.

Functions. Depending upon the circumstances and available facilities in any given Assembly Centre, any or all of the following services or a combination of these might be provided through the Children's Centre in the initial stage or if numbers remain small such a centre may suffice for all purposes on a continuing basis:-

(a) For All Children

Where the numbers are small any or all of the following services might be located at the Children's Centre and where arrangements are made for any of these to be set up in some other place, the Children's Centre should make these arrangements and provide for supervision:

- (i). Play and other day-time activities might be organized and supervised here for all children up to about 12 or 14 years of age if the numbers are small. Separate activities should be planned according to age groups or other special needs.
- (ii). Care and health supervision customarily given in maternity and infant welfare centres for expectant and nursing mothers and young children. Likewise, health supervision for school age children might be given on scheduled days. This would have to be worked out with the Health Officer but the Children's Centre could easily be used as a base for mobile units or for a full-time service.
- (iii). Consultation services for mothers or other responsible persons concerned with special needs or problems of children aside from those given through the maternity and infant welfare centre.
- (iv). Depending upon the number of children, available accommodation, and the method of serving food in the Assembly Centre, special feeding arrangements for young children or supplementary feeding programs might be arranged at the Children's Centre or conducted under its auspices.
- (v). Authorization for distribution of children's clothing and in some instances, actual distribution, might be undertaken for special groups.
- (vi). Services in connection with the care of children accompanied by adults who are housed in the general living quarters of the Assembly Centre to ensure proper care and safety. This should include visiting services.
- (vii). Special services for groups requiring care separate from their families, including establishment and supervision of hostels, assignment of children to such hostels, etc.

(b) For Unaccompanied Children.

It is suggested that this type of unit may be the most effective device for providing the following specialized services for unaccompanied children:

- (i) Reception and Registration
- (ii) Cleansing and preliminary medical inspection

- (iii) Residential care for a few days pending obtaining of information and arrangement for more suitable temporary care or repatriation
- (iv) Follow up for identifying information and initiate steps for tracing relatives
- (v) Supervision of hostels or other types of residential care
- (vi) Assistance in arrangements for care and escorts in transit to their homes.

III. BASIC FACILITIES (a) For All Children

The following suggestions are applicable to all accompanied children and with a few exceptions the services described may also be utilized for unaccompanied children.

The ordinary care of those children who are accompanied by their own families, guardian or other adult who knows them should be the responsibility of such persons. Any special services provided should be on a daily basis unless conditions require other arrangements in particular cases.

(1) Feeding Arrangements. In Assembly Centres where there is no communal feeding the preparation and service of meals for accompanied children will be the responsibility of their parents or guardians, except at times when they are in attendance at Day Nurseries and other types of play or Occupational Centres at which meals are provided.

Where there is communal feeding, special milk kitchens or feeding centres will be needed for preparing and serving food for infants and young children up to the age of about five. These young children should have their meals apart from the common dining room unless this infringes upon cultural patterns. Even where meals are prepared by family groups, special centres may be needed on these grounds. The older ones can be fed with the parents in the common dining rooms.

All young children, and expectant and nursing mothers, need certain supplementary foods such as milk, vitamin preparations, etc. The most convenient method of distributing these and any other special foods given on medical advice may be through the Children's Centre, Day Nurseries, Child Welfare Centres or other Centres of activity described below for these groups. Similarly the nutritional needs of school age children and adolescents may call for special foods which can be supplied through the facilities of group activities.

(2) Distribution of Clothing. In many cases the clothing of children will need renewing or supplementing when they reach the Assembly Centre, or during the period they remain there. Either authorization for the issue of clothing to children and mothers might be issued at the Children's Centre or it might be found expedient to undertake actual distribution through the Children's Centre, Day Nurseries or Child Welfare Centre. Use of these services for this purpose would in addition, be an inducement to mothers who might otherwise be slow to take advantage of them.

The Child Welfare Centre might be also used for distributing clothing for expectant mothers, though confinement garments will be supplied through hospitals or maternity shelters. Mothers should be encouraged and helped to make clothing for their own children.

If any arrangements are made for educational activities, essential supplementary clothing for school age children could be issued through this channel.

(3) Accommodation. Children who are members of a family group or accompanied by a guardian or other adult familiar to them should be placed in the same living quarters with them and never separated unless special circumstances require separation in the interests of the children themselves.

It is especially important for children to remain with their mothers at night and to spend their time during the day where they know she can be readily at hand. The importance of this cannot be over-emphasized, especially in the case of displaced persons. Mothers will tend to cling to their children and efforts to separate them will increase suspicion and fear.

If displaced persons are billeted or occupy congregate living quarters, it will be advisable to assign family groups that include children to quarters in the same section of the Assembly Centre, and, if possible, away from living quarters for other adults or groups. In view of the conditions likely to prevail it will be difficult at the best for parents to give their children the kind of care needed. For example, if families are billeted, the dwellings will probably be crowded; this and the transient nature of the population will make it impossible for children to rest adequately during the day. The mothers themselves will feel their own lives are cramped and that it is too difficult to maintain even minimum standards. For these reasons, special services and facilities outside the living quarters may be desirable.

It may also be found that some mothers are themselves in such an anxious state that their anxiety acts as a severe handicap to the children and it may be more helpful for them to spend at least a part of the day away from their mothers in a nursery group or play centre so that they may regain assurance that there are safety and friendliness somewhere in the world. School age children and adolescents will require organized activities for a regular period during the day. All these group activities which are essential both for the children and for the orderly management of the Assembly Centre should be conducted away from the living quarters.

Attention should be given to arrangements and equipment within living quarters to ensure the safety and well-being of the children. This does not mean that luxury is essential, and every effort must be made to utilize resources, however meagre, to provide the best care possible and to safeguard health.

(4) Day Time Care and Activities for Children up to 14 years of Age.

There should be provision for the day time care and occupation of children of all ages. Good planning for the use of children's time will be one effective means of helping to restore their sense of security, since a regular time-table will presuppose a measure of permanence in their lives. Care will, however, be needed in many cases to avoid overstrain, since the great need of many children may be for rest, and those who are ill-nourished, as well as anxious may tend towards overexertion.

The numbers to be dealt with will determine the actual grouping of the children, the size of the groups, the extent to which separate classes should be provided for children of different ages, but it may be useful to consider separately the needs of the age groups 0 to 2, 3 to 7, 8 to 14, years. These age limits should, however, be regarded as a rough guide only, and not as a hard and fast rule.

It is not advisable to have more than 40 children in any nursery or Centre catering for children of 5 or under, and it is suggested that 60 might be regarded as the maximum number in a centre for older children. Congregation of large numbers of infants for any type of care should be avoided as this is a serious health hazard.

If possible, meals should be provided in all Day Nurseries, play or occupational centres, as part of the daily routine. It should be assumed that all children will have their meals at these centres at times when they are in attendance, since this will give valuable opportunities for observation and training, and will also insure that the children receive a minimum of suitable and nourishing meals.

The following types of activities are suggested:

(a) Day Nurseries. Day Nurseries may be needed for the care of children up to 5 or 6 years of age, whose mothers are occupied in the work of the Assembly Centre or in other duties, or while they attend to required procedures connected with repatriation. Such Centres will also provide a means of beginning at once to build up children who are under-nourished or otherwise debilitated, of assuring proper health supervision and preparing them for return to their homes in the best condition possible.

The day nursery referred to here is something between a day nursery and a nursery school, but it will have to be adapted so as to meet the children's needs in any particular Assembly Centre under the exceptional circumstances likely to prevail and in terms of personnel available.

At the beginning, mothers may be hesitant to use this service as they are likely to cling to their children and to be suspicious of any suggestion that the child be left anywhere out of sight. This can be gradually broken down, especially if the mothers themselves are asked to serve on the staff of the Day Nursery.

Where a Day Nursery is operating, it will also be useful in connection with the services of the Maternity and Child Welfare Centres, especially where mobile units are used. In the latter instances it will be desirable for the Child Welfare Centres to establish a regular schedule of visits. If the Nursery is located within the same building as the Children's Centre, this can be automatically managed there.

Under conditions likely to prevail in Assembly Centres, it is suggested that children under 2 years should not be separated from those of 2 to 5 or 6 years, as specialized care and services required for a large number of infants up to 2 will not be available. It will be better, however, to have not more than two or three infants in any one day nursery. This caution is emphasized as congregate care for infants is dangerous unless proper staff and equipment are available.

Day Nurseries established in Assembly Centres should be used for all children whether with their own parents or unaccompanied. Where unaccompanied children are cared for in hostels, these services should be available and depending upon proximity they can share the same facilities provided for accompanied ones.

Day Nurseries should be located as conveniently as possible for mothers, so that the children will not have to be taken a great distance preferably not more than half a mile. While the location will be dependent to some extent upon available facilities and space adaptable for this purpose, it will be preferable to have a number of small units conveniently located, if the numbers to be served justify this, rather than large units that require the mothers or children to walk long distances.

Hours of Opening. Up to ten hours daily. Children can be cared for full or part time according to the mothers' needs.

Premises. At the beginning, a day nursery might be started in the Children's Centre. If there are enough children to justify it, separate quarters should be found. A hut or other building with water, sanitation, good ventilation and facilities for heating, bathing, preparing food, sterilizing feeding bottles, washing and boiling napkins is desirable. Improvisation will be essential and the service can be started without any special equipment. Accommodation should be provided for mothers who are breast feeding their babies, and adequate space for outdoor rest and exercise in suitable weather. (A generally accepted standard of indoor floor space is 25sq. ft. per child, but it is recognized that it is not possible to make any rule about this).

Staff. Children should be grouped, as far as possible, according to nationality and cared for by women or older girls of their own nationality. Although it is recognized that the staff will not be permanent, as far as possible, each group of children should remain continuously in the care of the same staff.

It will be desirable to have at least one adult to every six children. There should be one person with some definite knowledge of the care of young children to take general responsibility for the nursery under the supervision of the children's welfare officer. If a nursery school teacher can be found she should be attached to the staff. A notice might be displayed in the Information Bureau or other frequented place to enlist the assistance of all the mothers.

Health Supervision. Health supervision will be especially important and should be provided by the Child Welfare Centre. Each child should be seen by the Welfare Centre at least once a fortnight. Every child should be given a daily inspection upon arrival at the nursery by the person in charge. If there is any evidence of cold or other illness, the child should be taken at once at the appropriate place for medical care. Likewise all cuts or other injuries should be treated at once in the nearest Welfare Centre or first aid station. No medical or first aid supplies are to be kept at the day nurseries and the staff should be instructed that every child needing any kind of medical care, no matter how minor the ailment or injury be taken at once for appropriate medical treatment.

Equipment It is evident that in setting up these centres, improvised equipment will be required. The welfare officer should undertake immediately to set up any special workshops to assist in supplementing available equipment or in adapting existing facilities.

(b) Play and Educational Activities (for Children 5 to 8 or 9 years)

Hours of Opening These should be open up to ten hours daily, depending upon arrangements for supervision of the children during "out of school" periods, for the convenience of mothers who are working at irregular hours, to provide wholesome outlets for the child's energy and also to give some constructive experience in group activities. Only in exceptional circumstances would any child remain for the whole time. Regular daily attendance is desirable for all children of 5 and over. The decision as to whether attendance should be made compulsory should be left to the self-governing committee of the camp.

Premises. Hut or other building, with separate rooms for groups of not more than twenty children, water and suitable sanitary arrangements, cooking facilities, and space for outdoor play.

Equipment It will be desirable to have tables and chairs, washing basins, baths cooking utensils and crockery if meals are to be prepared, toys and play equipment, pencils, paper, scissors, paints or crayons, picture books, or other available material for use in play or educational activities. Where such equipment is not available many substitutes can be used. More detailed suggestions for this are being prepared.

Staff. The same general principles apply as those given for day nurseries. There should be not less than one adult to every 8 children. A nursery school or primary school teacher and a person experienced in organising play activities for this age group should be attached to the staff if possible.

Occupations and Activities Individual and group play. Organised handwork and similar occupations, drawing and painting, dancing, outdoor games, simple training in personal hygiene. There should be a period of rest for all children during the day and in suitable weather this rest should be taken out of doors. Although no type of formal school will be possible under the conditions likely to prevail, educational activities will be essential, particularly as some of the children may remain in the Assembly Centre for several months. As far as possible each country should provide educational material for their own children.

Children aged 5-8 will probably be the youngest group for whom organized leisure-time activities may be necessary. They will need a comparatively short period of play in the evening from about 4 to 6 p.m. Plans should be made for indoor or outdoor activity according to weather conditions and playground accommodation. Examples of suitable outdoor activity are sand pits, swings, skipping ropes, and out-of-door ball games. Floor and singing games might be organized indoors and mechanical and match box toys, sand trays and modelling equipment are some of the material that might be provided.

(c) Play and Educational Centres (for Children 8 to 14 years).

Hours of Opening. Ordinary school hours. Regular full time attendance is desirable for all children. The question of compulsion to be settled by the self-governing committee of the Assembly Centre.

Premises. Separate rooms for groups of not more than 20 children, outdoor play grounds, large room or hut for active indoor games, washing and sanitary facilities.

Equipment. It will be desirable to have tables and chairs, materials for handwork and needlework, carpentry tools, books, toys and games, crockery and cooking utensils unless meals are provided from a communal feeding centre.

Staff. May be men or women (some must be women). Each Centre should have a supervisor and in addition not less than one adult to 12 children.

Occupation and Activities. Games, talks, toy making, needlework (older girls could make clothes for themselves), drawing and painting, singing and dancing, physical training and outdoor games, nature study and walks, some organized duties in connection with the maintenance of the Centre. Some activities for boys and girls separately will be needed for this group.

Children aged from 8 to 11 will enjoy organized ball and chasing games, hide and seek, imaginative play and camping out of doors. Suitable indoor play might include card games, dominoes, toys and free dancing. Children of this age group will also require supervised activity until about 8.30 to 9 p.m.; the choice of both indoor and outdoor activity for this later period should be of a more sedentary character than the occupations planned for the earlier period.

Children aged 12 to 14 can take part in team games and physical exercises out of doors. Dramatics, toy theatre, card games, listening to the wireless, taking part in national dances and reading may be organized indoors and particularly for the later period in the evening.

An important part of leisure-time occupation for older children consists in the contribution they may make to certain routines of the centre administration itself. They might for example play a very useful part in anti-litter campaigns, in gardening projects or as messengers; some older children prefer to occupy their spare time in this kind of responsible activity rather than devote the whole of it to games and entertainment.

(d) Supervision of children during "out of school" periods

There will be, certain periods of the day and week in which children from about five years to fourteen years will require some kind of organized leisure-time occupations. These periods are likely to occur after "school" and before tea or supper, and after the last meal and before bedtime. There will also be periods of some length on Saturdays, both mornings and afternoons (unless occupation centres are open on Saturday mornings), and before or after religious observances on Sundays. The programmes should naturally be integrated with whatever has been organized in the play and educational centres.

In all planning of children's leisure-time the Welfare Officer must provide for responsible adult supervision. No activity should proceed without this. The supervisor need not always play an active part in the programme but they should be present at all times in case of accidents or quarrels arising of a serious nature. Careful attention should be paid to the wearing of suitable clothing and footwear for outdoor activities, particularly in regard to the youngest group of children. Assistants should be selected from displaced persons who are interested in children and are of pleasing and attractive dispositions. They should be instructed that discipline, while firm, should be free and easy.

Special programmes should be arranged on Saturday afternoons and Sundays. Outdoor excursions to near-by places of interest or nature walks might be possible (depending on the territory in which the Centre is located); outdoor picnic meals, depending on the weather, might be arranged. Provision should be made for occupying young children who cannot undertake a long excursion near or in the Centre. On wet afternoons there might be cinema shows or displays of national dancing and singing.

5. Child Welfare Centres. Child Welfare Centres will be an essential service for all children up to the age of at least four and expectant and nursing mothers. They should be established by the Welfare Officer in cooperation with the Health Officer of the Assembly Centre. These Centres may be stationary or mobile and should hold fortnightly sessions.

The Child Welfare Centre will probably be the most effective and economical way of supplying health supervision for all infants and young children, ante- and post-natal care for mothers, and such other services as the determination of nutritional needs and the instruction of mothers in the preparation of food and physical care of young children. It should be an especially valuable means of controlling distribution of supplementary foods or other special supplies for this group.

The Centre might be established in the same building as the Children's Centre or, in large temporary communities, it might also hold sessions in day nurseries if these are operating or in connection with other services that are conveniently located for the groups served.

The staff for the Welfare Centre should include at least one person qualified to provide social welfare services and medical and nursing staff as determined by the Health Officer.

6. Special Groups of Children.

(a) Delicate and Handicapped Children. It may be desirable to set up special nurseries or occupational centres for delicate, handicapped or seriously undernourished children of any age. These should cater for those who are unable to mix with normally healthy children in games and other occupations. The arrangements should be similar to those for normal groups, but with more rest, closer medical supervision, less strenuous activities and special feeding for those requiring it.

(b) Sick-Bays. Where circumstances require, it will be desirable to establish sick-bays for children suffering from minor ailments that call for care outside their living quarters or hostels, for treatment of certain infectious or contagious diseases requiring isolation, and where desirable, for first aid. Where this service is indicated and has not been established, the Welfare Officer should confer with the Health Officer, who will have primary responsibility for operating sick-bays. The Welfare Officer should see that essential supplementary services are provided, including provision of play material, entertainment or other appropriate activities, and follow up care if needed.

IV. ADDITIONAL SERVICES FOR UNACCOMPANIED CHILDREN

In addition to services described above, special arrangements will be essential for children received in an Assembly Centre, who are unaccompanied by their own family, a guardian or other familiar adult who may give ordinary care. The following suggestions relate to the aspects of temporary care and protection and specialized services that will be required for unaccompanied children.

(1) Categories and general considerations. Children found or brought into Assembly Centres unaccompanied by their own family, guardian or other adult, may be orphaned, temporarily lost, abandoned, or otherwise separated from their family. The younger children may be without identity, either by accident or by deliberate design on the part of the parent for protection purposes or on the part of the enemy to effect his policies.

The following groups of unaccompanied children are likely to be received in Assembly Centres:

(a) Children born in enemy territory whose parents were of United Nations nationality. The parents may or may not have been married and may have been of the same or different nationality.

(b) There are children who have been in hiding because their parents were looked on with disfavour by enemy authorities on account of race, religion, or political affiliations. It is difficult to estimate numbers, but it is known that there are such children in France, Belgium, Hungary, Poland and in Germany and Austria. Some of these children have been cared for by sympathetic people who have voluntarily undertaken a burden which may have entailed some risk to themselves. Though the risk will disappear with the cessation of hostilities the burden of maintenance may increase and may cause them to bring the children to the nearest Assembly Centre.

(c) There will also be children who were originally deported with their parents but have since become orphans or have been separated from their families. No doubt they will have been helped by fellow workers of the same nationality but when the time comes for these to be repatriated, they may wish to transfer the responsibility for the children to the repatriation authority. For example, it is known that Polish workers were encouraged to have their wives with them in Germany. Some reports suggest that there may be some 2000,000 Polish children in that country under four years of age. It is impossible to estimate how many of them have been lost or become separated from both parents.

(d) Another category of children believed to be a large one contains those who have been deported from Poland, Belgium, Luxembourg and possibly other countries and brought up as "Nazi children". It may be difficult to recognize them and their treatment, when recognized, may present difficult features if they prove to have been effectively Germanized. In many cases the existence of these children may not be disclosed at first by their German foster parents and special measures may be necessary later on to discover them.

To deal with this situation, a high degree of technical skill will be required and, consequently, it may be inadvisable to undertake measures for their location and care on any emergency basis. It is likely, however, that in one way or another some of these children will find their way to the Assembly Centres. In many of these cases it is known that at the time the children were taken away the parents were killed, and those who were deported may have died since. Clearly this will further complicate the problem.

(e) Two other categories requiring special consideration include, first, the children of unions between women of the United Nations deported as labourers or political internees and men of enemy nationality; and second, those whose fathers are nationals of the United Nations and their mothers of enemy nationalities. The nature of these problems will vary depending

upon whether or not the parents were married or whether the parent of United Nations nationality wishes to return to his or her own country with the child. In many cases, however, the children may be unwanted and many perhaps may already have been abandoned by both parents. In most countries fatherless children are considered to acquire the mother's nationality but in some cases these children may be non-repatriable.

(2) Collection and Reception. Special accommodations should be arranged for the reception of unaccompanied children in order to remove them at once from a setting likely to be distracting and further disturbing to them. It is suggested that all unaccompanied children should be taken as quickly as possible to the Children's Centre in the nearest Assembly Centre.

The Children's Centre as described above should be equipped especially for reception care. While it is imperative to obtain information about the child's identity as quickly as possible, it will be inadvisable to begin questioning the child at the first moment he arrives since he will be frightened and anxious and unlikely to be responsive. In any case, the information he might give at this point is likely to be unreliable. While it is essential to make notations of any information brought in with the child and to register his arrival, this can be done without the child being involved. Information obtained should be entered on the registration card. A supplementary record will be needed for additional information which should be recorded from time to time as obtained.

The most important thing to do first is to make the children physically comfortable and to give them individual care and attention in such a way as to allay their fears and anxiety and to give them reassurance. After they have become more accustomed to the new surroundings they will feel more secure and their confidence may gradually be gained.

Cleansing and preliminary medical inspection should be given at the Children's Centre as soon after arrival as possible. This service can be supplied by the Child Welfare Centre.

Children whose identity is established at the time of reception might be kept in the Children's Centre for a very brief time possibly not more than a couple of days, pending arrangements for care in a temporary hostel or other appropriate place. It will be advisable to retain young children concerning whom only limited information is available or who are without identity, in the Children's Centre for a few days longer. During this time they should be given close individual attention and every opportunity taken of obtaining from them the information required for completion of the registration card form and for repatriation. The various indirect methods which will be the most effective way of obtaining this information are given in section VI below. Depending on circumstances, all children should be retained at the reception centre for a period of time determined in consultation with the Health Officer, to prevent the spread of disease.

Where the number of unaccompanied children received in an Assembly Centre remains small, the children might be cared for continuously in the Children's Centre. It will be inadvisable to keep more than 10 or 12 children at the Children's Centre as the accommodations are not likely to be adequate to give residential care to a larger number and also to supply other services. Moreover it will be essential to reserve some space for the reception and temporary location of new arrivals.

(3) Temporary Residential Care. Children who are unaccompanied by their own parents or a guardian should be received and cared for in quarters separate from those for adults or family groups and, if possible, they should be kept outside the Assembly Centre where unsettled conditions are likely to prevail. This, however, will depend on prevailing local conditions and the extent to which the child's safety and security can be safeguarded inside the Centre.

Unaccompanied children will be in urgent need of care that gives them some feeling of security and safety and as much individual attention from a stable, understanding person as circumstances permit. Every effort should, therefore, be made to establish as secure a substitute for family life as possible and to limit the number of transfers from one place to another to the absolute minimum. Where children are found or reported to be living in established households and the living arrangements are satisfactory, they should not be moved pending repatriation or completion of more permanent plans for their care.

A caution might be added regarding reports likely to be received in Assembly Centres concerning children reputed to be of United Nations nationality who are in the homes of German families. Steps should be taken to establish the validity of such reports, but under no circumstances should such children be removed from where they are found pending final plans for repatriation, except where the living conditions endanger the well-being of the child. Until the identity of such children is positively verified and return to their homes is authorized, it may seriously endanger the child to uproot him from a home and expose him to the danger of being stranded in a temporary hostel or alternatively being left entirely dependent in Germany.

Residential care may be considered as follows:

(a) Temporary Hostels:

Where the number of unaccompanied children exceeds 5 or 6, it will be preferable to care for them in small groups of all ages and both sexes approximating a family unit. A hostel type of accommodation is suggested as being the most suitable for this purpose and the most practical under the circumstances. Emphasis should be placed upon keeping the number of children in a single hostel limited to 12 or 15.

If kept in small groups, children can be given more individual care and the chances of obtaining information for identification and locating relatives will be greatly enhanced. A small group will also be an economical unit from the standpoint of facilities and staff. Where large numbers of children are cared for in a single establishment, technical personnel is essential and the whole problem of management, organization of activities and services becomes more complex. Such an institution or camp will be especially undesirable for these particular children as one of their greatest needs will be individual care by the same adult in a setting that is the best substitute for their own home. To set up large units for the care of children within enemy territory will be especially undesirable as such units tend to become permanent and difficult to dismantle. It is also suggested that unaccompanied children be cared for in hostels in the vicinity of the Assembly Centre where they are first received. This will facilitate tracing information and the chances are greater of finding persons in the Assembly Centre who may have information. Where, however, the number of unaccompanied children in one Assembly Centre is too small to justify the type of care and services they need, consideration might be given to moving them to another Assembly Centre in the same area. Arrangements of this kind should be planned on an area basis and in consultation with specialists on the area headquarters staff.

Premises. Ordinary dwellings or small buildings that can be easily adapted should be located and requisitioned if necessary. In selecting a structure for a hostel, attention should be given to floor space for 12 to 15 children, facilities for heating, lighting, water, sanitation and any hazards to safety. Location within the community will have special significance.

Day-time Activities. As children will not have access to normal community activities and services these will have to be provided. Children in hostels should take part in all organized activities arranged for other children in Assembly Centres provided these are at a convenient distance. But the hostel should provide them with a substitute for home life including having their meals served there. If day-time activities of a recreation and education nature provided within the Assembly Centre are not accessible to them, special arrangements will be required for these children.

Staff. Great importance is attached to the suitability of persons selected to manage hostels and care for these children. For hostels accommodating 12 to 15 children a staff of at least 2 adults is required. It is most essential that the person in charge of the hostel should remain there on a continuing basis and have particular knowledge and experience in caring for children. The necessity of having an adult who is herself secure, self-confident and stable suggests that personnel for these posts should not be recruited from displaced persons, although there may be some suitable women or men. It will be preferable, however, to use suitable displaced persons for assistants to the person in charge or for other types of activities for reasons previously discussed.

It will be desirable for the older children in the hostel to assist in taking care of the younger children and with the cooking and other household duties. This would not interfere with their participation in other activities, but there will be real value in giving them responsibilities in the home.

Hostels should be under the supervision of the children's Welfare Officer or Principal Welfare Officer in the Assembly Centre and technical services should be available at least on an area basis.

Suggestions for supplies and equipment for hostels are contained in reference material under welfare supplies. This is intended primarily as a check list or guide. It is clear, however, that ingenuity in improvising will be required. Persons within the Assembly Centre will no doubt be helpful in making equipment for the hostels and other items that will provide a home-like atmosphere.

(b) Billeting:

Under no circumstances should compulsory or even voluntary billeting be considered as a method of caring for unaccompanied children in enemy territory.

Nor should these children be placed with other family groups in the Assembly Centre unless there are positive reasons for so doing; for example, a family may be already known to the child, or may have come from the same community and have known the child's people, or there may be no other suitable place in which to care for the child.

To place unaccompanied children with families in Assembly Centres is especially undesirable because the family will be returning home in a brief period and the constant turnover of the population may necessitate repeated changes; this is particularly serious for children, involving as it does the formation of ties that cannot easily be broken but which circumstances prevent from being maintained.

(c) Existing Institutions and Agencies:

While it is possible that military authorities may requisition local facilities and services for use by displaced persons, representatives of Allied countries have expressed strong opposition to children being subjected to further enemy influence. Under no circumstances, therefore, should children be placed in established institutions or placed in other homes in enemy territory.

In some instances, the facilities and equipment may be made available, but under no circumstances should these be used for children if local staff has to be employed.

It is recognized that the conditions prevailing are likely to hinder the establishment of services and provision of the kind of care so urgently needed by children. Nevertheless these children and particularly those who are unaccompanied constitute the most compelling problem demanding solution. No other aspect of relief work has such long term significance. No effort is too great to ensure that a child who has parents or a country should have the opportunity of being restored to them; no child whose nationality can possibly be determined must be left in enemy territory.

V. MATERNAL WELFARE

The Child Welfare Centres described above will provide health supervision for expectant and nursing mothers but in addition to the urgent need for appropriate physical and medical care, these mothers may require individual

assistance in working out plans for returning home with their babies or in arranging care for other young children during confinement. For a mother in the later months of pregnancy there may be a question of whether her return home should be delayed and whether in such circumstances, other members of the family should remain with her or proceed as originally planned, leaving her behind. Special living arrangements may be required for expectant and nursing mothers, especially for those young women in the later months of pregnancy who are alone. Establishment of emergency maternity hostels or special accommodations for post-partum care should be undertaken only after consultation with the Health Officer.

Unmarried mothers may have difficulties in repatriation although it is hoped that progressive social policies will eliminate the possibility of any such handicap or discrimination. But they may in any case be anxious and uncertain about returning home and some may be upset to the point of wishing to be relieved of the responsibility of their baby. Some may not even wish to go back home. Under no circumstances should the babies be separated from their mothers, except in instances where the child would clearly benefit. If an unmarried mother wishes to place her child it should be borne in mind that UNRRA has no authority to make such placements, and the mother should be referred to the appropriate representative of her own country or encouraged to delay final decision until she and her child have been repatriated. Consultation services such as these problems will involve will be most satisfactorily provided in the children's centre.

V. REGISTRATION AND IDENTIFICATION.

(a) Registration

The first contact with unaccompanied children will occur at the point of collection or at the registration office. This first contact will have important significance for the child's future well-being and the nature of this experience for him may decidedly influence the amount and accuracy of information he gives about himself or his family. The urgency of obtaining accurate information for personal identification and for tracing the family or relatives of the child cannot be over-emphasized. This is applicable in the case of all children.

The general procedure for registration of displaced persons will not suffice for unaccompanied children or children accompanied by an adult without legal responsibility who does not have accurate information about the child's identity or the whereabouts of its family. Arrangements should be made in advance in every Assembly Centre for these children to be received and registered entirely apart from the general population.

While the registration of unaccompanied children should be a part of the general registration procedure and under the general direction of the registration officer, responsibility for the registration of unaccompanied children should be vested in the children's welfare officer or the principal Welfare Officer. The mechanical aspects of registration as contemplated for the general population are not altered by the following suggestions. The difference relates to the contact with the child and the most effective way to expedite identification and facilitate repatriation.

(1) Accompanied Children. The general procedure for registration will be followed in the case of children accompanied by their own parents or some other adult. In every instance, however, particular attention should be given to the registration of every child or minor in order to ensure accurate registration and to determine the exact relationship of the child or minor to the adult who accompanies him. Under all circumstances, therefore, information given by an adult regarding the child or minor should be carefully scrutinized.

Where children or minors are accompanied by their own families or guardian and proof of the relationship is established, there should be no particular partical

difficulties from the standpoint of registration and repatriation apart from those of the parent or guardian. There may, however, be instances, as was pointed out above, where an adult who represents himself as being the parent or guardian of a child or minor is not bona fide. This raises the question of authority and procedures for determining the validity of relationships where there is clear indication of misrepresentation. In most instances, it will be evident from the adult's response to questions where he is the bona fide parent or guardian. However, the attention of registration officers should be drawn to this point and some suggestions might be given to them about pertinent questions to ask.

In case an adult comes to the registration office with a child for whom he has no legal responsibility and whose identity may or may not be known to the adult, the registration officer should request the adult to take the child to the Children's Centre. This should be done even though the adult gives sufficient information about the child for registration purposes since the question of legal responsibility may prove troublesome.

Where unaccompanied children are referred to the Children's Centre, the same procedure might be followed as for unaccompanied children with the possible exception of residential care. Unless circumstances require the child should remain with the adult. Where there is serious question as to the relationship of the child to the adult, depending upon the willingness of the adult and the authority vested in UNRRA, the child might be retained a few days at the Children's Centre for observation and investigation. Such instances will probably be rare, but every precaution should be taken to avoid the danger of a child being lost forever to his family.

(ii) Unaccompanied Children. All children under 16 years of age who are unaccompanied by their bona fide family or guardian should be referred immediately upon arrival in the Assembly Centre to the Children's Centre.

Although it will be inadvisable to confront the child at once with questions or to begin filling in forms in his presence any information that is available should be recorded on the registration card form immediately and all additional information pertinent to his identification and the location of his family should be recorded as a supplementary record card. This supplementary record card should be kept for the recording of all information subsequently obtained. The importance of keeping such records current day by day is self-evident.

If an unaccompanied child is not identified the word "Unidentified" should be entered in the upper left hand corner of the registration card form above the space for the name. If the child is given a name temporarily or if he is brought in by an adult who does not know the child's name but has called him by some particular name, the words "Unidentified - temporary name" should be entered on the child's registration card form in the upper left hand corner above the space for the name.

Four copies of the registration card form should be filled up for every child unaccompanied by his own family or legal guardian; one copy should be kept at the Children's Centre and three copies should be sent directly to the registration officer. Two of these copies are for routine registration procedures. The third copy, together with the duplicate of the supplementary record should be sent to the central registration file.

Within the central registration file an additional central file for unaccompanied children be set up. This should not involve excessive work and would expedite the clearance of enquiries and the tracing of relatives. Such a file will be of vital assistance in planning services and care.

The supplementary record should be made in duplicate - one copy to remain attached to the child's card in the Children's Centre in the Assembly Centre and the duplicate as indicated should be attached to the copy of the registration card for the central file for unaccompanied children.

Where it seems more economical, only three copies of the registration card might be filled up, in which case the supplementary record would serve as the file for the children's centre.

It is most important, however, that at least one copy of the registration card form be kept at the Children's Centre until all information is recorded. Supplementary information should be regularly sent forward to the registration office in the Assembly Centre and to the central file.

Every child should be labelled with his identification at once. If the child is unidentified at the time of reception he should be labelled with the registration number and possibly the name by which he calls himself.

(iii) Registration of Births. The Children's Centre should be notified of all births in the Assembly Centre and should co-operate with the health and registration officers to ensure that adequate information for registration of the birth and for repatriation are entered on the registration card form.

(b) Identification

It is entirely possible that there may be large numbers of young children who are completely without identification, or about whom available information is inadequate to establish nationality or trace relatives. This is an extremely difficult problem and the skill with which it is tackled will determine the whole future of many children. Because time is so vital in picking up threads, no time should be lost in initiating investigations. Every day that passes jeopardises the child's chances of being restored to his own people.

In dealing with unaccompanied children in the lower age groups, it will be difficult in many cases to obtain at once the necessary information for identification or to determine nationality. Those over five or six years may be able to give enough of the particulars indicated on the registration card to enable them to be ultimately identified. In the case of the younger ones the process will be slow and will require careful tracing of information from every potential source. If the child is brought into the Assembly Centre by a person unrelated or without responsibility for him, all possible information about the child should be obtained from such a person. Even if the person does not know the child's identity he will have a certain amount of pertinent information, such as, where he found the child, who previously took care of the child, how the child was placed in his hands and any other information that may be a clue to the child's identity. This information and facts as to the source should be recorded at once.

During the time an unidentified child is cared for in the Children's Centre, he should be given careful individual attention. This will afford an opportunity of obtaining information by indirect methods. Very often a child will reveal far more during the routine activities of the day than he will give in reply to questions.

Persons in daily contact with these children should be constantly alert to their conversations with other children, during play, at meals or during other activities. As stated above, an important factor in obtaining information from children is to gain their confidence and this is most effectively achieved through close personal attachment to an adult who gives daily care and affection. For this reason, unaccompanied children might best be placed in small hostels that approximate a family home as nearly as possible and which allow for close individual attention and more continuous observation. The staff of the hostel should be given all available information about the child and carefully instructed in the kind of information they should be alert to pick up and in methods of getting information indirectly from children during the normal routine of daily life.

It should be borne in mind that children are quick to imitate or to identify themselves with other children. Where they have suffered deprivations and are suffering from anxiety and insecurity, children are likely to compensate through phantasy or may be fearful to disclose information. Or they may have been taught to conceal their identity or, due to painful experiences associated with earlier life they may have unconsciously repressed their memories. These and other factors will influence the evaluation of the information obtained from children and they also indicate the importance

of selecting personnel skilled in dealing with children and with understanding of the frightened mentality likely to characterise them. Equally as important as the specific information given by a child are the evaluation and interpretation of the spontaneous action and responses of the child during the daily routine. Persons responsible for the care of these children, therefore, should be continually alert to everything the child does or says and also to his reactions to the daily experiences. Usually children will communicate with each other more readily than with adults and it will be important, therefore, to enlist the cooperation of the children in getting information from those who are unidentified,

Emphasis should be placed upon tracing every possible source of information. The following suggestions are by no means complete but may be useful as a guide:-

- (i) Types of information that should be recorded in addition to that given on the registration card form:
 - (a). The child's name as he gives it.
 - (b). Detailed physical description, including sex, approximate age, height, weight, colour of eyes, hair, complexion, any marks, scars, unusual features or characteristics.
 - (c). Names of any persons or places mentioned by the child and where possible notation should be made of the circumstances under which these were made. In the case of those of school age, any facts given about school or teachers. Often children may remember a teacher's name or that of a priest, a store-keeper, brothers and sisters or friends of the family, where they have forgotten that of the parent or will only answer that his parent's name was "mother" or a similar familiar word.
 - (d). Observations on free play or drawing, objects that seem familiar.
- (ii). Possible methods of obtaining information from the child:
 - (a). Talk with the child during meals or during other enjoyable activities in other languages using words most likely to stimulate memories such as the words for milk or other common foods of different countries, mother, father, brother, sister, games or toys, etc.
 - (b). Try telling them the most common children's stories of different countries and sing songs most likely to have been familiar in the country from which he is thought to have originated.
 - (c). Enlist the cooperation of other children.
 - (d). Get the child to tell stories or to suggest songs or games he likes to play.
 - (e). Give every possible opportunity for the child to encounter familiar objects or to express himself in his own way.
- (iii). A few potential sources of information.
 - (a). Medical history should be checked including previous illness, operations, accidents or injuries, circumcision, immunisation, including types of vaccination as indicated by scar or family health insurance records, etc.
 - (b). Germany's social insurance system involved family records that were carefully kept; police records, especially those for registration of arrivals or departures from a town; employment records. Such records should be consulted as well as records of vital statistics and in ration offices.

- (c) There may be some school records and institutional records that are pertinent.

In view of the high degree of control that has been exercised it seems possible that if records have not been destroyed there may be many valuable ones, especially as individual records often contain details about the person's family.

If children cannot be identified by factual information, experts will be required and scientific techniques may have to be tried. Although such techniques are not infallible, it will be highly desirable to explore scientific methods involving examination and testing of physical characteristics to help determine, age, nationality, and other identifying information.

- (c) Tracing Relatives. Immediate steps should be taken through the established services for tracing relatives, to locate parents or relatives or unaccompanied children. Some children may have parents or relatives going through other Assembly Centres and it may be possible to locate them prior to repatriation. The machinery established for tracing relatives should be kept informed of all additional information received regarding unaccompanied children.

Immediate steps should be taken to contact all persons in Germany who might have information about unidentified children. This should include any persons who had kept the children, doctors, nurses, teachers, etc. As some children may have parents or relatives going through other Assembly Centres a careful check should be made continuously through the central registration office. Many of the sources mentioned above, especially insurance, employment and police records will give significant clues for locating relatives who may have been in Germany. These sources in their own countries are also valuable.

In the case of unaccompanied children the tracing of relatives will have great significance in connection with the establishment of nationality. Expert guidance will be needed in many instances to ensure that enquiries regarding children are properly followed up and to ensure that no child is declared stateless or non-repatriable whose nationality can possibly be established.

Complex problems may arise in connection with determination of the bona fide parents or guardian. It may be especially difficult for even a parent to identify a young child where separation has extended over a long period of time.

Here legal questions (see below) arise in connection with verification of claims received for unaccompanied children and legal responsibility to authorize release of a child from the Assembly Centre to a person who represents himself as being the parent or guardian. It is clear that basic responsibility lies with the government of the country concerned, but there may be cases where Welfare Officers will need to consult with the liaison officer.

VII. LEGAL PROBLEMS AFFECTING CARE AND PROTECTION

In the case of children or minors unaccompanied by their bona fide parents or legal guardian there is the question of legal responsibility and authority for care and protection pending determination of nationality or repatriation. This involves matters of law and policy which have not been determined. There are many problems which may arise that could be handled only by a person or agency with legal responsibility and authority. It will be essential, therefore, to have definite answers to the following questions before UNRRA personnel attempt to deal with these children:

- (a) Does UNRRA have authority to assume legal responsibility for the custody and care of children unaccompanied by their own parents or legal guardian, pending determination of nationality and repatriation? If not, in what established authority is this responsibility vested?

(b) Can UNRRA be designated by the appropriate tribunal in Germany as the guardian ad litem for minors pending determination of nationality or repatriation? If so, what officer shall function as the agent of UNRRA for this purpose?

(c) What steps may the appropriate UNRRA official take to prove that the person who represents himself as the parent or guardian of a child or minor is bona fide? Who is the appropriate official of UNRRA for this purpose?

(d) If UNRRA can assume legal responsibility for children or minors, can its appropriate official authorize the placement of such children with unrelated foster families on other than a temporary basis, or authorize an unrelated adult without legal responsibility who has been taking care of a child, to keep such a child?

(e) In the case of unaccompanied children or minors over fourteen found to be stateless or non-repatriable, who is responsible for deciding the time at which legal responsibility for their permanent care will be transferred to some other constituted authority, such as the Inter-Governmental Committee on Refugees?

(f) If UNRRA has no legal responsibility, has the appropriate official of UNRRA the legal power to move an unaccompanied child or minor who is stateless or non-repatriable to some place other than the Assembly Centre where he is received?

It is more important that the legal aspects of the care and protection of children found in enemy territory unaccompanied by their parents or guardian, pending determination of nationality or repatriation, be discussed with the appropriate national liaison officers and with the military authorities, if necessary, in order to ensure that this responsibility be fixed.

As most continental countries have laws governing the placement of children in foster homes, UNRRA personnel in Assembly Centres in Germany should not, under any circumstances, authorize the placement of children received in such centres with foster families except as a last resort and on a strictly temporary basis. This should be adhered to even if UNRRA assumes a temporary legal responsibility. Attention is also called to the fact that in most countries laws pertaining to child placement regulate this type of activity through systems of licensing and inspection. It seems clear that the UNRRA should not undertake the functions of a child placing agency and there should be a definite understanding that as an emergency organization UNRRA should not undertake responsibility of making permanent plans for children who are without their own parents or guardians. It is definitely the responsibility of UNRRA, however, to provide temporary care; to procure as much information as possible to establish the identity and nationality of all children and minors; to initiate steps to trace their families and wherever their families are located in Germany, to re-unite them, if possible, before repatriation; and, finally, to provide safe transport to their own country.

B. TRANSPORTATION

For unaccompanied children under 14 years of age, the Welfare Officer should see that appropriate adult escorts are designated and duly authorized to assume responsibility until the child is placed in the hands of his family, the appropriate national authority or its authorized agent. For children under 5 years of age, there should be one woman escort for six children. For children 6 to 14 years of age, there should be one escort for ten children. It will be preferable to have mixed age groups in each part as this will enable older children to assist the younger ones.

Prior to departure every child should be labelled securely with proper identification and particulars regarding his destination and the persons into whose charge he is to be placed on arrival. This information should be contained in a substantial envelope, worn round the neck and tied in such a way that he cannot detach it. It may be advisable in the case of children under 2 years to place a strip of cloth, or adhesive tape, if available, around the child's body with his identification and destination written on it in indelible ink.

The Welfare Officer should cooperate with the transport officer to ensure that proper accommodation, medical services, food, including prepared milk for infants, water, and other supplies are provided for all children and mothers during transit, at any transit centres or other places where there are stop-overs. Attention should be given to lavatory facilities and to arrangements for heating water either on trains or at points along the route. An extra supply of clothes should be provided, if possible, for very young children.

If for any reason, such as acute illness, the transportation of an unaccompanied child under fourteen years has to be interrupted, he should never be left alone unless adequate arrangements can be made with the local officials to ensure his care. The Welfare Officer in the centre from which the child is transported should be notified immediately of any such delay and should take any necessary steps to safeguard the child and to provide appropriate care.

Machinery should be set up for the notification of the arrival of children in their own countries. A careful check should be kept on these reports. A time limit might be set for their receipt and when not received within this time, enquiries should be initiated.

5. YOUTH WELFARE

Young persons even in normal times and in normal communities have special needs, in the spheres of health, education, occupational development, recreation, and civic participation generally. But it is hardly necessary to mention that these needs have been complicated and intensified by the conditions of war, enemy occupation and the experiences of oppression and resistance. Because of the rapid physical, mental and emotional development which is characteristic of adolescence, the group of young people in their teens has possibly suffered more from the deprivations, tensions, interruption of training and disruption of family and community life than any other single group in the population. It is also the group to which special appeals will be made in the period of national restoration. Yet there is some tendency to overlook the claim of young persons when programmes of special or emergency measures for children are being planned.

So important is it to make adequate provision for their supervision in a rapidly changing community that even in planning for the accommodation of young persons in the Assembly Centres it is necessary to keep in mind their longer term needs. Probably the facilities of the Centre will be too limited to permit much development. Yet it may be a salutary warning against making no special provision at all to remember how easily this group might develop into a serious problem to the Administration and to consider the conditions which their own countries will desire to set up for them against their return. Some preparation for this must be made during the transitional period in which they are residents of Assembly Centres no matter how short this may be.

The adolescent is the most important potential labour force in every country and like the school child requires extra nourishment as he is peculiarly susceptible to diseases such as tuberculosis. When priorities are considered he should have vitamin A and iron daily and if possible extra milk even if it is skimmed milk or cheese. When milk supplies are not available calcium and riboflavin might be given as a substitute. Although methods of distribution are more difficult to work out for reaching those who are not in schools, prompt attention will probably have to be given to supplementary feeding through other schemes. These might take the form of meals in connection with instructional classes, canteens in factories or workshops, or they might be set up in locations convenient to industrial districts. In agricultural communities, extra rations and other methods will have to be considered.

Again, many adolescents and young persons have played an active part in the resistance their people have offered to the enemy. Many of them will be responsible members of their communities at early ages, and it will be most important to secure their cooperation in constructive employment which will be consistent with their securing education. One of the most crucial needs for this group will be vocational guidance, occupational re-training and opportunities for employment in jobs with adequate safeguards to protect them from exploitation and to assure the best possible working conditions.

The number of young persons - those who are older than children yet younger than adults (roughly between the ages of 14 and 18 years) - may well be very large in some Assembly Areas. Statistics are not very adequate, but there are important indications that the proportion may be as large as one-third of the total in some cases. As to status, some may be with their families, but many will be unaccompanied, having been taken from their homes, perhaps at an early age, and many will have lived and worked in Germany for several years, either singly or in some form of large camp, under discipline and subject to varying degrees of Germanisation. For these young folk all the ordinary problems of adolescence will have been intensified. While some may have matured early, the development of others may have been arrested; so that welfare workers may have to cope with exaggerated swings between moods of adult stability and childish behaviour. Naturally, the living and working arrangements for this group need some thought; at least the day-to-day contacts call for some administrative staff who have had experience in dealing with young persons and understand their problems.

It may be noted that for the purpose of registration and repatriation, anyone over the age of 14 years is regarded as an adult. It may be however, that many of the boys and girls of 14 or 15 were taken from home at the early age of 10 or 11, and may be unable or unwilling to give the necessary particulars about themselves. In such cases a procedure similar to that recommended for unaccompanied children should be adopted. This is to take only the minimum particulars of name and age at the time of registration, then to wait for further questioning until confidence has been established, making full use meanwhile of the services of the person in charge of the young persons' unit or hostel (or any other adult to whom the boy or girl in question may attach himself or herself) in helping to elicit the necessary information.

It may be found helpful to keep a more detailed supplementary record than the registration card for young persons who are unaccompanied and whose parents and relatives cannot be traced. This might contain information on the following lines (a) background, home surroundings (b) health (c) training or aptitude for any particular employment (d) preference in leisure time activities (e) character difficulties arising from maladjustment (f) experiences in Germany. This will avoid repetition of mistakes and may facilitate their ultimate settlement if it is passed forward with the registration card.

Living Arrangement for Unaccompanied Youth

In Assembly Centres the living arrangements for unaccompanied young persons will in many respects be different from those considered desirable for the accommodation of adolescents over a longer period. While permanent accommodation should be based largely on the reconstitution of a settled family life, the exigencies of Assembly Centres will probably make necessary some sorting of children according to their age, and provision for them in groups of up to forty for the time being.

A good deal of what has already been set out for children of younger ages is applicable to older children and adolescents. It is not necessary to repeat this, and what follows is intended as supplementary information relating to the special needs of this older group.

The young persons should be in national groups as far as possible, under the care of adult staff of their own nationality. If the accommodation is such that separate sleeping accommodation and sanitation can be provided, both sexes can be housed together, unless the national representative of the group concerned advises against this course. At least two responsible adults (preferably a married couple) will be needed for each group of young persons with possibly additional kitchen help. The group should themselves be charged with duties of helping with the household work and gardening, but young persons who have been subject to strong Nazi influence may require more staff. It may be necessary to enlist the help of adults experienced in handling adolescents to work with the group in such a way that their confidence is gained and bullying does not take place.

Adolescents need not spend the whole of their time separated from the children of other ages. Those willing might take turns at helping in the hostel for younger children if their assistance proved of value and did not upset the younger group. Both boys and girls might help in this way but since it is unsettling for the younger children to have too frequent changes among the people caring for them they should be prepared to spend a period of at least a month with the same group. In this way they might learn much especially if staff are experienced in child care. The staff on their side should be careful to cultivate a feeling of satisfaction in the young person at contributing help and exercising responsibility since adolescents tend to become difficult and resentful if their help is taken too much as a matter of course or regarded as a mere obligation.

Some of the young people will in all probability be found to be suffering from an unusual degree of fatigue, as the outcome of malnutrition, or of prolonged disturbance through bombing or battle conditions. These will be in need of additional rest, preferably in the afternoon. Some of them may find it easy to relax quietly or to sleep. Others may find it easier to

rest only if they can read, write, draw, paint, listen to music, or follow up some other interest for which little physical movement is necessary. Young persons needing prolonged rest in bed should be provided with improvised bed tables so that they too can follow up the kinds of activities that interest them. (This is one of the many examples of articles which might be produced in the Centre's workshop providing the opportunity of a gift to persons less fortunate than the maker of the article, as well as the opportunity for leisure-time employment).

A serious consideration is that many young persons will have lived lives of little or no privacy. In some instances they may have spent all their time in a group with other adolescents. Others may have been in mixed groups of adults and adolescents where little ordinary modesty or reticence of behaviour was possible. Young persons need at times to be on their own, and they also need to be protected from behaviour of an over-mature kind. Attention but not suspicion should be directed towards the possibility of homosexual practices. The planning of camp and hostel life will presumably provide reasonably normal conditions for living, but this in itself may not be enough. Some young persons will show their anxiety and lack of "settling down" by behaving in difficult and unacceptable ways, and these will call for tactful handling. While it should be made clear what is expected as a standard of behaviour, little will be gained by rigid discipline and severe punishment of young persons who fail to accept the recognized standards, on one or more points.

Education, Training and Employment.

When young persons are remaining more than a week in the Centre, every effort should be made to establish educational classes or vocational training under the auspices of the best qualified personnel available. This should be done even if the facilities available are inadequate and the instruction elementary to begin with. It is essential to occupy the young people's time and to this end the cooperation of the National Liaison Officers should be secured to the fullest extent.

For many, practical training will be more suitable than class work; the choice should rest with the people themselves but their medical report should be consulted before a final decision is made and any sign of unfitness should be referred to a doctor.

It is obviously more important for this group than for any other to develop vocational interests and such training as can be given either by teachers or craftsmen among the adults in the Centre's population. The employment projects within the area, for which wages are paid, should be considered with this need in mind. It may be far more useful to keep young persons at pursuits at which they will develop some skill or interest rather than that they should earn money by unskilled labour. On the other hand, they may be more willing to receive instruction if they are provided with a minimum amount of pocket money, or if they can add to it by selling their products e.g. in the canteen.

It will, of course, be advantageous in every way for young persons to share in the everyday work of hostels and of the Centre generally. It will prove profitable to discuss the various jobs before they are assigned. Most adolescents like a change of work, so that their duties should be exchanged, say, once a fortnight or even once a week, when the hostel is well established. Since young persons enjoy company in their work, they will usually be happier working in pairs or in groups than if working singly. They may take longer when they work together, since they talk as they go along, but companionship will prevent the daily work from seeming mere drudgery. Boys and girls can act as messengers, orderlies, clerks assistants in building and repair work, as kitchen helps, house helps and gardeners. Whether work of this kind is paid or unpaid can depend on the practice adopted for adults, but it will be well to remember most of them will be accustomed to full employment in Germany. No night duties or heavy work in which their age group is not normally permitted employment, should be arranged for them. Their working hours should be short and regular. Those between 14 and 16 should not spend more than 36 hours a week on school work, vocational training and their assigned duties in the Centre; those from 16 - 18 not more than 40 hours a week. They will need ample time for well planned but freely chosen recreation. If work is unpaid pocket money should be provided on an appropriate basis.

Leisure-Time

Given the right kind of opportunities, young persons will find by themselves satisfactory ways of using their time. A special paper on recreation and leisure time activities deals with this problem in detail but the principal problem - that of securing material and equipment - is worthy of repetition, for every inducement should be given the young men and women of the Centre to find and improvise these things. Scrap and salvage of every kind should be utilized. It is to be hoped that basic materials for sewing, knitting, painting (pencils, brushes), and paper work (paper, cardboard, scissors and paste) can be supplied. Equipment for games, particularly balls, will be much sought after. Many will find great satisfaction in mechanical interests, such as working on a scrapped car engine, and others in heavy but challenging jobs such as clearing up ruins, felling trees, sawing wood. Jobs of this kind will be specially appropriate for youngsters who have grown accustomed to feeding for themselves in gangs. Physical training and games will help the more energetic, but care will have to be taken that only the physically fit participate in the more strenuous games and that the younger members are not strained by being in teams with adults.

Self-Government & Disciplinary measures

As a general rule, the boys and girls of this age group should be allowed to control their own lives as far as possible. Owing to the varied experiences through which they have passed it may not be either possible or wise to attempt complete measures of self-government at first. It will be wise, however, to consult them as fully as possible about the plans being made for them; and, as soon as good relationships are established and some semblance of cooperative spirit shows itself, to devolve responsibilities on elected committees. A newsletter or a camp magazine is a particularly good source for attracting working groups. It will probably be found that boys take to committee responsibilities more readily (though not always more efficiently) than girls. It will also be found that a committee elected for the purpose of carrying out a particular practical task (e.g. the making up of a rota for domestic duties, or the organization of a football team) will be more effective than one for a general responsibility (e.g. discipline of offenders). It is recommended, therefore, that committees for specified practical purposes be established first, and progress made later towards fuller measures of self-government as experience grows and personalities become known.

It is obvious that in this, as in many other fields, much depends on the period which is spent in the Centre by the average resident. If it turns out to be very short, self-government will be more of a hit-and-miss affair. But, even so, it must be anticipated that some individuals will have to stay for a long period; and among them, those with qualities of leadership should be encouraged to the utmost to foster responsibility and self-government participation among the newcomers and more transient members.

Behaviour Problems.

Discipline may present difficulties where the young persons have not been taught to conform to accepted standards, have developed a mistrust of officials and are accustomed to fend for themselves regardless of others. Difficulties are likely to increase where the young people have bottled down, but have not yet realized their obligations to the community. For many individual discussion of problems and the right atmosphere in the group will help them regain their security and self-confidence, so that their reactions to their experiences cease to take an anti-social form. Serious offences should be considered by a Committee of responsible adults of their own nationality and their report submitted to the Director for appropriate action.

The disturbances and deprivations in the lives of young persons rescued from German control may produce a variety of behaviour problems. These may show themselves in rebellion, stealing, truancy, violent tempers, abnormal sex-behaviour, imaginary illnesses and other forms of behaviour designed to attract attention. Serious cases will need psychiatric treatment, but as it is

unusually

unlikely this will be available in Assembly Centres. Every effort should be made to help these young people live within the community.

The less seriously maladjusted cases require common sense, wise guidance, good personal relationships with individual adults, the good atmosphere of a free yet orderly communal life, and self-expression in activities. Every means must be explored to build up such relationships. Only if behaviour becomes a danger to themselves (e.g. suicidal impulses) or to others, or threatens seriously to destroy the atmosphere of a group which is otherwise helpful to others, should separation from the rest of the population be contemplated. It may prove necessary to specialize the facilities of one centre or hostel for the more difficult cases, under the care of the most experienced members of the staff available. If this has to be done, it is important that the steps taken should be thought of as curative and not punitive, and if at all possible the advice of a psychiatrist should be secured.

Young persons who have witnessed scenes of violence and have themselves been the victims of violence are likely to suffer from feelings of deep anxiety. Some of them may be obviously fear-stricken, and will need much patient encouragement to take part in the life of the group. Others may show their anxiety in hostile and violent behaviour, tending constantly to "hit out" in order to forestall possible attacks. They will also be mistrustful and suspicious. All these young persons need time in which to recover in a steady, friendly background where there is calm but firm control. They also need plenty of time in which to work out ideas of their own in activities such as painting, modelling, building and acting. When they talk about their experiences, they will need to be listened to without concern yet with interest, showing a proper sympathy but not exaggerated feeling.

All adolescents, even in normal circumstances, face some problems relating to sex development. Many of the young persons who come to the Assembly Centres will have had distasteful experiences and some may have suffered violence. The best safeguards are the development of healthy public opinion on the subject, and the provision of ample opportunities for varied occupation and recreation. Officers must be on their guard against any tendency to impose on others without any discussion or explanation the standards to which they have been accustomed in their own country. It may be desirable to consult government representatives or others who know the country background of the group concerned if any special problems arise.

Obviously any questions of venereal disease should be dealt with by the medical officer; and any pregnant girl should be referred for care to the maternity and child welfare services.

Provision has been established for registration of marriages in Assembly Areas. Any question of the marriage of minors whose parents or guardians are not available should be referred to the national representatives of the country concerned.

Religion

It might be well to consult the national representatives about the provision of a suitable Minister of the same religion and denomination as the young person concerned. It will be the function of the Welfare Officer to see that undue pressure is not imposed on young persons in that respect.

Personnel

At present it is proposed that two Youth Welfare Officers should be attached to Headquarters staff. The majority of staff will be recruited from displaced persons, and should be carefully chosen not only for their experience but also for their aptitude to understand the problems of the young people and win their confidence. Staff meetings at frequent intervals may assist not only in solving current problems but creating an atmosphere of friendly co-operation among people who have never before worked together. The young people will be the first to sense and exploit any difference of opinion. Every effort should be made not to change the staff too often and where possible to repatriate a group in company with their staff.

6
UNRRA

Welfare Division

E.R.O.

WELFARE SERVICES FOR DISPLACED PERSONS IN ASSEMBLY CENTRES

SERVICES FOR WOMEN AND GIRLS

I. THE BACKGROUND

As many as one-fifth to one-quarter of all displaced persons to be repatriated from Germany may be women and girls. A few will be in family groups, but the vast majority have been separated from their families and sent to Germany individually as factory, agricultural or domestic workers. There are also considerable numbers of women amongst political prisoners. The age of the majority is between twenty and thirty-five years but there will be considerable numbers of older women and young girls taken from their homes as immature adolescents. The situations in which some of them have been living present special rehabilitation problems which will have to be taken into account in the welfare services for Assembly Centres.

Special problems will also arise with regard to expectant and nursing mothers. They may be with their husbands, widowed or separated (by chance, force or other circumstances). There will also be unmarried mothers some of whom may not know either the identity or the whereabouts of the fathers of their children.

Occupational Groups: Methods of Recruitment

A high proportion of women workers, particularly Poles and Russians, are employed in agriculture and domestic service. The remainder will be found in practically every branch of trade and industry including the heaviest maintenance, road building, and construction work. In Eastern Europe they were taken from practically every occupational group. In Western Europe they were drawn mainly from trade and industrial occupations and domestic service.

Early recruiting efforts in Western Europe and some other countries were on a volunteer basis with enticements of high wages, good working conditions or promise of reunion with prisoner-of-war husbands - promises which were not always fulfilled. Other "persuasive" measures soon proved necessary in some countries even while the semblance of volunteer recruiting was retained. Later, conscription was applied in most of the occupied countries with variations in severity and age groups affected. In some territories (as in Poland) the round up by force was frequently employed, gathering up all and sundry within the military cordon and taking them away without the privilege of communication with their families. Very young girls and mere children in school were among those taken away by such violence.

Living Conditions

Except for those employed in domestic or agricultural work, the majority of women workers live in labour camps, generally grouped by nationality but with many exceptions; generally divided by sexes but not always. Individual reports have cited some camps (the number unknown) with mixed nationalities and sexes housed together with an utter lack of amenities or personal privacy. Others have referred to the disintegration of social and moral standards among both men and women, and the degrading experiences inflicted upon women and girls in some of these camps as a part of German policy. Reports reveal much better living conditions and standards in others. They vary according to local administration. The conditions of agricultural or domestic women who have been exploited or abused have frequently lived in bitter isolation from their compatriots with little opportunity for redress. Their housing has ranged

from relatively decent billets by themselves or with the employer's family to the sheds and stables which are the lot of the Polish woman farm worker who may not (by official German regulation) sleep under the same roof or eat at the same table as the employer's family.

Economic Deprivations and Disabilities

Women workers in Germany work long hours at heavy or exacting tasks up to 56 hours a week (if official regulations are observed). They receive only 75-80% of men's wages for the same work and most of them are in the less skilled types of employment with lower rates of payment. In such an economic disadvantage there is a factor likely to contribute to breakdowns of social standards among the less privileged groups, especially those for whom it means prolonged personal deprivation. In another respect all foreign workers have suffered an important disadvantage in comparison with German workers - they are not permitted a clothing ration. While certain work clothes are sometimes issued, these remain the property of the employer, and the problem of replacement of personal clothing eventually becomes an issue of major importance to all foreign workers, affecting morale and personal standards.

According to official regulations, certain foreign women workers have been entitled to the same protection and social insurance benefits as the German women workers but the authority to interpret or modify important regulations is frequently left to the local German administration and discrepancies between official policy and actual practice are said to be common. Official regulations and policies affecting particular groups are frequently altered and what is said about them today may not be true tomorrow, but the general statement is justified that for the most part Polish and Russian women workers have been, or were until recently, denied practically all protective measures, social and legislative. Young Polish girls, from 12 to 18 years, have been equally unprotected as to the conditions of their labour. Jewish women of all nationalities and other groups in smaller numbers from various countries have been treated with the utmost brutality.

Problems of Repatriation

The repatriation of a great many foreign women workers will present a range of problems not substantially different from the general problems affecting all displaced persons. It is to be recognised, for example, that many women went voluntarily and perhaps not unwillingly to Germany; that a considerable number accompanied their husbands and have been living in normal family units; and that some women workers have belonged to relatively privileged groups, which were accorded decent treatment and paid wages high in comparison with previous earnings. At the other extreme, women and girls who have had degrading experiences, or who have been torn from their families in their immature years, may be seriously affected in mind or health. There will be special problems in some areas where Allied nationals have been forced into houses of prostitution or "reproduction centres". Their numbers may be relatively small but the task of rehabilitation which their plight requires is one of great magnitude. Their initial reception and treatment in Assembly Centres will be particularly important.

Certain general disabilities have applied to large numbers of women. Foreign women workers and prisoners in Germany have been classified in innumerable and constantly changing categories with unequal privileges, protection and status. The most privileged have enjoyed a status equal in theory, though rarely in practice, to that of the German woman worker; those at the other end of the scale have been brutally maltreated and enslaved. But although applied to different forms and in varying degree to different groups, one common principle is apparent in the treatment of most foreign workers by the Germans - their personal dignity, ideals, social standards and traditions have been violated and insulted. Women and young girls have shared without mitigation the treatment accorded to male prisoners and workers, and, in addition, some special indignities seem to have been reserved for them. Young girls have been left without proper protection and guidance. Women of all ages have been subjected to personal indignities and some have been forced into a life of degradation. Many others have been witnesses of violence and the

degradation of their fellow workers. The economic and other inequalities between groups of foreign workers, the demoralizing conditions under which they have been forced to live, their isolation from families and home influences, and the severe deprivations suffered by many, must also have contributed to breakdowns in social standards among both men and women, particularly in the less privileged groups. In many ways the relations between men and women and young persons among foreign workers have been degraded. In some labour camps in Germany such conditions as the following have been reported; mixed housing of the sexes with no separation or privacy; no discrimination in groups housed together; lack of decent recreational facilities; parading of women in the nude on various pretexts; and other conditions tending to spread open prostitution and promiscuity.

II. FACILITIES AND ACTIVITIES IN THE ASSEMBLY CENTRE:

If the implications of the general situation described above are properly understood, as well as the variation and complexity of particular problems, means can be devised of adapting all available facilities to meet the special needs of women and girls. From the first moment of reception at the Assembly Centre the most sympathetic atmosphere and methods of approach to the individual should be fostered. Rehabilitation should start when the women first set foot in the Centre. This statement is deliberately made in full recognition of the transient and abnormal character of the community. Even for those who may stay perhaps for 48 hours only the plans made should nevertheless be constructive in their approach, aiming at beginning the task of readjustment to normal life. This effort will face all residents, even the most temporary ones. An urgent need will be to develop initiative and a sense of responsibility; a great danger will be apathy. The keynotes should be equality of treatment, conditions which will promote happier social relationships between the sexes, and plenty of occupational activities, including recreation. The following are some of the more important points that should be considered.

(1) Assurance of understanding, respect and individual consideration from the first moment of reception, will in itself be a valuable contribution to constructive care. Each new resident should be greeted with a friendly word and evidence of personal interest. Even attention to the correct pronunciation of the name and the conventional form of address will not be a waste of time. The general importance of physical well-being in the Centre should always be kept in mind, and immediate physical needs should be attended to at once as a matter of course. If possible when girls with special problems are referred to the Welfare Officer, arrangements should be made for a continuing relationship with the same Welfare Officer or trusted friend and counsellor throughout the girl's stay in the Centre. Religious ministrations should be made accessible to those desiring them.

(2) During the first procedures of cleansing and medical examination, privacy and personal consideration should be extended to the women to the utmost that facilities will allow. When facilities do not allow as much consideration as could be wished, the situation should be carefully explained together with the reasons for the medical examination and other routines. The assistance of women attendants should be secured.

(3) Suitable arrangements should be made if possible to provide separate quarters for men and women other than married couples and families. Married couples and family units should be kept together. If accommodation available does not permit this, the young children should be housed with the mother in the women's quarters. In the accommodation for women there should be as much individual or group privacy as possible. The living arrangements and activities of the Centre should be designed to stimulate and satisfy women's natural home-making interests as far as possible, and they should be given every encouragement to make themselves and their surroundings more attractive. Some of these considerations may be particularly important in localities where the most undesirable conditions of previous camp life have prevailed, and attention to them can have a marked effect on the general tone of social life in the Assembly Centre.

(4) A women's committee should be appointed if possible, to concern itself with questions of particular interest to the welfare of women and girls. This committee might concern itself, for example, with such subjects as special facilities needed for women including expectant and nursing mothers, the arrangement and supervision of women's quarters, the organization of domestic routines, other activities for women not already dealt with by other groups. Such a committee might do much to help set the tone of social and community life in the Centre.

(5) Suitable accommodation and plans for mixed social activities should be developed as far as possible, especially for those who will remain more than a few days in the Centre.

(6) Women should receive equal treatment with men in respect to any allowances for pocket money, basic wages, employment opportunities and privileges in the Centre. Some detailed suggestions on activities particularly suitable for women are given elsewhere, but it may be useful to recapitulate a few of the more important considerations.

(a) The opportunity to clean and repair their clothes and to improve their personal appearance is likely to meet with an immediate response from women who come to the Assembly Centres. Many of them will have been deprived of new clothing and the means of looking after their personal appearance, at an age when such matters are of particular importance to them. Facilities for washing and drying their clothes, and a simple workroom where they can sew, mend and press their garments, will be good first steps in meeting this need. Facilities for hairdressing and "beauty aids", even if only on an elementary or improvised scale, will be greatly appreciated and of distinct morale value. Voluntary attention to personal appearance of this kind which is essentially individual and yet carried on in a friendly social group will help to stimulate those whose morale has been broken by their experiences to regain an interest in themselves and their self-respect. It will also bring people together in a cooperative way and predispose them to participation in organized activities later on.

(b) In subsequent educational activities for the younger women and girls, such subjects as home nursing, child care, infant feeding, cookery and dress-making might play a useful part. These can be treated from the standpoint of the immediate opportunities for constructive work in the Centre and also from the standpoint of their interest in the future home. Many young women will be interested in their own health and personal hygiene. Some may be in need, for instance, of personal reassurance about their health, while others may be reluctant to report a specific condition to the medical officer. Discussion groups on such subjects might be arranged under the guidance of the medical officer and in consultation with the nurse. All these things will contribute to the reassurance of girls returning to their home countries.

(7) Expectant and nursing mothers will require special housing arrangements, special diets or supplementary food in addition to medical services. Here again, cooperation with the medical officer and nurse will be essential. Women may also require individual assistance in working out plans for returning home with their babies or in arranging care for other young children during confinement in the Centre. There may be many who are anxious and uncertain about returning home and, in the case of those who are unmarried, some may wish to be relieved of the responsibility of their baby. Under no circumstances, however, should a child be separated from his mother except where it is clearly in his interest.

Arrangements for the removal of this group should be subject to the approval of the Welfare Officer and made in consultation with the Health Officer and with the nurse. Until plans for reception in their own country are reasonably well assured they should not be moved from the Centre. Appropriate steps should be taken to protect unmarried mothers from any special hardships or handicaps resulting from their status. It is particularly important that

all records relating to them and their children should be considered as confidential.

(8) Constructive reception and treatment will be especially important for the young women who have been the victims of degrading experiences. Some of them may eventually need the skilled help of physicians, psychiatrists and social workers and an extended welfare programme in their home countries to provide the graded protection, training and care necessary for re-establishment in community life. Intensive services for them will naturally not be possible in the Assembly Centre, but even in this temporary environment they may gain invaluable reassurance and renewed confidence and self-respect if their needs are properly understood. Initial plans for their medical care will require cooperation between the welfare and medical officers. Particular individuals may be the cause of trouble in the Centre and others may require special protection, but they should not be set apart from the life of the community unless they require special medical care. Any form of segregation that would stigmatise them or fail to discriminate between different classes of women and girls who have undergone these experiences would be disastrous. Every encouragement should be given in such matters as health care, personal appearance, immediate occupational interests and participation in social activities. Women should be protected from future blackmail, exposure or possible exploitation by the safeguarding of confidential information about them.

7

HANDICAPPED PERSONS

In almost any broad programme of emergency relief there are certain classes of persons for whom special welfare services are required. Amongst those likely to need special consideration are the aged, the blind and persons who are disabled or physically or mentally handicapped. The exact nature and extent of the services, as of the groups themselves which are by no means homogeneous, depend upon the type and duration of the emergency confronted. Particularly is this true of Assembly Centres where the conditions and categories of people to be cared for will vary in each area. Generally speaking, to prevent distress amongst these especially handicapped persons two steps are required.

(a) Mass relief programmes must often be modified to meet their particular needs. In Assembly Centres, for example, special billeting and feeding facilities may have to be arranged for the aged and handicapped, and priority of need with regard to extra clothing, blankets and fuel established.

(b) Special welfare services are often necessary to prevent distress. For example, a visiting housekeeper service, a mobile meal service, a special hostel and arrangements for securing speedy attention from the health service may be as essential for the aged and handicapped in an Assembly Centre as in any other community.

a) SERVICES FOR AGED PERSONS

General

Aged persons are frequently among those who suffer most because of war, disasters, and other emergencies. In war, the normal hazards of growing old are accelerated and accentuated by destruction, by disruption of the family groups and by the necessity of moving from their homes and communities.

Some old people will have been oppressed by crowded and insanitary quarters, deprivation, overwork, family disunity and separation, and ill health. The families of many will have been lost or destroyed by war and the son or daughter who was the chief financial support may be disabled or dead. Meeting needs may be more difficult in the case of the aged because their physical strength is limited and because they do not adjust easily in new situations. The aging process does not affect people uniformly. They may be well or ill, strong or frail, cheerful or melancholy, sociable or seclusive, resourceful or dependent, mentally stable or disturbed. Their unhappiness may be expressed in many complaints apparently directed towards the relief administration, but which are really expressions of much older, and deeper suffering. Many aged persons are able to care for themselves and to plan their living arrangements and activities. Others, however, will need help and guidance, particularly in securing medical care and in making satisfactory living arrangements. Despite their especially severe problems, the aged are a part of the community and plans for them should be related to plans for their community.

At all times effort should be made to maintain them as active members of the community in so far as their strength and aptitudes permit. Aged persons, in common with others, want to make their own plans. If freedom of movement is possible, this will tend to allay fears and encourage their powers of self-direction. There will be stages in the emergency relief and rehabilitation programmes and in Assembly Centres in particular, where this is impossible. If rigid controls are necessary as protective or health measures, aged people will usually accept the regulations provided these (together with the reasons for establishing them) are understood.

The aged are less able physically and less inclined, temperamentally, to resettle themselves. Their chances for becoming financially and otherwise independent will be less than for many other groups. Information and counselling will be important to help them understand such matters as the temporary or permanent nature of the shelter currently available to them; how or when they move if they wish; and what assistance may be available to help them in carrying out a change of plans.

It is important to remember that the aged tend to cling to old habits and to familiar possessions. They do not adjust easily or quickly to change. For this reason they often desire to remain in or near their former habitations and refuse to abandon familiar possessions regardless of how worn, dirty or apparently useless they may appear to be. They should be allowed to keep cherished personal possessions no matter how useless others might regard them.

Aims in helping the Aged.

Two important considerations in caring for aged persons are:

- (i) to establish them with their families if this can be accomplished to the satisfaction of both the aged person and his relatives;
- (ii) if they cannot be settled with their families to establish them in another suitable environment where they may feel comfortable and satisfied.

Both these considerations should be borne in mind even when arrangements are being made for them in the emergency conditions of an Assembly Centre.

(i) Establishment with own family. Most of the aged (with the exception of those requiring hospital treatment or bedside nursing which their relatives cannot give) who are living with their families in refuge will be cared for as part of the family groups. In Assembly Centres consideration as necessary must be given to their need for suitably prepared food, extra clothing, blankets, fuel and billets on ground level if there is any choice. To many aged people, warmth is often more important than food. In helping the aged to re-establish themselves with their families, it may be necessary for the Welfare Officer to ascertain from relatives and welfare agencies in home communities the ability or willingness of the relatives to help their aged kin financially or otherwise. In Assembly Centres, old people who have been separated from their relatives may wish to make some preliminary arrangements before returning to their home communities. The necessary enquiries can be undertaken through the national liaison officers and counsel given accordingly. In planning with aged people for support in the homes of relatives, it is of great importance to determine whether the relative's home will be a happy one in terms of congeniality and whether the aged person is wanted by the relative and in turn wants to live with him. In Assembly Centres it will naturally be difficult to ascertain this kind of information but it is one aspect that should be borne in mind if the old people wish to discuss their future plans.

(ii) Other Methods of caring for the Aged. Those who are alone or separated from families will probably need more extensive welfare services than those with families but as far as capacities permit they should be encouraged to make their own plans and to retain their hold on life in every possible way. Possible ways of caring for them, and which they may wish to discuss while in the temporary shelter of the Assembly Centre, include:

(a) Maintenance of their own homes. Some will be able to return to and re-establish their own homes or to set up new homes for themselves. This will be particularly true if they have some personal income or can secure help from relatives or friends within or outside their home country.

For persons who are physically able to maintain a home but who are without resources the Welfare agency in the home country may establish a more or less permanent plan of financial assistance. Other aged persons such as the blind, partially disabled, crippled or chronically ill, may be able to maintain homes if such services as visiting housekeeper and/or visiting nursing services are available to them.

Many of the aged in Assembly Centres who are alone will be able to look after themselves in the Centre provided they are housed on ground level near the feeding centres (if there is communal feeding), or assistance in cooking and cleaning given to those requiring it (through a visiting house-keeper service and mobile meal service).

(b) Living with private families, or in furnished rooms. The use of private family homes on a room and board basis is most desirable for some aged people because it creates the closest resemblance to family living. The presence of the family groups also provides a certain amount of protection to persons who are frail or chronically ill. Arrangements should be made by the appropriate welfare agency for financing the plan in all cases in which the aged person is without resources. It is also desirable that the agency giving financial assistance carry out a continuing counselling service and periodically inspect the homes utilized.

Old people because of their special needs should not be billeted on strangers indiscriminately. If they are in an Assembly Centre for any length of time, it may be possible to find suitable families with whom to place them but before this can be arranged, it may be necessary to place them in a special hostel set up for those who do not need hospital care but who yet cannot look after themselves completely.

(c) Care in boarding homes, hostels or institutions. Care of this kind provides another resource for the aged and may be particularly effective for unattached men, and less often, for women. For aged people who choose, or who are required by circumstances to live in groups, congeniality of the group is very important to their comfort and happiness. Ordinarily the aged person entering upon such an arrangement prefers to be with persons who are members of his own religious or social group, whose customs and educational backgrounds are similar to his own, and whose habits and standards of living are those to which he has been accustomed. Many will wish to be near a church and frequently they will select a home near their families if a choice is possible. Privately operated boarding houses and hostels should be subject to inspection and supervision by a governmental welfare or health authority.

If hostels are set up in Assembly Centres to accommodate the aged, they can be very simply run; they should be staffed by women who are strong physically and the cooperation of the nurse with regard to health routines should be secured. Provision should be made for recreational activities including "listening-in", suitable reading material, games such as cards, draughts, dominoes, and simple handwork such as knitting and crocheting. The old people should be encouraged to attend as many social and cultural events in the Centre as possible.

When an aged person wishes to enter an institution for the aged, the decision is very important to him. He should have time, and opportunity to weigh carefully the pros and cons of his plan and all other alternatives should be carefully explained to him. When circumstances are such that he is unable to make his own choice, equally careful consideration should be given his placement. In Assembly Centres, it may happen that a home for the aged already existing in the area will be utilized for some of the old people in the Centre. In this event, it will be important for the welfare personnel not to lose touch with those transferred to it, and to ensure that all necessary steps for their eventual repatriation will be taken.

Health Services.

Many old persons will need and will wish to receive special medical care. Others will be apprehensive of any medical services offered. Explanations should be given to all in simple terms about medical care which is available and which they may or may not choose to use. When compulsory measures for treatment, isolation, inoculations, or disinfection are prescribed, resistance may be reduced by interpreting the reasons, giving explanations of the procedures and probable results. In many instances, pronouncements by the military or health authorities will be sufficient explanation for such compulsory health measures. But in almost any group some members will need, in addition, kindly interpretation and persuasion for the smooth operation of the program.

In Assembly Centres, it will be essential to secure the cooperation of the medical officer in arranging for the speedy removal to hospital or to special homes for the aged, if such exist in the area, or any old people who are in need of medical care or bedside nursing which cannot be provided by relations or otherwise.

Some old people may not be well enough to travel from Assembly Centres to their home communities. They should receive assurance that plans can be made for their transfer at a later date. The advice and cooperation of the health personnel in cases of this kind is of major importance, as is also their cooperation in planning for necessary welfare services while old people are in transit. Definite plans should be made for the removal from trains or convoys of persons who unexpectedly become ill and need special attention.

(b) SERVICES FOR BLIND PERSONS

General

It is important to remember that the blind are but a cross section of the general seeing community. Blind individuals differ widely in their talents and in their response to the problems of blindness. Generalization therefore is dangerous, and the welfare workers should avoid both the attitude which would regard the blind as unusual people, gifted with some miraculous sixth sense, or that which would classify them as helpless people afflicted with a totally incapacitating disablement.

The welfare worker should be as normal as possible in his or her attitude to the blind; expect from them normal standards of behaviour, and assume that they possess a normal intelligence. Unless suffering from some additional handicap, such as old age or deafness, a blind person should be capable of doing most things for himself once he has got used to new surroundings. He should, for example, have no difficulty in finding his way about a building after a few days, or in dressing and shaving himself. He will sometimes prefer to have his meat cut up at meal time, but it is probably best to ask him before doing so. The best way of guiding a blind person is to allow him to link his left arm with your right arm, and to indicate steps up or down in some informal way. It is helpful if the sighted guide walks just a little in front of the blind person as this will make steps more easy to negotiate. Most blind people are in no way sensitive about discussing their own blindness, though the question should be allowed to rise naturally and not be made a dominant theme of conversation.

Eye Diseases; Prevention of Blindness.

Officers are likely to come across persons suffering from eye diseases which, if neglected, may lead to seriously impaired vision or even blindness. There are likely to be the diseases specially associated with over-crowding, lack of sanitation, malnutrition and dirt. They include conjunctivitis (commonly called "pink-eye" from the altered colour of the eye, which is one of the usual symptoms), trachoma, ptychular keratitis (common among young children who are suffering from insufficient milk and fats, and often associated with diseased tonsils, adenoids and bad teeth) and infantile ophthalmia, due to infection of the infant during birth.

In every case where eye disease is suspected, the Welfare Officer should immediately refer the patient to the health services. Delay, even of an hour in the case of infantile ophthalmia, may result in blindness. Those who come into contact with conjunctivitis and trachoma must exercise the greatest care, as contagion is easily conveyed. A single case of trachoma in a large community may rapidly infect all the members.

Blind Infants.

Blind children of pre-school age will probably be found in the care of their parents, as few European countries had institutes for such children even before the war. If found among the population of the Assembly Centre the mother of a blind baby should be encouraged to keep the child clean and comfortable, to train him in habits of cleanliness, to see that he is regularly and properly fed, and that he has plenty of sleep. Every blind child should be taught to feed himself and a beginning can be made when he is a year old, or even earlier. "Blind mannerisms", e.g. poking the eyes with the fingers, rocking to and fro, walking with a peculiar gait should be watched for and checked while the child is still young. Over-indulgence of a young blind child, rather than neglect, is the danger to which many mothers are prone, and they should be helped to see that the truest form of kindness is that which makes the blind child self-reliant.

Children of School age.

If there are blind children of school age in an Assembly Centre, endeavour should be made to get them away to school preferably a residential school for blind children, as soon as possible. If the parents refuse to part with their child, or there is no such school available, arrangements should be

made for his or her attendance at an elementary school for the seeing, where the companionship of other children is assured, and the child can at least follow some of the lessons. The relief worker should try to supplement the teaching given in an ordinary day-school by arranging for the blind child to have lessons in reading and writing Braille. Where no one with a knowledge of Braille, is available, it may be possible to find someone at the Assembly Centre willing to learn the system in order to teach it.

Blind children are apt to be lethargic, and every effort should be made to secure for them regular open-air exercise, and to encourage them to play whatever games are possible for them.

Teaching in handwork is important for the blind child, in view of the part that the hands of the blind boy or girl will have to play, both in interpreting the outer world through touch, and later on in earning a livelihood, probably in some manual occupation. Where no school for the blind exists, and handwork taught in the school for the seeing seems inadequate to meet the blind child's special needs, it is sometimes possible to find a craftsman, either blind or seeing, who will help the blind child to gain manual dexterity, even before the learning of a trade becomes necessary.

Blind Adults

If any considerable number of blind adults are among those who come to the Assembly Centre, arrangements should be made for their dispersal as soon as possible to training centres, to workshops, to their own homes where crafts can be carried on, and to homes for the blind. But such plans take time, and emergency measures must be taken in the meantime to prevent their being left in idleness or without special care.

A blind person of sixty, unless he is prematurely aged or has gnarled hands, should be able to learn Braille; above the age of sixty-five, Moon, a simpler system of raised type, will probably be best suited for him. Games such as draughts, dominoes, and cards can contribute a great deal to relieving boredom for blind persons, if the pieces, boards or cards have suitably raised surfaces.

The War-blinded.

The European administration will probably encounter a number of newly-blinded men, women and children, who have lost their sight as a direct result of the war, either through active service, or owing to air-raids or bombardment. They present a special problem, and should not be retained in an Assembly Centre if any alternative plan can be devised for them. They differ from the person whose loss of sight is the result of disease - sometimes spread over months or years, or who has been blind from birth. The sudden onset of blindness involves a severe mental and physical shock, and these persons will thus need complete readjustment to life under new conditions. Their treatment, whether they have been in military service or civilians, should include:

1. Hospital treatment for the eye injury, which in many cases is not the only physical injury suffered. (There may also be loss of limbs or other injuries, any of which make prolonged hospital treatment necessary).

2. Early rehabilitation. This should be given in special homes, or, if this is not possible, in a part of a general hospital set aside for the purpose. The atmosphere of such centres for early rehabilitation should not be that of a hospital so much as of a convalescent home, where a forward-looking attitude is encouraged, and the newly-blinded person helped to readjust himself to living in a five-sensed world by making the fullest use of the four senses he still retains. Good food, rest, open air exercise, remedial exercises and massage, training in Braille, social intercourse, recreation of all kinds, and teaching in a variety of simple handicrafts will all play their part in this period of rehabilitation.

3. Training in a trade. This may be in one of the trades specially suited to the blind, or it may be possible to give the newly blinded man or woman training such as will enable them to take their place in certain industries side by side with the seeing. Blind persons have during the war been in many

Welfare Officers will, therefore, need to have some acquaintance with the resources available for all stages of rehabilitation, i.e. orthopaedic treatment, physio-therapy, occupational therapy, vocational training, and possibilities of suitable employment and this may not be possible except by reference to the national liaison officer. It will be particularly important for the physically disabled and especially disabled children, that continued treatment will be available in the area to which they are returning. The Welfare Officer may find it advisable to ensure that the necessary arrangements for continued treatment are made through the national liaison officers before persons leave the Centre. Case histories are important and wherever it has been possible to keep them, they should be passed on along with the person concerned.

Children of School Age

The same general considerations apply to the care of the handicapped child as to the adult. But children should not be too long isolated from their families, and the sending of a child away from his family for special care or training in an institution should always be carefully planned and family ties considered. In addition, a crippled child has the same need of education and training as any other child, and the sooner such education and training are combined with appropriate treatment (even if it means institutional treatment) the better chance he will have of holding his own when he grows up. Special classes and programmes are doubly valuable if they lead back towards normal relationships and eventual self-support.

In the Assembly Centre, children who have physical defects may not be able to perform the daily tasks assigned to a particular age group and in consequence become either lonely and depressed or aggressive, according to personality type. All work and play activities should be carefully chosen for the individual child so as to render it as little a source of defect or limitation of capacity as possible. Wireless talks, music, lessons, crafts of a sedentary character and simple office duties would be invaluable for such a group. Such work should be subject to the advice of the child welfare specialist in the area if possible, or if one available, a teacher experienced in this kind of work.

Blind people with technical knowledge.

Where neither the services of the pre-war organisations for the blind nor that of seeing persons experienced in blind welfare can be utilized, it may still be possible to find blind men and women with a knowledge of Braille and of handicrafts suited for the blind, who, from their first-hand knowledge of the handicap of blindness, can be of the greatest assistance. Such men and women can teach others to read embossed types and can give help in teaching subjects like basketry, chair-caning, and other crafts.

Agencies for the Blind

Before the war, there was in every European country a system of blind welfare, varying of course in scope and efficiency, but generally including:

- (a) One or more schools for the blind, though education was not as a rule compulsory for the blind.
- (b) Training centres, where younger blind persons received training in trades such as the making of baskets, brushes or mats, piano-tuning, chair-caning, boot-repairing, hand and machine knitting. Music was also taught to a number of blind persons; some learned telephony, some became shorthand typists; and some of the more highly educated were trained as masseurs and masseuses.
- (c) Workshops in urban areas, where products of blind workers were sold.
- (d) Centres for the production and distribution of literature in embossed type.
- (e) Organisations for the general welfare of the blind. Some of these were associations of blind persons, who banded themselves together for the general improvement of their condition, especially in relation to the provision of financial assistance and pensions.
- (f) Homes for the aged.

In some countries, it may be found that the schools, workshops and other organisations for the blind which existed prior to the war are still in existence and able to function. As work for the blind is technical in nature, requiring the services of trained workers and the use of special apparatus and appliances, it is desirable that every effort should be made to secure the services or advice of personnel from such existing agencies for the blind. The national liaison officers should be consulted on this subject.

Apparatus

For adequate service to blind persons, special apparatus is required, particularly a stock of Braille writing frames, writing paper for embossing, styles, and materials for handicrafts. It may prove possible to procure some or all of these through local organisations for blind, if they still exist. If not, the National Institute for the Blind in Britain (224 Great Portland Street, London, W.1.) has volunteered to help. But most apparatus is now in short supply, even in Britain.

(c) SERVICES FOR PHYSICALLY HANDICAPPED PERSONS

General

After a war period or other extreme emergency it may be expected that there will be a large number of people who are handicapped physically or disabled. The essence of successful rehabilitation is early recognition of the defect and appropriate treatment as soon as possible. Even in Assembly Centres, therefore, the discovery of any physical disability should be immediately reported to the Health Officer so that temporary measures may be taken. A splint, or a strapping or some simple remedy applied immediately may prevent a permanent disability, particularly in the case of children. Persons requiring care of this kind should be given the same kind of priority consideration as other special groups in arrangements for feeding, housing, allotment of blankets and fuel, medical services, and care in transit.

Even within the limitations of an Assembly Centre, the interdependence of the psychological, functional and organic needs of disabled persons must be taken into account, and it is important, during convalescence, to keep all three in view. A physical illness or handicap can seriously affect a person's emotional state. Likewise, mental or emotional distress can create physical symptoms and functional impairment or even immobility. In dealing with people who have physical handicaps or disabilities, their mental health must be considered, therefore, just as physical needs must not be forgotten in the case of people who are mentally handicapped or emotionally disturbed.

Rehabilitation

The goal of rehabilitation for the handicapped is to ensure to the disabled person, whether man, woman, or child, the best physical condition he or she is able to attain, the most useful education, and the most suitable employment he or she is competent to undertake. Welfare work in the Centre may be only the simplest among the first stages of treatment but it is none the less important.

Three cardinal principles of rehabilitation may be stated as follows:

1. To be effective, rehabilitation must be individualized.
2. Eligibility for rehabilitation service should never depend upon economic status but upon the fact of disability alone.
3. Rehabilitation is successful in almost direct ratio to early discovery of the disability and prompt and persistent treatment.

The extent to which handicapped persons can be helped in Assembly Centres will depend on a variety of factors such as their number in each Centre, the physical conditions in the Centre and the length of time the group has to remain. Generally speaking, rehabilitation of the handicapped should begin at the earliest possible moment with the aid of persons trained and experienced in such work. Welfare Officers may be able to enlist the services of specialists in modern methods of treatment through national or voluntary agencies operating in the areas; or there may be a former instructor of the handicapped amongst the displaced persons themselves. Any work of this nature should of course be planned in co-operation with the Health Officer.

Planning for handicapped persons has to have continuity in relation to their increasing physical capacity from the time the plan goes into effect until maximum restoration is achieved. At first it may be very difficult for the person to expend energy. In a few weeks, however, he may be able, with rest periods, to stand or walk. Finally, he may be able to remain active all day. For some handicapped persons, medical treatment, an artificial limb or other necessary appliance may be sufficient to enable them to care for themselves and to resume their previous degree of activity. For many persons, more extended services may be required.

instances absorbed into factories and it is likely that this will continue after the war.

Obviously the national governments will be concerned with provisions for these individuals, and the national liaison officer should be consulted about them. The most practical assistance for them may be the securing of first priority for repatriation; but it may also be necessary to establish that they will be properly received at the end of their journey before they are allowed to leave.

Special Groups.

A few aged and infirm blind persons may have to be given temporary accommodation at any Assembly Centre but the Welfare Officer should arrange for their transfer as soon as possible to more congenial surroundings, either finding a home for them with relatives or placing them in a home for the aged or a home for the blind. Religious orders are often willing to accept the responsibility of caring for such persons. Persons who are deaf as well as blind (deaf-mutes) also require special consideration, and are singularly unfitted to life in an Assembly Centre. If no plan for their immediate transfer can be made, they should be placed in the care of some kindly person who is receiving shelter at the Centre, in order that their double handicap may not be responsible for their neglect, as they even less than the blind, cannot fend for themselves.

Occupational Activities

Some persons whose sight is defective enough for them to be regarded as coming within the category of the blind, may still have an amount of useful vision. The able-bodied men among these can help with such tasks as gardening, wood-chopping, cleaning of knives, preparation of vegetables for cooking. The able-bodied women in this group can be put to general domestic work, cooking and cleaning.

Enquiry will show that some of the blind have already been trained in pre-war days in trades suitable for the blind. These persons should be given some priority in securing such materials as are needed for their crafts, and also in the use of the workroom where they can carry on their work, and have the pleasure of social intercourse with other blind men and women. Chair-making, rushseating, boot-repairing, carpentry and metal work are occupations which are all possible. Hand-knitting is a craft commonly practised by blind women. After the last war, relief workers in Yugo-slavia taught blind workers to make a special kind of shoe (the opanka) worn by the peasants and this proved a useful occupation which could be carried on in the home. It is general in many European countries for the blind, worker, having learned a trade, to return to his village home to practise it. In Catholic countries many blind people find work as church organists, generally combining this with the teaching of music and sometimes also with piano-tuning. In Poland, blind men learn to play musical instruments, and play in restaurants and places of entertainment. Handloom weaving is an industry that can be carried on in the home, and so can roundmachine knitting, but apparatus may not be available in the Centre.

It should be possible among the large numbers of seeing persons in an Assembly Centre to find volunteer assistants who can help the blind anxious to learn a craft, supervise the distribution of materials, undertake whatever finishing of goods, is required, and similar tasks.

For recreation a number of indoor games (including chess, draughts, playing cards, dominoes, puzzles) can be adapted for the use of blind players, and they may be undertaken by other residents of the Centre. Round games can be enjoyed without sight and need no apparatus. Community singing is generally popular.

a/ SERVICES FOR MENTALLY ILL PERSONS

The Emotionally Disturbed

What has been said in relation to other groups of handicapped persons applies in large degree to the mentally ill. In the conditions of an Assembly Centre it is essential to sort out those persons whose mental illness requires immediate attention, both for their own protection and for that of others. When possible, expert medical and, if available, psychiatric service should be relied upon to suggest what provision should be made for persons suffering from mental illness. However, welfare services must be ready to care for and help such persons in accordance with professional medical recommendations.

Within the Assembly Centre, mentally or emotionally disturbed persons may have to be segregated in hostels, or special camps because families and institutions in the area may not be able to care for them immediately. The period they spend under such care can be very useful for observation to determine which of them are able to return to a community and which of them need longer special group care. However, so far as feasible, they should remain with their own or substitute families prior to their being repatriated in order to help them gradually to regain a place in the community.

As soon as circumstances permit, effort should be made to restore to health mentally ill persons who may be helped to assume at least some responsibility for their own maintenance. Some beginning to this end might be made in the Assembly Centre through counselling, group participation in handwork (such as sewing, weaving, and woodwork), recreation, or any other activities that are familiar or of interest to them. While it is important to encourage activity, it is equally important to avoid pushing them beyond their ability. The key to helping them is to find what strengths they have and to build on that. These persons require extreme patience on the part of those who work with them. Their families - whether their own or substitute - usually need a good deal of counselling and help in understanding their difficulties.

The Mentally Deficient.

A special group for whom some protection may be necessary are the mentally defective. It is unlikely that any of the grossly deficient will be found unattached to relatives but if such cases occur, their removal to hospitals, institutions or their placement with suitable families may have to be expedited. Some of the higher-grade feeble-minded adults who are capable of supporting themselves under favourable conditions may come to the notice of the Welfare Officer if relatives or friends die or if they become the butt and prey of unscrupulous or ignorant neighbours. Each case would have to be considered on its own merits but before institutional care is offered, it should be remembered that adequate protection in a friendly family and opportunity for occupation under the supervision of persons who understand the person's condition, are often all that is required to restore stability and usefulness.

Mentally Handicapped Children

High grade or feeble-minded children are often only detected when they prove incapable of playing or working with children of the same age group. If at this stage these children are not selected and given play and work activities suitable to their intelligence and not to their age, they may become maladjusted and present behaviour problems ending in serious delinquency. Their limited intelligence should be directed into practical channels and simple colourful craft work e.g. painting, cardboard toys, raffia, stick printing, potato cuts, etc., or more practical jobs such as shoe repairing, woodwork, washing, cleaning etc. These children, especially the 14 - 18 group, should be encouraged to perform certain daily tasks in the Assembly Centre. The best readers could act as messengers, others could assist in the canteen, in the preparation of vegetables, in gardening, in simple repairs to clothing, in laundry and in the general tidiness of the unit. Physical activities and music can play an important part of the training of such children.

1. CLOTHING DISTRIBUTION

There is every likelihood that the clothing of persons coming to Assembly Centres will be inadequate, not necessarily clean, and in a severe state of disrepair. Unfortunately, supplies of clothing for distribution in Assembly Centres may continue to be restricted for some time. Routine distribution (so many garments per person) may be quite impossible, and an attempt to undertake it may produce only serious dissatisfaction. Even if supplies are fairly adequate, careful recording and supervised distribution is necessary if thefts, barter, attempts to secure more than the individual quota, etc., are to be avoided.

If the advice of the Welfare Officer is sought, it should be strongly emphasized that unless supplies are so adequate as to permit distribution of a standard outfit to every person, careful preliminary organization involving the use of a number of assistants, is imperative. Even if the general quantity of clothing appears to be adequate, it is still necessary to check whether enough variety of clothing is available for the proportion of men, women, youths, children and infants in the Centre, and is in other respects suitable for the climate, the particular customs of the population groups concerned, etc. If rationing of any kind is necessary, proper measures will have to be taken in the initial stages of distribution to see that those whose need is greatest are supplied first. No clothing at all should be distributed until a short preliminary survey has been made.

Plan of Distribution

1. The Welfare Officer, with the help of appropriate assistants, should initiate an inventory of the clothing of each person in the Assembly Centres. An enquiry of this sort will obviously be more satisfactorily conducted by persons of the same nationality as the groups in the Centre. The Welfare Officer should have a short instructional meeting with the persons chosen to collect the information explaining:

- a. Why the inventory is necessary (shortage of supplies; need of adapting supplies to particular groups)
- b. That the enquiry is in no sense meant to classify persons according to their present possessions; not to enquire into personal matters, but to make sure that the right types and quantities will go to those in greatest need.
- c. That the priorities must also take account of functions, i.e. those going out to work, those assisting in the work of the Centre (e.g. cooking, cleaning), etc.
- d. That facilities will be available for the repair of garments (including pressing and laundry).

2. Having discovered from the enquiry what age and work groups are involved, and what persons are in greatest need, the Welfare Officer should arrange for the distribution of clothing on the following lines.

a. A large room, or separate hut or cottage, should be set aside as a clothing store. Here the clothes should be systematically arranged, so as to avoid confusion of sizes and types of garments, and so as to speed up distribution. Footwear, underwear, and outer garments should be shelved or piled separately.

b. A record of distribution should be made and kept preferably on cards in alphabetical order so that later requests for garments can be quickly checked against previous receipts. (Staff on night duty

might be asked to arrange the day's lists in alphabetical order so that they are ready for reference next day).

c. Notices should be prominently displayed throughout the camp indicating where the clothing room is situated and when it will be open for distribution. Not more than two or three persons should be admitted at once unless there are plenty of assistants in the clothing room.

d. A separate room should be set aside for advice on clothing including footwear repairs. This should if possible include (a) advice on how to carry out the repairs, (b) information as to sewing materials which are available and how they may be obtained, (c) help in carrying out the necessary repairs. The function of advising on and carrying out repairs should be incorporated as far as possible in the occupational activities planned for the Centre. Not only will this help to cope with the demand for clothing, and for its adaptation to particular needs and tastes, but it will help to foster the spirit of mutual aid.

⁺ N.B. This note is a reproduction without change of the useful memorandum prepared by the Childrens Bureau of the U.S. Department of Labour on the subject.

2 FEEDING INFANTS AND YOUNG CHILDREN AND THE STARVED FROM ARMY RATIONS

It is not expected that there will be any planned civilian feeding from Army rations. However, under certain emergency conditions this may be necessary. The following instructions are intended to facilitate feeding infants, young children and the starved of any age from this type of food. It would be expected that by the time Field Ration "1" is being eaten by soldiers, docking facilities will be available so that special relief foods can be brought in. For this reason only the combat rations, "C", "K", and "5 in 1" have been considered.

Feeding Infants and Young Children

If it is anticipated that army rations would be used for a few days only for infant and young child feeding, the "K2" or "C" biscuits softened in hot water, or any of the precooked or premixed cereals may be used as the only food. However, if longer use of Army foods is anticipated, the more adequate diet provided by the combinations suggested below would be desirable.

The Army combat rations are well balanced meals for individuals or for small groups of soldiers. It is possible to make selections from all of these rations which will provide the essential foods and nutrients for small infants, and to prepare them in such a way that they are readily taken, and well digested. The "C" ration provides the least adequate diet and is the only one which would need a supplementary (A) from Army Medical stores to make it nutritionally complete.

The diets have been calculated approximately on the basis of a healthy American infant's diet. If infants and young children have been long without an adequate diet, they may develop a diarrhoea on the introduction of more food, especially of fat. Should this occur the amount of fat in the diet can be reduced, by cutting the amount of cheese in the "K" ration and of Army Spread in the "5 in 1" ration. The "C" infant diet is already a low fat one, and, therefore, cutting down the total amount of the diet would be the easiest way to deal with the problem.

General principles of preparation: Even the young infant does not have to have milk as such, provided constituents of milk are fed in approximately the same proportions and of a consistency that the infant can take. Nor does the diet have to be liquid. In fact, if no nursing bottles are available a preparation of thin cereal consistency which can be fed by spoon is preferable to a liquid.

An infant has a small stomach and gets hungry often. He, therefore, needs frequent small meals. The following directions are given in terms of a day's supply of food, but the total amount should be divided into four feedings, to be fed four to five hours apart. If care has been taken in the preparation, the mother has a clean receptacle in which to put the food, and the weather is not too hot, it should be possible for her to come to the feeding center only twice a day, feeding the baby one portion at the center and taking the portion for the next feeding home with her. If refrigerating facilities are available at the feeding center, the entire 24 hours ration may be prepared at one time.

All food for infants should be prepared in as nearly a sterile fashion as is possible. This can be accomplished by pouring boiling water over all needed utensils and implements immediately before they are to be used, and by avoiding direct handling of the ingredients used.

MODIFICATION OF "C" RATIONS FOR INFANTS AND YOUNG CHILDREN

Ten "C" biscuits and the day's cocoa allowance and the lemonade crystals provide a fairly balanced diet for a day for two small infants. Vitamin A is entirely lacking, and should, if possible, be provided from Army Medical stores.

Instructions for infant feeding

Cocoa: Prepare $2\frac{1}{2}$ ounce packet in the ration according to directions on the packet, but make paste with previously boiled cool water, and add boiling water up to a total volume of 1 canteen cup ($1\frac{1}{2}$ pints). Give $\frac{1}{2}$ canteen cupful to each infant, divided into 4 feedings (4 oz.)

"C" biscuits: Pour boiling water over 10 "C" biscuits and allow to soak until soft. Mash with a fork. Add more water if necessary to make a soup or gruel consistency. Half the total amount, divided into 4 feedings for each infant.

Lemonade: Dissolve contents of 1 envelope of crystals in $\frac{1}{3}$ canteen cup of cooled boiled water. Add 4 lumps of sugar. Stir well. Divide between two infants.

For older infants and young children

In addition to above give each older infant and young child:

"C" biscuits, 2 to 3 additional

Meat and vegetable hash, 1 to 2 mess-kit spoonfuls, with water added to make proper consistency for feeding.

MODIFICATION OF "K" RATIONS FOR INFANTS AND YOUNG CHILDREN

For infant feeding

Six "K2" biscuits and one-half a can of the American cheese and one-half the lemonade crystals contained in the ration will provide enough food for 24 hours for a small infant. The cheese and biscuit mixture should be divided into 4 equal feedings.

Cheese and biscuit formula: Pour boiling water over all receptacles and implements to be used in making up the mixture immediately before using them.

Pour boiling water over 12 "K2" biscuits and allow to soak.

Melt 1 can of cheese over hot water. Add a few Mess Kit spoonfuls of boiling water and stir until a smooth mixture is obtained.

Mash up the soaked biscuits and add them and the water in which they have been soaking to the melted cheese.

Add enough water to make a thin gruel which can be fed by spoon. If nursing bottles are to be used, add boiled water up to a total volume of 2 canteen cups ($1\frac{1}{2}$ qts). This will provide 8 feedings of $\frac{1}{4}$ canteen cup (6 oz.). Four feedings of this amount would be required by one infant for one day.

Lemonade: Dissolve contents of 1 envelope in $\frac{1}{3}$ canteen cup of cool boiled water. Add 4 lumps of sugar and stir well. Give one-half of this amount to each of 2 infants.

Large infants may not be satisfied by the above mixture. For these additional "K2" biscuits soaked in boiling water and mashed may be fed as a cereal.

/For

For feeding infants over one year and young children

Six "K2" biscuits and one can of cheese provide all the important nutritive elements of 1 quart of whole milk. This can be made up as a soup or cereal following the same directions as for the infant mixture above. One-half of this amount can be fed to each of two small children.

In addition a small child should have per day:

"K2" biscuits, 3-4

Tinned meat mixture, $\frac{1}{4}$ to $\frac{1}{2}$ a can, mashed with a fork and hot water added to obtain the desired consistency.

Lemonade made from $\frac{1}{2}$ the contents of an envelope of crystals and 2 lumps of sugar.

One-half a fruit bar, broken up and stewed in a small amount of water.

MODIFICATION OF "5 IN 1" RATIONS FOR INFANTS AND CHILDREN

One "5 in 1" ration provides enough food for a complete diet for 4 infants or young children below 4 years of age, and for eight older children.

If short term emergency feeding only is necessary the milk and precooked or premixed cereal can be fed as a gruel to infants. "C" biscuit, soup and cocoa can be fed to older children.

For infant feeding

Any of the premixed or "ready to eat" cereals (those with added milk solids and sugar) combined with the dehydrated tomato or green pea soup, and $\frac{1}{2}$ can Army Spread ($\frac{1}{4}$ the day's allowance for 5 men); $\frac{4}{10}$ the cocoa powder; and $\frac{4}{10}$ the lemonade powder or canned orange juice, will provide a complete diet for a day for 4 infants below one year.

Gruel:

Ingredients: 8 oz. package "ready to eat" cereal
6 oz. package dehydrated green pea or tomato soup
 $\frac{1}{2}$ can (1 $\frac{7}{8}$ oz.) Army Spread

Preparations:

Pour boiling water over all utensils to be used in preparation

Prepare soup by making a paste with cooled boiled water, and adding boiling water, stirring constantly to make a thick soup consistency.

Add "ready to eat" cereal. (If variety in ration used contains grape nuts, soak first in small boiling water).

Soften one-half of a $3\frac{3}{4}$ oz. tin of Army Spread over hot water. Add a few spoonfuls boiling water and stir until a smooth mixture is obtained. Add to soup and cereal mixture.

Makes enough for four babies for 24 hours. It should be divided into 4 equal servings for each baby.

Cocoa:

Use 4 ounces (or slightly less than half the day's allowance for 5 men) of the cocoa powder (added milk solids and sugar). Prepare as per directions on envelope, using cooled previously boiled water for mixing paste, and adding boiled water up to a total volume of a No. 56 dipper (1 qt.).

Give $\frac{1}{3}$ canteen cupful to each of the 4 babies. For small babies $\frac{1}{2}$ of this amount should be fed at each of two feedings.

For infant feeding (continued)

Fruit Juice:

Lemonade: Dissolve slightly less than $\frac{1}{2}$ the lemonade crystals and 4-6 lumps of sugar in $\frac{2}{3}$ canteen cup cooled boiled water. Stir well. Divide equally among the 4 infants. Or give:
Canned Orange Juice: 4 mess kit spoonfuls to each infant.

NOTE: If cocoa drink not available orange juice is preferred to the lemonade crystals. If neither orange juice or lemonade is available the juice from canned tomatoes or grapefruit can be given instead.

For feeding children 1 to 4 years of age

In addition to above infant diet, each child of this age should have in 1 day:

"C" biscuits, a few additional

Meat mixture (preferably roast beef, meat and vegetable stew, beef, kidney and vegetable stew or ham and eggs) 1 to 2 mess kit spoonfuls chopped and stewed with a small amount of water.

Carrots or stewed dried apricots, 1 serving

Tomatoes or grapefruit, 1 serving. (If either included, orange juice or lemonade not necessary).

NOTE: No additional milk is needed in feeding the above 2 groups of infants and children by this means.

In general for infant and young child feeding do not use:
Dehydrated bean or onion soup
Baked beans
Carters spread.

For feeding children 4 years old and up

When the ingredients in the amounts used above have been deducted from a "5 in 1" ration, enough remains to provide a well balanced 1700-1800 calory diet containing 60-65 grams protein for each of eight older children.

Feeding the starved

Wherever real starvation is encountered, care must be used in the introduction of relief foods. Their too rapid introduction may result in nausea, vomiting diarrhoea or even hypo-glycemic shock. Should any of these symptoms develop in any number of recipients of relief food an understandable prejudice against, and even fear of those foods might develop. It is suggested that special feeding stations be set up for this group where medical supervision would be possible for ambulatory patients and where the slow introduction of food for consumption at the station or at home could be much more easily controlled than in any general soup kitchens. Acute cases may need hospitalization.

Foods to avoid:

Fats are the foremost offenders in the production of the above symptoms. If special relief foods are available this is less likely to be a problem than if the initial feeding is with Army rations. The American processed cheese in the "K" and the Army Spread in the "5 in 1" ration should be avoided.

High protein foods. such as the meat mixtures in either diet should also be avoided during the first few days of feeding the acutely starved.

Foods to use:

If a variety of army and relief foods are available; canned fruit juices, bouillon, tea and coffee with sugar, and a gruel made from white bread and water should be given for several days, followed by diluted milk (evaporated milk, 1 part to water 3 parts; later water 2 parts), and the dehydrated vegetable soups. The meats and finally the fats can then be introduced.

If only "C" or "K" rations are available: Start with bouillon, lemonade crystals, and coffee, the latter two with all the sugar of the day dissolved in them, a gruel or soup made by softening the "C" or "K" biscuits in hot water, and the malted milk or lemon candy. After 1 to 2 days of this, the gradual introduction of the meat can be begun. Cheese should be withheld until the above is taken well.

If only "5 in 1" rations are available: Start with canned fruit juice, or juice from cans of tomatoes, grapefruit, etc., coffee, bouillon and pre-cooked cereal, preferably after additional cooking. Subsequently, give premixed cereal, dehydrated soups, vegetables and diluted milk. Later the meat mixtures, and finally and cautiously the army spread.

If only relief bread, evaporated milk, and soup mix are available: Start with bread and water gruel, with added salt to taste, and plenty of water to drink. Subsequently, add diluted evaporated milk as above, and then the soup mix.

In addition to the above suggested foods, Vitamin B and C supplements from the Army medical stores would be advisable.

INFANT DIETS FROM ARMY RATIONS "K", "C" AND "5 in 1"

FOOD	WGT.	CAL.	(G) PRO.	(G) FAT	(G) CARB.	(MG) CA	(MG) P.	(MG) FE.	(I.U.) VITAMIN A	(MG) THIAMINE	(MG) RIBO	(MG) NIACIN	(MG) ASC. A.
Milk 16 oz Sugar $1\frac{1}{3}$ oz. 18 1 oz.		480	117-19	17-19	65-56	.53-.6	.45-.5	1.2-1.3	945	.275	1.1		
1 qt. milk		640	35	35	47.5	1.1	.9	2.38	1,885	.516	2.124		
<u>"K" Rations</u> 6 K-2 biscuits $\frac{1}{2}$ can cheese		455	17.6	19.9	51.44	.61		2.93	9,630	.2	.452	.65	
6 K-2 biscuits 1 can cheese		653	28.05	34.5	57.88	.99		3.42	19,260	.214	.685	.7	
<u>"C" Rations</u> 5 C biscuits $1\frac{1}{4}$ oz. cocoa		451	11.71	8.31	82.6	.257	.367	4.59	0	.190	.401	1.74	
5 C biscuits $2\frac{1}{2}$ oz. cocoa		597	16.67	9.43	111.51	.407	.54	5.37	0	.268	.65	2.67	
<u>"5 in 1" Rations</u> Cereal, dehyd. soup, and Army Spread		434	15.7	14.1	58.6	.299	.497	3.5	405	1.93	.63	3.8	
Cocoa		110	3.7	.84	21.8	.113	.130	.59		.06	.189	.4	
TOTAL / infant		544	19.4	14.94	80.4	.342	.627	4.09	405	1.99	.819	4.2	
1/8 amt. remaining for older children (approximate)		1,831	65	57	261	.529	1.48	18.4	5,037	1.26	1.12	11.5	22-39

3. KOSHER FOOD

The Meaning of Kosher Food*

(a) The two fundamental prohibitions of orthodox Jewish dietary law are:

(i) the eating of non-kosher meat (not slaughtered in accordance with Jewish law of *Schechiter*, or forbidden animals such as pigs, hares, rabbits, etc.), and non-kosher fish (without scales and fins e.g. shell-fish and eels).

(ii) the eating of dishes prepared from a mixture of meat and milk, the eating of meat at the same time as milk, and the mixing of the utensils in which they are prepared.

(b) Further prohibitions concern fats, cheese, and bread (at one season only).

(i) Fats: lard must be prepared under supervision to be acceptable as kosher. Vegetable margarines, dairy and nut butter, although usually prepared under supervision, can be accepted as kosher if known to be free of animal fat.

(ii) Cheese: To be kosher, cheese must be prepared under supervision. Its religious importance is not so high as kosher meat and fat but religious Jews will refuse to eat anything but kosher cheese.

(iii) During the week of Passover, ordinary bread and biscuits should not be eaten. Unleavened bread (i.e. bread without yeast) is required.

(c) Supply of kosher food or substitutes. Kosher meat and fat (butter and vegetarian margarine) could be supplied in the same quantity to Jews as the rations of meat and fat to the general population. If there are no kosher supplies or insufficient, additional fish (e.g. harrings, cod, haddock) and dried eggs, cheese and vegetables should be substituted for the meat.

(d) Communal feeding: Kashrus will necessitate special arrangements since the law prohibits mixing of meat and milk and of the dishes in which they are cooked. Two sets of utensils and two sets of cooking stoves will be required as well as washing up facilities. If the utensils are made of aluminium or tin rather than of enamel or china they could be used at different times for either meat or milk since Jewish law provides for the kashering of metal by scalding.

It would obviously be very helpful if a member of the staff of every Centre catering for Jews were experienced in kosher requirements.

Relaxation of Jewish Dietary Laws

As a general rule, Welfare Officers should endeavour to make

The relevant terms of Jewish observance are:

kosher - clean
treifah - forbidden (animals or fish)
trifus - containing forbidden foods
kashrus - laws of cleansing
kashering - the process of cleansing
Schechiter - law of slaughtering.

arrangements for kosher food wherever Jews are present. This is important because Jews will have been deprived of it during their persecution, and its provision by the United Nations will signify that no further oppression of the Jewish race will be tolerated. It is a primary welfare necessity because religious Jews may refuse to take non-kosher food and there may be insufficient substitutes. If a Jewish Rabbi or representative is available he should be consulted about arrangements and the possibility of the relaxations of kashrus, which will vary according to the degree of orthodoxy of the Jewish community.

Orthodox Jewish law makes no provision for specific dispensations, but provides for all laws affecting kashrus to be waived whenever their observance would involve danger to life. For example, soldiers are allowed to partake of any food where there is no kosher, but are expected to observe the two fundamental prohibitions (described above) if possible. Children, expectant mothers and sick persons can be allowed to relax observances in proportion to the necessity of preserving life (but persons who have been weakened by persecution, i.e. undernourished, are not regarded as sick). In actual practice, relaxation will vary in accordance with the conscientiousness and enthusiastic adherence of the individual to Jewish religious law. For this reason, it is felt that provision should be made for the observance of the two fundamental laws under most circumstances.

The Chief Rabbi of the British Empire has kindly supplied a statement on possible relaxations of Jewish dietary laws, which is reproduced below. This should not be regarded as an official UNRRA statement, nor as necessarily accepted by Jewish communities everywhere (the Chief Rabbi's jurisdiction, for instance, does not extend to Poland); but it is a helpful guide for general purposes.

(i) Where, in the opinion of a medical expert, there is danger to life through lack of kosher food for nourishment Kashrus must be disregarded. The sick may eat all kinds of non-kosher food.

(ii) Persons who are not sick but who are reduced to a state of general weakness through persecution are not regarded by Jewish law as dangerously ill.

Sick persons may eat

- (a) Foods cooked in non-kosher dishes and out of vessels which are non-kosher where new vessels or kashering facilities are not available.
- (b) Non-kosher cheese, milk, nut oil and vegetarian margarine, vegetable soups.
- (c) Foods generally known not to contain trufus though prepared without kosher supervision.

They must not eat

- (a) Ordinary bread and biscuits during Passover.
- (b) Any food on the day of Yom Kippur
- (c) Forbidden (trufah) meats
- (d) Fish without scales and fins
- (e) Dishes prepared of a mixture of meat and milk.

Prospects of Supplies Being Available

So far as UNRRA administration is concerned, it has been decided that, subject to the formal approval of the Director-General, UNRRA will procure and accept contributions of kosher food to the extent necessary and feasible, on the basis of the governments' requests. The Polish, Belgian, Czechoslovakian, Netherlands, French, Greek and Yugoslavian governments have all agreed to include kosher requirements in their food import programmes, and to endeavour to provide for the Jewish members of their populations. But there is no certainty that kosher foodstuffs will be available from military sources. However, the Chief Rabbi's Religious Emergency Council has promised a gift of some canned kosher food for use during the emergency period until indigenous supplies of kosher food can be arranged. UNRRA will also procure kosher food

an opportunity occurs on the basis of requirements already submitted, (for example, by the Polish Government). But it is hoped that national governments will be able to arrange distribution of indigenous stocks to provide Jews with kosher food so as to reduce the need for kosher imports. Shipping space will, of course, continue to be the chief deficiency for some time to come.

4. SOME ADVISORY ASPECTS OF EMPLOYMENT

In all probability it will be possible to offer employment to the able-bodied people coming to the Centre. The kind of work may vary from clearing up damaged buildings, restoring public utilities and road construction to the operation of factory units taken over for supply purposes. Whatever may be the possibilities of outside work, there will be a substantially large range of duties within the Centre. (See Welfare Guide, G1). If this proves to be the case, it will solve a large part of the problems of keeping people occupied and will be especially valuable for those persons who were working in regular jobs before coming to the Centre.

On the other hand difficulties may arise because many of the workers will not want to be committed to the completion of a work project which might hinder their chance of immediate repatriation. As in every other phase of Assembly Centre organization, this is fundamentally a matter of being able to ascertain reasonably well the people whose repatriation cannot be effected in a few days or weeks. Many who have no plans, who are stateless, or who know that they cannot move to another country for some time, may welcome employment and may even be willing to waive priorities to which they might be entitled. Information and Advice Bureaux must be relied on as a source which will indicate much of the situation for most individuals, though this may need to be supplemented by medical, occupational and other personal considerations.

The employment officer, when appointed, will take over the day-to-day work of operating the employment bureau. But it will clearly be necessary for the Welfare Officer to keep in close touch with him. The Welfare Officer may be called upon to suggest several of the jobs which should be created in the Centre, and probably on the persons available to fill them.

In matters concerning employment, the Welfare Officer should be prepared to advise upon some or all of the following aspects:

1. The review of the posts to be assigned to employees of the Centre and of the functions they cover; the need for additional ones, particularly for assistants in child welfare units, occupational workrooms, recreational programmes, etc.
2. The incapacity of some workers to undertake jobs necessitating great physical energy or long hours, if they are undernourished, under psychological strain, or unfit in some other way.
3. The desirability of placing in skilled work the individuals who possess appropriate skills and who therefore should not be employed on unskilled or routine work.
4. The distinction between activity which is properly regarded as voluntary and unrestricted and work which should be placed on a regular schedule and recognized as paid employment.

The only workable criterion for deciding that a particular job should be put on a wage basis seems to be that it calls for a regular time schedule. In general, a wage-paid assistant should have definite duties and definite hours when to be on duty. This will include the possibility of part-time work (defined as amounting e.g. to three-and-a-half to four hours a day). In making the decisions, it will be helpful to recognize the following differences of situation:

1. Domestic Work. There are certain domestic duties of an immediate and routine character which everyone in the Centre is required to perform, such as the making of beds and the maintaining of standards of tidiness and cleanliness in the living quarters. It should be possible for adolescents and older children to help in this kind of work. Once organized, it should occupy comparatively little time. These responsibilities, shared by all, will be unpaid. This is quite compatible, however, with the employment, on a regular wage basis, of certain workers to do special or heavy tasks (cleaning, laundry, etc), or

possibly as supervisors. The necessary requirement is that they should have defined (and preferably full-time) duties.

2. Voluntary Projects. Voluntary projects may be undertaken individually or collectively, such as the making of furniture or toys for the use of the Centre. If projects of this kind are suggested spontaneously by residents of the Centre and clearly understood as voluntary from the beginning, there seems to be no reason why they should not be encouraged. A problem may arise where the kind of work they involve is much the same as might be done by paid workers. It is in projects of this nature that the Welfare Officer's judgement will be tested. Where, for instance, a need has come to light in connection with a purely recreational project (e.g. costumes for a dramatic show or programme bills for a concert) persons might be willing to devote their spare time to producing them. On the other hand, it might be more feasible and expeditious to arrange for them to be made in the Centre's workshops by paid employees as part of their day work. Recreational projects are bound to overlap with what might be regular work programmes to some extent, e.g. in the making of toys or equipment for a day nursery, the painting of scenery and the making of costumes for a play, the making of equipment for bulletin boards or Centre newspapers, gardening projects, dressmaking. All these questions must depend on local conditions within the Centre and on the volume of unoccupied labour, as well as upon the initiative forthcoming from volunteer groups.

3. Vocational Instruction. Occupational projects of a vocational or training character may be organized; for example, the participation of younger people in craftsmanship supervised by a skilled craftsman. No problem should arise if it is clearly understood that these people are getting instruction. It will almost certainly be better, however, to arrange for instruction to be put on a regular basis (as to hours, facilities, etc.) if this is at all possible. It will then be clearly in order that the instructor should be paid. The instructor might possibly have one or more assistants, part-time or full-time, in a large Centre.

What will be necessary is to distinguish this situation from one in which, for example, the work-shop is open "after hours" for people who want to use it for individual or recreational projects, and in which the attendant craftsman is mainly supervising, making sure that tools are not taken away, properly replaced etc., but also ready to give help if needed. Thus, the craftsman would be a paid employee during working hours but might be willing to give up some evenings to this kind of supervision on a voluntary basis. If the demand for tuition or supervision is large, a paid assistant might be necessary. Examples of other activities of a vocational or training character are classes in home-making skills and child care that may well be organized along practical lines in connection with the child welfare centres and feeding centres. Here again, persons giving instruction during regular hours to women and girls should be regarded as instructional assistants and paid accordingly.

Footnote

This reference paper has been compiled with the aid of continuous consultation with the members of an ad hoc working party on Recreation and Leisure-time Activities, who kindly offered their help and cooperation. Useful guidance was also obtained in several discussions with individuals of different nationalities, and with members of recreational associations and related bodies interested in UTHRA's work in the field.

Special thanks for permission to make use of material are due to the Central Council of Physical Recreation (Miss P. Spafford); the Central Advisory Council for Adult Education of H.M. Forces (Great Britain); and the Essex Education Committee (Dr. R. W. Revans).

Responsibility for editing and general presentation rests with the Studies Branch of the Welfare Division.

5. ORGANIZATION OF VOLUNTARY OCCUPATIONAL ACTIVITY

The terms "occupation" or "occupational activities", frequently used in accounts of relief and congregate care programmes, are very general in scope. They may refer to one or all of several different types of activity: "ordinary" (wage paid) employment, recreational pursuits, and various kinds of occupational activity which are neither wage-paid nor recreational. Because of the administrative differences involved it will be desirable in the Assembly Centre to maintain as far as possible a clear distinction between (a) employment and (b) leisure-time pursuits, and to understand what types of activity are included in each field. ("Occupation", if used at all, may be understood as covering both forms of activity).

Employment means all work performed in accordance with a regular timetable or specification of duties. For the greater part, this will be wage-paid or full time work. It may include some part-time work if special circumstances warrant it. And it may be understood as including the minor "household" duties participated in by everyone (such as bedmaking, tidying rooms, etc.), if these functions are not assigned to a team of full time workers. (See Supplementary Note).

Leisure-time activity means a considerable range of pursuits which are at the choice of the participants during the times they are not at work, or required for such matters as medical examination, registration of repatriation information, etc. Recreation and amusement will be a large part (taking the several forms of active sports, quiet pastimes such as cards, and reading, films, radio). But also under this head comes the use of clothing and repair workshops; and instructional activities of various kinds.

Voluntary Assistance.

It may be decided in a particular Centre that every job which has to be done at all regularly should be paid. On the other hand, it may be necessary - possibly in the emergency stages of a new Centre - to organize voluntary assistance from among a large number of people; or again, offers of voluntary assistance may be made, which will require some form of organization or distribution to be worked out. The following notes are given as suggestions should the circumstances arise.

If the programme is a large one, it may be desirable to get a group of working parties or squads appointed from among the Centre's population and assigned to tasks according to preference and capabilities. Detailed planning of the working parties with regard to numbers, composition, and function will depend upon the size and lay-out of the Centre, the age and sex distribution of the occupants and their most pressing needs. Either a simple questionnaire, or personal inquiries by an initial squad of assistants, can gain information on "what can you do?", "what do you like doing?", etc. A leader should be elected by each squad to keep in touch generally with the Welfare Officer and to attend a weekly meeting of all squad leaders. This meeting gives the opportunity for forming a Voluntary Assistance Committee. It can report on such matters as the work of each group, whether there is too much or too little; the suitability of personnel; suggestions as to who should continue in the work of a squad for a further period of time in order to train others; personnel problems which should be drawn to the Welfare Officer's notice.

The element of self-government and self help is obviously important. Routine domestic duties such as bedmaking and the maintaining of tidiness and cleanliness in the living quarters will be acceptable when it is clear they are shared by everyone. They will also give the occupants a concrete interest in the creation of comfortable surroundings. The habit of participation will mean that the daily routines which persons are accustomed to perform for themselves can soon be expanded to include services for the whole community or for others less capable.

Self-government is an aid to discipline in that it gives the socially-conscious types the opportunity of influencing the less cooperative people. And absorption in the welfare of others who are in greater need and who are less able to re-establish themselves, has considerable morale value: it helps the individual to forget his own problems.

Activity	Duties	Personnel
1. <u>Information Service</u>	Messenger and escort service; the preparation and posting of notices in the Centre; liaison between all sections and squads; the giving of information about whom to go to for a particular service; collecting and delivering messages for the Information Service	Men and women who have some knowledge of languages or who were, for example, postmen in civilian life. Several adolescents should be included. Familiarity with the lay-out of the Centre and a knowledge of the administration personnel would be necessary.
2. <u>Canteen (Cooking) Service</u>	Assistance in preparation, serving and clearing of meals; assistance to children; giving a good example in feeding habits (e.g. avoidance of waste); reporting likes and dislikes and suggestions for improvements to Welfare Officer (e.g. providing for special national tastes).	Men and women who are intelligent and capable.
3. <u>Dormitory Service</u>	General tidiness; sweeping and dusting; distribution of bedding; changing of linen; assistance to children and old people in bedmaking; morning and evening supervision; lights out; rules for general comfort and convenience of all. Squad leader reports to Welfare Officer on re-allocation of beds etc., if necessary.	Young persons as well as adults; naturally kind, sympathetic and practical.
4. <u>General Repairs</u>	Attention to buildings (windows, lavatories, doors etc); repairs to furniture (beds, chairs, forms, tables, etc.); attention to people's travelling gear and personal property.	Men and youths of the artisan type.
5. <u>Clothing Service</u>	Keeping the distribution room tidy; helping occupants to choose suitable garments, making suggestions for alterations and assisting in carrying these out; informing Welfare Officer about needs.	Women and girls who are dressmakers or good needlewomen, and men who are tailors.
6. <u>Laundry Service</u>	Service to unaccompanied children, the sick and the aged; day nurseries and canteens.	Women and girls with a laundress (if available) in charge.
7. <u>General Duties</u>	Anti-litter campaigns indoors and outdoors; gardening, transporting of stores to canteen, to dormitories; moving furniture and equipment in rooms etc.	Adults and twice as many juniors; the adults capable of training the youngsters.

Activity	Duties	Personnel
8. <u>Child Care</u>	Assisting in the care and occupation of children; helping to keep the rooms tidy and in making and mending garments and toys (see activities suitable for women and girls, above).	Women and girls who have been nurses, teachers and social workers; mothers.
9. <u>Social Welfare</u>	Reporting to the Welfare Officer on special needs of individuals; seeing that no one is lonely or "out of things"; seeing that people are drawn into and welcomed not only in the various work squads but also in the various social and occupational activities arranged.	One reliable adult from each language group; a sociable friendly type of person.

6. IMPROVIZATION AND MAINTENANCE OF SPORTS AND GAMES EQUIPMENT

It is probably best to assume that the supply of games apparatus available from outside sources will be negligible, though it may of course prove to be requisitionable, or obtainable from military sources in good quantity. However, there are very few games that cannot be played with gear of the most rudimentary pattern; the following hints will suggest how to make a start. All sorts of odds and ends can be turned to good account; waste materials which could otherwise go into salvage may legitimately be used for what is a real educational need. It will no doubt be found that some of the young people have considerable skill and resource in this direction, and teams will derive an added satisfaction from having made the apparatus themselves. Along with the consideration of improvization should go attention to the maintenance of equipment as a means of prolonging its life.

(It will be necessary to make it understood that equipment made from materials supplied by the Centre should be available on a fair basis for all residents; though it will be possible to enlist the aid of several would-be teams in these preliminary projects. Those who cannot participate in the craftwork may help in other ways by collecting materials, helping to mark out floors, playing fields, etc.)

I. IMPROVIZATION OF BALLS

So far as is known, no method of improvizing a large bouncing ball has yet been evolved; but many games can be adapted to make possible the substitution of a home-made non-bouncing ball or a quoit. If a home-made ball is to be of any use for games, it must have the following qualities: true shape, suitable size, weight and resilience for the game concerned, and good wearing quality. A number of hints for improvization have been brought together here in view of the difficulties of obtaining new balls, and the demand which will certainly exist for them.

Since balls will be given more use than any other articles care in the selection of materials or the workmanship will be well repaid. Factors to which attention must be paid in general are: durability, size, weight, and colour are amongst the most important. The importance of colour must not be overlooked. Different colours are also useful for team play and for identification (on return to stores, etc.) Balls, bean bags or quoits covered in a yellow, bright green or red material are easier to use in games than if they are blue, while obviously green is not good for use on grass. Most people prefer plain colours to stripes, which are apt to be rather dazzling.

Balls which have been worn heavily by outdoor play can be useful for indoor practices; they should be covered, e.g. with a piece of old stocking or, alternatively, covers can be crocheted.

MULTI-PURPOSE BALLS. There are a great many methods of making balls. The choice between the various types brought together here can be made according to requirements and the materials available.

✓ Method 1. Large indoor ball. These may be used for basket ball, skittle ball and all kinds of team games. The covers may be of stout cloth, canvas, felt, or if available, soft leather. The material should be cut out into 8 sections of the shapes and sizes shown in the figure (Diagram A). These allow a margin of about $\frac{1}{2}$ cm. for stitching together. This should be done on the outside and the cover then turned inside out. ✓

The filling should be rag waste, hay or pine needles, or paper. A heavier core of small stones can be added if the outer cover is strong enough. After a little use one of the end circles should be removed and additional filling pushed in to restore the shape of the ball. In most groups it will be a great advantage to have a series of balls of this kind, of different weights.

Method 2. Small indoor ball. These are intended for use where there is a danger of breaking windows, or for play with small children. If it is possible they should be made in different colours for team games. The material should be wool waste (e.g. from an unravelled garment) or of string, which is wound round a cardboard circle with a central hole, until the hole is quite full. The wool is then cut round the edge of the circle as shown, tied tightly and firmly with strong string in the centre, and trimmed into a neat ball after the card is removed. Children will take great care of these if they make them themselves.

Method 3. Small outdoor ball. In the absence of leather, these are best made of stout cloth or canvas. For hardware a crochet string cover is best, if string can be found. The filling should be the same as for the larger balls but dried moss is also very good, as it will give the ball some bounce. The sections as shown in the figure (Diagram 5B) should be sewn together.

Method 4. Ball for indoor use. This ball will not bounce; but it can be made by children in infant classes. The materials required are newspaper, string or raffia, and an old stocking. Squeeze the newspaper into a small ball and bind tightly with string, raffia or old wool. Add further layers of paper, squeezing firmly and then binding, until it is big enough for its purpose. Then cover with two or three layers of pasted paper, torn into irregular pieces and made to overlap. Finally place this ball in the toe of an old stocking, tie string round as close to the ball as possible, then turn the stocking inside out and back over the ball to cover it again. Tie once more and repeat the process until all the stocking has been used. Gather neatly the last time and stitch firmly.

A harder ball can also be made in this way by having a cotton reel in the centre.

Method 5. Resilient bouncing ball. This ball requires cork as well as wool. If procurable, it will make a very light ball. If more weight is wanted, strips of rubber from a burst play ball can be incorporated. The materials required are three large wine-bottle corks, unravelled wool from old knitted garments, and a rug needle. Place the corks together as shown in Diagram A, Fig. 1. Tie them tightly together with wool or knitting cotton. Then wind on over the corks, pulling tightly all the time, and gradually building up a perfect sphere. The ball will not be satisfactory if the winding is carelessly done. When the ball is of the right size, it is covered by blanket stitch. (Diagram A, Fig. 2.)

Wind two thirds of wool round the middle of the ball, thread the needle, and blanket stitch into the double thread, stitching into the ball itself from time to time. Continue the stitching round and round each row into the previous row, but as the circles grow smaller, leave a space here and there to make the cover fit. When half of the ball has been covered, repeat the process on the other half. If the blanket stitch cover is made of knitting cotton, it will shrink when wetted, and the ball will become very hard.

Method 6. Bouncing ball. Use a ping pong ball as the foundation and cover it with overlapping pieces of paper or material, pasted on to make a rough surface on which unravelled wool or strips of woollen material can be wound.

Method 7. Bouncing ball. Wind woollen material round a sorbo sponge, shaped if necessary.

Method 8. Bouncing ball. Fill a calico bag with cork packing and tie into good shape by winding wool round it.

COVERS FOR BALLS can be made in the following different ways.

Method 1. Eight equilateral triangles of leather or similar material capable of stretching at the seams should be used. Eight triangles with sides measuring 2½" will fit a hockey ball. Oversew four pieces together, and then the other four to make half spheres. Partly sew the two halves together, slip the ball in and complete the sewing. The leather will stretch into shape. (Diagram A, Fig. 3)

Method 2. Use two spatular shaped pieces of leather. The measures given are for a rounders' ball. In this case stab stitching is better than over-sewing as it gives a flat finish. (Diagram A, fig. 4)

Method 3. Use seven pieces shaped like a pointed ellipse. A round patch at each apex makes the ball stronger but is not necessary in the case of felt or similar material which will not fray. The measurements given will cover a ½" play ball. Other sizes can easily be calculated. (Diagram A, Fig. 5)

Method 4. To make a knitted cover, cast on 30 stitches on size 14 needles. Knit 29 stitches and turn, then 28 stitches and turn. Decrease one stitch in each row until 10 remain, and then knit to end. Join on another colour of wool, knit all 30 stitches and repeat. When six segments have been knitted the cover is complete. Slip the ball in and sew up.

Method 5. A woven cover is suitable for re-covering worn tennis balls. It is very easy and can be done by children aged 6 to 8 years if the supporting string ribs are stitched on to the ball by the teacher. Ordinary sewing thread should be used for the stitching. Any smooth string will do for the warp threads. To get a striped effect, use odds and ends of coloured wool. String is better if the ball is to be used in the playground. (Diagram A, Fig 6)

HOCKEY BALL. A core for a hockey ball can be made by mixing sawdust or cork "crumbs" with glue, moulding into shape and leaving this to harden.

MEDICINE BALL. Regulation medicine balls are not only expensive but extremely difficult to procure, but improvised balls can be made quite satisfactorily. The following suggestions can be used according to material available.

Method 1. Out of an old blanket or similar material, cut two pieces similar in shape to Diagram C, Figs. A,B. Pin X to Y, Z to W, L to O, and M to N, then sew the edges thus pinned together. Make a small bag and fill it with coarse sand or pebbles to a weight of 5 to 7 lbs, according to requirements. This bag should then be placed in the centre of the case and packed round with newspaper or rags and secured by means of tapes. Diagram C shows the cross section of the completed medicine ball, together with the bag of sand and pebbles.

For a medicine ball for women the following measurements should be substituted. Y - W 16½", Z - X 3½", diameter of circles at L, M, Y and W - 5"; The weight of the inner bag should be slightly less.

Method 2. Another method of improvising a medicine ball is to fill a fairly big sandbag with dry earth, until it is one-third full; tie tightly immediately above soil and then turn the remainder of the bag inside out; tie again and repeat on third time. Then drop the "ball" into a second sandbag, repeat the whole process, and sew down the mouth-piece. If at each stage the "ball" is tied tightly, there will be no danger of leakage of soil.

Method 3. An old football cover stuffed with paper and some added weight makes a satisfactory substitute for a small medicine ball.

Method 4. A medicine ball for women's use can be made up by firmly stitching together four elliptical shapes, 11" by 5½", of any strong material; leave a 2" gap in one seam and fill with sawdust.

ROUNDERS BALL. Various improvised balls have now been tried out and the following have been found satisfactory.

Method 1. A useful ball can be made from cotton or thin woollen material and a small piece of leather such as a panel from an old netball or football or even a tongue of an old boot. Make as follows:-

Inner ball. The material should be cut on the cross in long strips, each $\frac{1}{2}$ " wide, screw one strip into a tight ball and bind it tightly and evenly with fine twine. Cover this with another strip of material, wrapping it round as tightly as possible and in many directions, and then bind with twine, repeat this process until the ball is the required size. The last layer should be bound in place with carpet thread wound in many directions keeping the surface as even as possible. If the materials are damp before using, the last layer has been applied, dry the ball, so that it hardens, before covering.

Cover. The pattern for the cover can be taken from an old rounders ball. Cut leather shapes and stick them tightly together with double carpet thread. It is advisable to take a stitch from alternate sides of the seam, inserting the needle on the inner surface; this ensures firmness and leaves no projecting edges. Holes should be placed before the needle is taken through, but great care must be taken not to stitch too near the edge of the leather, when three-quarters of the stitching is completed, place the inner ball inside and finish the stitching making sure that the inner ball fits really tightly in the case. Damp the complete ball with warm water and mould it firmly with the hands, pressing the seams flat; then put to dry.

Method 2. As an alternative to the "inner ball" described above, wind odd strips of material tightly round a golf ball until the circumference is about $7\frac{1}{2}$ " to 8"; stitch down the final end and the ball is then ready to be covered.

Method 3. Another type of ball can be made by winding strips of thin rags round a large cork until its circumference is approximately $7\frac{1}{2}$ " to 8"; then sew down the end. Make the "skin" by crocheting with string.

Method 4. Still another variety of ball can be made as follows. This type of ball can be made very cheaply and quickly. Thoroughly wet a double sheet of newspaper and a piece of brown paper about a quarter of its size. Mould the newspaper into a hard round ball (a little smaller than a rounders' ball), making the outside surface as smooth as possible; then cover this newspaper ball with two or three layers of wet brown paper. Squeeze out as much water as possible. Next, tie a length of strong string round the paper ball once, tying the ends at the "top", so dividing the ball into two sections. Use another piece of string to divide the ball into four sections; repeat twice more, so that finally there are eight divisions - like the sections of an orange. Throughout this process, do not pull the string too tightly.

The cover can now be woven. Use fine string or macramé thread, and a short strong blunted needle or a small bodkin. (Different coloured thread or string covering may be used). Two lengths of thread, each measuring approximately three yards, will generally be found sufficient. Fasten the end of the thread firmly to the "top" of the ball where the strings have been tied. Working from left to right clockwise round the ball, weave round the strings by passing the needle over and backwards under each string, thus making the knot on the under side, whilst keeping the surface smooth. Having completed one round, finish off. Start the second round from the other "end" of the ball, i.e. always work top to bottom alternatively, towards the centre. Try to press each round of thread close together so as to cover the brown paper. Next, press the ball into shape by rolling it on the floor with the foot, and allow it to dry. Cover the string with a fine coating of Parafix or other glue, as this will help to keep the string in place and also to keep the ball dry.

NETBALL BALL. As previously stated, no method of improving a large bouncing ball has yet been discovered but a non-bouncing ball is better than no ball at all. For many minor games and even for adapted netball, a felt, hessian or any other strong material cover filled with coir, kapok, newspaper, rags or sawdust is quite effective. Sawdust filling makes the heaviest ball, and is, therefore, more suitable for medicine ball work than minor games in which a bouncing ball would normally be used. To make such a cover with a circumference of 27", cut six sections of material of the shape shown in Diagram D. The measurement of A to B should be 13" and that of C to D 5". Two circles of material, with diameter X to Y of 2" are also required.

The material should be cut on the straight, not on the cross, and the measurements given allow $\frac{1}{2}$ " seams. Firmly stitch the 6 sections together and sew the top and the bottom circles into place. The case should be filled from the side a 2" gap being left in one seam for the purpose.

Netball bladders are more difficult to obtain than are covers; spare covers stuffed with paper or rags are satisfactory for many games.

II. IMPROVIZATION OF EQUIPMENT

AGILITY MATTRESSES. A mattress can be improvised by tightly filling sacking with straw. When the packing is evenly distributed in the cover, the whole should be "quilted" with string. Household mattresses also make a good improvisation.

BATS. Bats suitable for rounders (baseball) should be between 3 and 4 cm. in diameter and between 45 and 60 cm. in length. If they are cut straight from a hedge, it will always repay the trouble to roughen the handle in some way, to bind it with insulating tape, in case the bat tends to slip from the hands of the player when he is striking at the ball.

Bats suitable for rounders and various minor games can also be made from chair legs, short, stout sticks or pieces of suitable wood, whittled off at one end to make the handle. An old cricket bat cut down is excellent. If a hard ball is to be used, the handle of the stick should be wrapped round with a piece of old bathing cap, hot water bottle or any other procurable rubber, and then bound with strong string or a strip of leather.

BASES (FOR ROUNDERS, etc.). Posts and bases for rounders and various minor team games are easily made from an old broom handle or suitable lengths of other timber set in cement or packed earth in a wooden box or biscuit tin. Sandbags, bricks covered with hessian, and left over woodblocks (which may be obtained from a sawmill) are also useful substitutes for regulation bases.

BEAN BAGS. If beans cannot be used for this purpose possible substitutes are sand, sawdust, acorns, beech nuts or small smooth pebbles. Strong calico, drill or American cloth is the most suitable material for the outside bag, while pillow ticking makes an excellent cover for the inner bag which is to contain the beans or substitute. The outer bag should be 4" by 6", the inner bag (which should not be too tightly packed) a little smaller. Soaping or waxing the insides of the inner bag is recommended to prevent the filling, particularly if it is sand, penetrating the material.

BOXING RUNCH BAGS. Diagram B (Fig. A) shows the oval ring and the central strut which should be made of stout iron wire, but thin wire may be used for the inside frame. Binding wire may be used to secure the struts to the outside ring. Diagram B (Fig. B) shows the frame and the handles of iron wire bound with cloth or old blanket; Diagram B (Fig. C) shows the pad covered with similar material and sewn round the handle struts. Leave one end of the pad open; pack with coir, cotton waste or other suitable material, then sew up. Always turn in edges of blankets before sewing.

COLOURED BANDS. It helps considerably in a crowded game, especially a fast one like handball, if the players or teams are distinctively marked. Coloured tapes or squares of coloured cloth should be carefully preserved, to pin or fasten on for this purpose. For more elaborate bands, braid, $1\frac{1}{2}$ " wide,

is the most suitable material; 1½ yards should be allowed for each band. Strips of coloured sateen or dyed cotton make a good substitute. Alternatively, bands can be knitted or crocheted from odd lengths of wool, new or unraveled; using No. 8 needles, cast on 10 stitches and work in garter stitch for 300 rows, or cast on 170 stitches and work for 12 rows.

DISCUS A practice discus can be turned from a solid block of wood, preferably beech wood. If for men's use, the diameter of the discus should be 8½"; for light use, a diameter of 7½" is suitable. An improvised discus of this type can be made heavier by adding lead to its centre. Tin plates can be used for very elementary practice. Two, secured face to face with adhesive plaster, are better than one. To add weight sand can be placed between the plates.

GYMNASTIC APPARATUS. For simple agility work, the possibilities of improvisation are numerous: chairs, stools, door mats, waste paper baskets and practically every movable object in the room can be put to good use. Out-of-doors, natural features such as banks, ditches, trees can be utilized to the full.

HOOPS. Tub hoops, bound with braid or strips of material cut on the cross, are a useful substitute for wooden hoops. Another form of improvised hoops can be made from willow sapling; thoroughly dry the switch, bend it into a circle of the required size and bind with strips of any strong material cut on the cross. If a stronger hoop is required two willows can be used.

HURDLES. For the uprights use two sticks, tapered so that they can be driven into the ground, or if for indoor use attach them to small wooden bases. Cut a V shaped slot in the top of each and lay a light bamboo cane about 4'6" or 5' long, across.

JAVELINE. For teaching the elements of Javelin handling, a broomstick or a stick with a rubber cap on one end is useful.

PITCHES Improvisation is called for in the marking of pitches on grass. Satisfactory substitutes for whitening or for tape are (a) Sand or sawdust, or, if neither is available, loose earth; (b) strips of turf, about 1½" wide, cut out and turned; (c) creosote applied with a fairly large paint brush, (important to remember that the creosote burns the grass, so that the court cannot be moved until the next season when new grass has grown).

POSTS. (Netball, etc.) Posts needed for netball, basket ball, deck tennis, football and many other games, are easily improvised. A post for use indoors can be well supported in an old oil drum or a box filled with soil. Posts for outdoor use should always be supported by two guy ropes. The height of the cross rope for deck tennis should be about 1m. 50 cm., and for childrens' football about 2m. 30 cm. Ropes should if at all possible be light in colour.

If regulation netball posts became unprocurable, a hoop fixed to a rough piece of timber such as a pergola post or clothes prop, or an old wastepaper basket nailed to a wall, and a wall target are all better than nothing and will allow the normal rules, except in so far as shooting is concerned, to be observed.

ROPE This important and popular games equipment can be easily improvised by taking an 18" length of stout rope, fraying the ends, splicing the ends and then binding the whole with thin cord (or coloured string for team games, if available)

An 18" length of hose-piping can also be used; ends should be joined by putting a short strong stick (preferably pliable or curved) in at each end, the slight gap being wedged with paper or cotton wool. The ring should then be bound tightly the whole way round with strips of material cut on the cross and joined together, or, better still, coloured braid; it is best to start binding over the join.

A thin wire 39" in length, wound round into three thicknesses can also be used, care being taken to twist in the ends of the wire and bind them with adhesive plaster for safety. The whole should then be bound firmly with strips of tightly folded newspaper (two layers if necessary); and covered again with coloured braid.

ROPES. A suitable skipping rope can be made from a clothes' line cut into suitable lengths. The line should be as heavy as possible as soft ropes do not wear well and are difficult to turn. Kink cord is unsuitable. The rope should be sufficiently long to touch the skipper's insteps when her arms are extended straight sideways. Bind the middle of the rope where it touches the ground with a strip of thick felt or leather about 6" or 8" long; this will prevent twisting and will add a little weight to a light rope. This can also be done with a long rope to be used for team skipping.

SKITTLES. Satisfactory skittles can be made from a broomstick, cut into suitable lengths, nailed or screwed to squares of hard wood, approximately 8" by 6", from "vin" tins filled with sand, a cardboard circle being gummed on the top of the lid to stop up the holes; or from three sticks lashed together in the form of a tripod.

STICKS. (suitable for exercises). Both beech and ash give strong and durable sticks. The sticks should be about 6' long and not less than 1 1/2" or more than 2" in diameter; the ends should be rounded off or bound to avoid splintering.

III. CARE OF EQUIPMENT

It is no exaggeration to say that equipment carefully handled will last twice as long as that treated without respect. It should, for instance, always be put away after use, and on no account should it be left out of doors overnight. Some of the following suggestions may seem too elementary to warrant mention, but from experience it is known that they are too often unobserved in practice.

BEAN BAGS. At the first sign of a split, bean bags should be restitched; if the split is allowed to extend, the material will fray and the filling will work its way out.

BOXING GLOVES. Gloves should never be put away while they are damp; wipe them clean and then hang them in the air to dry. From time to time, examine the tapes and see that the "stuffing" has not become matted into lumps; if this happens the thumb-ends and knuckles are apt to be left without adequate protection. An occasional dressing of a leather soap will help to preserve the leather.

FOOTBALLS, NETBALLS AND MEDICINE BALLS. Whether used for football, netball or minor games, balls should be carefully dried after use - not in front of a fire. Occasionally a little duffin should be worked well into the leather and stitching whilst the ball is damp. The maxim "a stitch in time" is very true in respect of balls, so watch carefully for splitting seams. If the ball has been used on a gravel court or near a thorn hedge, regularly examine the case to make sure that no stones or thorns have become embedded in the leather. Where deflating or inflating a ball special care should be taken to avoid damaging the neck of the bladder; a strip of muslin stuck around a worn bladder tube prolongs its life. Balls intended for netball or minor games should not be kicked about, stood upon or otherwise maltreated. Medicine balls should not be used on wet grass, or on a rough surface.

HOOPS. A split or splintered hoop should be immediately bound with twine, adhesive plaster or material.

JAVELINS. To prevent warping when not in use, batten javelin to a strong length of wood of the same length as the javelin and about 2 1/2" - 3" wide; a wide strong board, to take six or eight javelins with 2" holes bored every 2 feet enables the javelins to be tied securely. If, through lack of care, a javelin has already warped, it should be battened down with the "convex" side uppermost. Great care should be taken to prevent the points from rusting; clean them after use and regularly coat with oil or smear with vaseline. At the first sign of a split in a bamboo javelin, bind with adhesive tape.

MATS AND MATTRESSES Immediately the edge of a vaulting mat or agility mattress frays it should be repaired; if it is neglected, it may be impossible to mend it without cutting away some of the material, so reducing the size of the mat. It is preferable for an agility mattress not to be used for vaulting, as repeated landing on the same place is apt to make the mattress lumpy and unsuitable for agility work. If the quilting of an agility mattress is broken, it should be repaired at once as otherwise the stuffing will become unevenly distributed.

ROPES Whether they are used for jumping or skipping, the ends of ropes should not be allowed to become frayed; either knot them on, better still, bind with twine, adhesive plaster, or strips of material. To prevent twisting, skipping ropes should be kept hung from hooks, or folded and tied into a knot. The rope should never be wound round the handles, as it will then not straighten out easily when next used.

7. EQUIPMENT AND MATERIALS FOR HANDICRAFT PROJECTS

This lists the material and tools required by one person to undertake reasonably effective work in each of a series of crafts. It is intended to serve as a guide to organizers in deciding what activities are possible, how much depends on successful improvisation, or what it might be necessary to requisition on the spot. Wherever improvisation is possible the specified list of tools may be reduced accordingly, but in general the lists indicate a bare minimum. Sizes are given so that if material and tools can be requisitioned locally, the requisitioning authorities can easily be given exact specifications. Both the standard of work attempted and the resourcefulness of those organizing the workshop will, of course, further determine the ultimate needs.

The activities have been placed in three groups according to their affinity, each group requiring somewhat different types of accommodation and equipment. It is envisaged that a beginning will be made in several of the elementary crafts, and from this the work will extend according to the ability of the craftsmen in the Centre and the availability of material. It may never extend beyond the elementary stages, confined to the use of a few tools and to practical repair work; but in groups whose stay in the Assembly Centres will be longer, the development of craftsmanship and the production of finished articles of good standard, will be highly likely.

Group 1. Paper and Printing

- a. Cut paper work, stencilling and design.
- b. Sign writing.
- c. Lino cutting and printing.

Group 2. Wood, Metal and Related Work

- a. Woodwork and carving.
- b. Metal work and instrument making.
- c. Clay modelling.
- d. Toymaking (hard toys).
- e. Puppetry.

Group 3. Fabrics and Sewing Projects

- a. Dress designing and making.
- b. Embroidery.
- c. Knitting.
- d. Weaving.
- e. Soft toy making.
- f. Basketry.

Group 1. Paper and Printing

This group is closely associated with the fine arts, demanding a knowledge of form, colour and design. Pictorial skill is readily applicable to related crafts such as sign writing, lino cuttings or printing; conversely, an interest in sign making may easily develop into an interest in pictorial art. Persons with talents in these and allied crafts will find an eager response from their fellow residents if they can produce attractive and original posters, designs for wall newspapers, magazine illustrations and cartoons.

- a. Cut paper work, stencilling and design. Powder paints, especially the following colours: red, orange, blue, green, yellow, brown, black, white, purple,

turquoise, and water colours; paint brushes ($\frac{5}{8}$ " to 2"); paper preferably in large sheets. Drawing boards or large tables; ruler; set square; T-square; pencils; penknife; drawing pins; rubber; paste; sharp knife; jars or pots.

b. Sign writing. Require in addition to the above, a writing brush. Where lettering is the main subject: a tin of drop black paint ground in turpentine; oil paints (black and white); chalks (white and coloured); turpentine.

c. Lino cutting and printing. Require, in addition to first list; thin rough-surfaced paper or cotton material. Thick plain-coloured lino; rubber roller; glass paper or cork block (to smooth out surface of the lino, unless specially prepared lino is obtained for the job). Lino cutter; lino ink or thick water paint (ink of any desired colour can be made from tube watercolour and Gloy or similar paste). V-shaped gouges and shallow curved gouges (A good V-gouge can be made from a sharpened piece of umbrella rib). Pieces of thick glass or pottery for use as palettes; old knife for use as palette knife.

Group 2. Wood, Metal and Related Work.

Shortage of good material may restrict wood and metal work on any large scale, but a considerable variety of small articles of furniture and household requirements can be made from salvaged material. Toy and model making calls for similar craftsmanship and design, but requires less material. Toys can lead to further activities such as puppets, model theatres, and scenery or fixtures in a stage production.

a. Woodwork and carving. Timber nails; glue; gas ring or stove; bench with vice. Tools: jack plane (2" or 2 $\frac{1}{4}$ " blade); tenon saw 10" steel back (20 teeth); hammer, mallet; ruler; try-square; single marking gauge; chisels $\frac{1}{4}$ " $\frac{1}{2}$ " $\frac{3}{4}$ ", penknife for scribing; cross cut saw 24", or plane saw 22" (this is essential if such a saw cannot be borrowed to cut the wood in the first place).

b. Metal work and instrument making. Benches with 4 $\frac{1}{2}$ " or 5" parallel bench vice. Water supply and sink with draining board; porcelain or lead tank, or old glass accumulator; iron plates (domestic flat irons can be used for small jobs or plate glass bedded in putty with flattening block); block of lead; ruler pencil; scribe; soldering stove; gas ring or other means of heating soldering irons. Lathe (preferably screw cutting) and lathe tools.

c. Clay modelling. Clay; plaster of Paris; water; modelling board or table; dustbin or improvised container for storage of clay. Tools: length of lead piping 2" or 3" wide; hammer; pliers; 1" round-headed nails; pocket knife; small pieces of hard wood to make modelling tools; 4 yards of thin wire.

d. Toy making (hard toys). Wood, including plywood or odd scraps of metal; bench or strong table; vice; gas ring or other means of boiling glue, unless tube glue is available. Tools: Handyman's tools including fret saw and small G-cramp (fret table can be made). File; wheel brace; drills; soldering tackle; combination pliers; small adjustable spanner; gimlet.

e. Puppetry. Bench or table, preferably with vice; plastercine (1 bl. per person); glue and paste; pieces of wood preferably sized 3" x 5" x 2" and 5" x 1" x 1"; oddments of dress material; newspapers; tissue paper; wire pincers or pliers; hammers; woodawl; files; wheelbrace. Small drills are useful.

Group 3 Fabrics and Sewing Projects.

Crafts in this group are related in that they deal with fabrics, sewing materials, and similar techniques. They require little equipment and should be easy to organize quickly in a restricted space.

a. Dress designing and making. Requirements are rolls of plain

paper; fabrics and cloth, etc; cutting-out scissors; personal sewing equipment including pins; a sewing machine if possible; tape measure.

b. Embroidery. Material such as crash, holland or linen; canvas (squares 6" x 6" or 12" x 12"), or other suitable material. Embroidery cottons or wool; tambour frames (or ordinary wooden hoops); kitchen paper or brown paper; carbon paper; pencils; ruler; compasses; set square. For quilting: unbleached wadding; butter muslin; usual personal sewing equipment.

c. Knitting Wool (3 and 4 ply); knitting needles especially sizes 8 and 10 (for stockings and socks sizes 12 and 13); crochet hook.

d. Weaving. Small hand looms; wool winder; 3 wooden shuttles (roller); 6 wooden shuttles (15"); 12 large bodkins; 1 reed hook; 1 steel reed 20" (14 dents to 1"); warping posts and clamps; 4 shed sticks. Alternative material for improvisation: soap boxes; towel rails and brackets; broom handles; cardboard; nails; saw; hammers; string.

e. Soft toy making. Felt; animal baize; table oilcloth; other suitable material. Paper or cardboard for pattern making; kapok or old material suitable for filling. Sewing silks; fine white string; millinery wire; coloured beads; rug or other wool (for hair); round horse-nosed pliers (to bend ends of wire); pliers or old scissors (for cutting wire); usual sewing equipment; pencils; chalk; ruler.

f. Basketry. Tables; buckets; sink. Willow twigs or canes; wooden bases, pierced, for trays and baskets; wooden bases can be made from odd scraps of wood or plywood and pierced with a small wheelbrace to the appropriate size for the available twig. Tools: small bradawl (one for each basket being made); knife; cane clippers or secateurs; side cutters; round-nose pliers; hammer; large bent bodkin; odd pieces of board (approx. 12" x 8" x 1") to act as working base.

8. MANUAL OF SELECTED SIMPLE GAMES*

I. PURPOSE AND ORGANIZATION

These notes have been prepared for use by organizers or games leaders who have little time to make themselves familiar with elaborate sets of rules, and for players who will want the simplest possible instructions. Only the barest outline is therefore given, of a number of games and methods, so that the actual preparation and conduct of the activities can be left to the imagination of the leaders and participants. The games have been selected so as to include representatives of the various essential types.

Facilities. Nearly all of the games are suitable for both boys and girls of any ages. Small children as a rule should play upon a smaller pitch and will require a lighter ball. It is unnecessary to emphasize that some games are quite unsuitable for certain halls, e.g. basket ball or handball in a room where the lights hang far from the ceiling. In such places, however, ground handball may be a perfectly satisfactory activity, in addition to any of the large number of team games that require no balls.

Leadership. Once the games period has arrived, young people will want to start playing without lengthy preliminaries. At the start only the essential rules (as given here) need to be told. If long explanations have to be made the attention of the young persons will wander, especially if they produce interruptions. Players demand action, and it is up to the leader to see that they obtain it.

However, the leader should be sure that he knows the rules himself before he starts, and he should also join in the game if necessary to help it forward. He should see that the play is equally shared, for example, by passing the ball to the weaker players, and he should appoint sub-leaders from among the young persons themselves, who can act as examples to the inexperienced, but he should see that they do not monopolize the game instead of helping it. The players should be encouraged to invent rules, but in general these should be introduced gradually and one at a time.

Competitions. Young persons are extremely keen to play in simple competitions or tournaments, fairly conducted. Leaders should work out suitable handicaps for the weaker players. Most of the games here described are suitable for this development, and when their rules are fully understood they give good chances for speed, skill and cooperation. In framing competitions games should be chosen which have good exercise value and plenty of variety, normally for teams of about six.

One of the most valuable functions of the leader is the training of senior boys and girls to act as referees for tournament games, to act as a committee meeting regularly with the leader to discuss and interpret the rules, and to deal with infringements of them by the players. Playing teams should never be selected by the leaders, but always by the groups they represent, and the teams should be allowed to elect their own captains. The leader will, however, have to act as competition secretary himself, or appoint some responsible person to act for him. The names of the teams and the dates of the matches should be posted on the Centre notice-boards, and the leader must see that the games take place in accordance with the time-table. Otherwise, interest may flag. Although the young people may be very enthusiastic once the games have started, it will be the business of the leader to see that this interest is maintained.

Matches should normally be played in two halves of 20 minutes each way, the scoring being 2 points for a win and 1 for a draw. It is simplest to arrange the play hours during competitions so that everybody is playing, although an important event, such as a final in a knock-out competition, or a match against another camp or group, might well be watched by the other teams who are not playing.

II. GAMES WHICH MAY BE PLAYED WITHOUT BALLS

The following are games of which there are many scores of variations. An intelligent leader will vary them himself, and the players will delight in doing so as well. This should be encouraged so long as it is clear to the leader that all the players understand the rules. The games require very little or no apparatus and nearly all may be played by either boys or girls of any ages.

1. Bull-Baiting. A circle 6 or 7 m. in diameter is drawn on the floor, and all but two of the players stand outside of it. One of these, the "bull", sits on a chair in the middle of the ring, the other acts as the keeper. Any of the outer players may enter the ring as they please and attempt to touch the "bull", who may dodge all he can without leaving the chair. If the keeper succeeds in catching any of the invading players, the one caught becomes the "bull", the late "bull" becomes the new keeper, and the late keeper returns to the outer players.

2. Clock Relay. Teams form up in a single file. The instructor calls out the time and No. 1 races to a spot about 8 m. distant, using chalk or sticks, draws one part of a clock face on the ground. He runs back, hands over the chalk to No. 2, who puts in a part of the clock face, and so on in turn until the clock is complete, showing the time stated by the instructor. A variation is to spell out the name of a country or person.

3. Crows and Cranes. The group is divided into two ranks, one rank being called "Crows" and the other "Cranes". The ranks sit in line facing one another with feet touching. At a distance of six or seven metres behind each rank a line is drawn. The instructor calls "Crows" and the "Cranes" attempt to catch the "Crows" before they can cross the line behind them. The game should be played in such a manner that both ranks are kept on the alert by prolonging the "CRR..." before finishing the word. The leaders will have to select words from their own languages to give the same effect as the English examples.

4. Fox and Geese. Players form up in a line grasping each other round the waist. These are the "geese". One player is the "fox" and takes up his position in front of the first "goose" and endeavours to catch the tail of the line. The leading "goose" may impede the "fox" by stretching out his arms.

5. Hopping Tug-of-War. Two players face in opposite directions with wrist grasp and standing on the inside foot. They hop on this foot and at the same time try to pull their opponent over a line. Left and right hand grips should be used alternately. This game can also be played with teams of up to eight a side. The team is disqualified if any member puts his foot on the ground or loses his grip with his hand upon either his neighbour's arm or opponent's hand.

6. Horses and Jockeys. Odd teams represent the "horses" and the even teams the "jockeys". Jockeys mount to a pick-a-back position. On the signal they dismount and race either round the whole of the group or round their own rank before mounting again. The first player mounted is the winner. Many variations of this game can be played.

7. Leap Frog Relay (over and under). Teams in file, each player (beginning with the last player) runs forward, alternately going under legs and over back of the other players in the team. The team first arriving back in its original position is the winner.

8. Over the Legs Relay. Teams in line, sitting with legs straight. The leader runs round to the end of the team and returns to his place by jumping over the legs of the team. No. 2 then begins by jumping over the legs of the leader before running to the end of the team and returning to his place in the same manner as the leader. The game is continued until each member of the team has jumped and all are in their original places sitting down.

9. One Against Three. Three players join hands and form a small circle. A fourth player stands outside the circle and attempts to touch the player on the left side of the circle farthest from him. The circle can move to left or right to prevent the player being touched. Breaking through the circle is not allowed.

10. Potato Race. Teams in single file; three stones on spot close in front of leader. Second spot marked 8 or 10 m. distant. Each player in turn removes stones singly from one spot to the other.

11. Pukh Hockey. One stick with a crook handle is needed for each player, and a rope quoit covered wholly with sacking. Teams can be of 4 - 7 players. The playing area is 20 m. by 15 m. Two offside lines are drawn across the court, each 6 m. from one of the end lines and a goal 12 m. 50 cm. is marked 3 m. from either end.

Each team aims to score goals by driving the pukh between their opponents' goal posts, below knee height. After a goal has been scored, the game is re-started from the centre. The pukh is still in play even if it passes behind the goal, but a goal may only be scored when the pukh passes through the front of the goal-mouth.

No player behind the offside lines may receive a pass made from the centre court unless he was himself in the centre court when the pukh was hit. The goal-keeper may stop the pukh with his feet, unless more than 1 m. from goal, when he is then only allowed to hit it.

Sticks may not be raised above shoulder level, and a free pass is given to the opposing team at the point where any foul occurred, or if a player kicks the pukh. The pukh is out of play when it passes wholly over a boundary line, and is then hit into the court by a player of the opposing team.

12. Ring the Stick. One quoit, two sticks about 2 m. long, and two chairs or benches, are needed.

The teams are of 6 - 11 players. The playing space is a rectangle of approximately 20 m. long and 10 m. wide. A bench or chair is placed at the centre of each end line. Of each team, one player (the goal-keeper) stands on the chair or bench towards which his team is shooting, holding one of the sticks.

The quoit is thrown vertically upwards or downwards between the two opposing centre forwards. Each team then aims to throw the quoit over the stick held by their own goal-keeper, thus securing one point. The goal-keeper, in order to assist his team may, if he is standing on a bench, run along it so as to position himself more advantageously. One point is scored for a goal and the game is re-started from the centre.

No player may run with the quoit for more than three steps or hold it for more than 3 seconds. The quoit may not be thrown downwards and must be thrown with the hand with which it was caught. Penalties are a free pass to the opposing team. If two players catch the quoit simultaneously, the umpire throws it up or down between them as at the start.

13. Rugby Scrum. This game is recommended for boys only. Two parallel lines 10 to 15 m. apart are marked out on the ground and two teams of eight or more boys take up a Rugby scrum position in the centre. On the word "Go" each team tries to push its opponents back over the line.

14. Squat Boat Race. Teams in a single file. The leader turns about and grasps the hands of the second player in the team. Everyone, except the leader, takes up the squat position and takes a hold on the waist of the player in front of him. On a given signal, teams jump backward, guided by the leader, to a given finishing line.

III. BALL GAMES

It is quite unnecessary to set down the rules of such games as football, which will be well-known in almost every country of Europe. The other games mentioned here can be played with improvised balls and equipment, although some, like handball or basketball, are much better games played with footballs. Again, one can be sure that young people will be fertile in suggestions, inventing new games or making variations of those described.

1. Arch and Tunnel Ball. The players divide into equal teams and each team forms up in line, with the leading player on a mark holding a ball. At a signal the leader of each team passes the ball over his head to the player behind, and this is repeated until the ball reaches the last player of the line. This player runs to the front of the line, taking the place of the leader, and the whole line moves back one place. The players then jump to the astride position, and the new leader rolls the ball between their feet to the end of the line; his throw may be good enough to send the ball right through, but each player must be ready to put it on its course if needed. The end player runs with the ball to the front, and the overhead passing is repeated as in the first round. The game carries on by passing the ball alternately over and under until the first leader has worked his way back to the front.

2. Arch and Straddle Relay. Players line up in teams. No. 1 of each team passes the ball over his head to No. 2 and so on to the last player. Immediately a player has passed the ball he kneels down. The last player on receiving the ball straddles over the backs of the other players to the head of the line carrying the ball. The game continues until each player has had his turn and No. 1 has returned to the head of the line.

3. Basket Ball. This is played on a court about 25m. by 13 m., divided by a centre line between the ends. There should be at least one metre clear space around the lines. On the midway line is a central circle 30 cm. in radius. At each end there is a "free throw" area about two metres wide and seven metres long projecting from the centre of the end line. In each area is a "free throw" line 60 cm. long and about 5 m. from the end line. A board about 2 m. long and 1 m. high carrying a ring 45 cm. in diameter is placed at each end of the court, centrally in the "free throw" area, and about 30 cm. from the end line. The ring should be about 3 m. from the ground. The ball should be about 75 cm. in diameter and weigh about 600 grammes. For children all these measurements may be reduced.

There should be five players a side, and the game is started by the referee throwing up the ball at the centre circle over the heads of the players. As soon as one side gains the ball they must attempt within ten seconds to get it into their opponents' court, and once in there it cannot be taken back into their own court until it has either (i) been touched by an opponent, (ii) used for a try for a goal, (iii) been given an out-of-bounds award, or (iv) jumped.

A goal is scored by throwing the ball through the ring; it counts two points unless made from a free throw, when one is counted. Kicking, punching the ball, or running with the ball is forbidden.

Rough play of any kind, including holding, pushing, charging or hacking the arm is a foul, and the penalty is a free throw from the free throw line. If the player is fouled while on the point of attempting to throw a goal, two free throws are allowed to the player fouled. If two players foul each other simultaneously, a free throw is given against each. If the ball runs over or is carried over the side or end lines it is thrown in as in football, but no player must be within 1 m. of the player throwing in. If it is doubtful which side shall have the benefit of the throw-in the referee shall jump the ball, i.e. throw it up between two opposing players 1 m. from the point where it left the court. The ball is also jumped when unduly held by two players in trying to get possession of it in the ordinary course of play.

The game should last 20 minutes each way with an interval of ten minutes.

It is possible to play this game with a much larger number of players, and with a rope quoit instead of a ball, where the latter cannot be obtained.

4. Change Hockey. This requires four sticks with crook handles, and one improvised ball. The teams are of 8 - 12 players.

Two goal lines are drawn, one at each end of the playing area, and a goal 2 m. wide is marked by chairs in the middle of each. The players stand in twos behind their own goal line, and the ball and the four sticks are placed in the centre of the pitch. The right-hand pair of each team runs out, picks up the sticks and tries to hit the ball through their opponents' goal. When the referee calls "Change!" the playing couples drop their sticks and return to the left-hand end of their own teams, whilst the couples then standing at the right-hand ends run out and continue the game. If "Change!" has been called and the ball continues rolling between the goal posts before the new defending couple can prevent it, a goal is

allowed. After a goal, the game is re-started with the sticks and ball in the centre of the pitch. When all players have had one (or two) turns, the teams change ends. The team scoring the greater number of goals is the winner.

5. Clap Hands Catch. This game is for groups of boys or girls of any ages. They form into a circle, about 5 m. in diameter, with the leader in the centre. He throws the ball to any other of the players, who must catch it after having clapped his hands. If he fails to clap before catching, or drops the ball after clapping, or claps his hands when the ball has not been thrown to him, but to another player, one mark is counted against his circle. The aim of the game is for the leader to deceive as many of the players as possible into thinking that the ball is being thrown to him. Any number of circles, each with about 8 members can compete against each other, with teams and leaders interchanged.

6. Crocodile Dodge. This game is suitable for about 24 players, divided into teams of six each. Three teams form up in a circle, inside which the fourth team may move, strung together, arms round waists. The players in the circle attempt to hit the player in the tail of the crocodile with a large ball which may be passed from any member of the circle to any other. If the crocodile should break in attempting to dodge, one point is scored against it, just as though the last player had been hit. Every time a point is scored against a team the end player goes to the front.

7. Danish Rounders. One ball and a stick or small bat are needed for two teams of 6 - 15 players. The playing area is a square (or rectangle) with sides of approximately 15 m. (boundary lines need not be drawn), a base 2 m. by 2 m. being marked at each corner. A bowling circle 1 m. in diameter is drawn between first and fourth bases, and the batting line 1 m. from the bowling circle is at right angles to the side line. The fielders spread over the field, the bowler standing on the side of the bowling circle furthest from the batting line. The game requires a referee.

The bowler bowls the ball almost vertically between himself and the batsman, to a height of approximately 2 m. No. 1 of the batting team hits at the ball (with his hand or closed fist if bats not available), and whether or not he hits it, immediately runs to first base; he may continue running on to the other bases unless the bowler, to whom the ball has been returned, touches the ground in the bowling circle and calls "Stop!". If he is between the two bases when "Stop!" is called, he is out. Batsman No. 2 takes his turn as soon as the bowler has the ball, and the game continues until all the batsmen are "out". The two teams then change over. A batsman scores a rounder each time he gets to fourth base after having hit the ball, and half-a-rounder if he completes the course without having hit the ball. Any number of batsmen may be in the same base at one time; batsmen may also pass one another when running between the bases. The team scoring the greater number of rounders is the winner.

If the ball is caught by a fielder, the batsman who made the hit, and any other batsman running between the bases when the catch is made, are "out". All batsmen who are between the bases when the bowler calls "Stop!" are "out". The ball may not be hit behind the line forming fourth and first bases, or the batsman is out. If there is no batsman waiting for his turn, the bowler throws the ball vertically upward to a height not less than 2 m. to give one of the batsmen in the field of play a chance to get to fourth base before the ball falls to the ground; if no batsman succeeds the whole side is "out". One ball only is bowled to a batsman unless a "no ball" is given. A good ball is one which, if it fell to the ground, would land within the bowling circle.

8. Dodgeball. Any number may play this game, all but one standing in a circle. The ball is thrown across the circle with the object of hitting the player in the middle. He may catch the ball and throw it back again; any player hitting him changes places and takes the middle.

9. Goalkeeper Out. This is played between two teams each with about 10 players. The field is about 25 m. by 15 m. and divided in length by a half way line. In the middle at each end a goal circle about 1 m. in diameter is drawn on the floor. The players form up much as for football, except that the goalkeeper stands in the goal behind his opponents. The ball is thrown up between the opposing players at the centre of the field, and it is the object of the game for either team to throw the ball full toss, i.e., without hitting the floor, from

the thrower to the goalkeeper. There may be any amount of passing or bouncing of the ball on the floor before this throw, but the goalkeeper must receive the ball straight from the member of his team, without it being touched by a member of the other side. After a goal has been scored in this way, the goalkeeper throws the ball out again, and it is in play again after it has once hit the floor. The thrower who made the goal becomes the new goalkeeper, and the previous goalkeeper takes his place in the attacking team. Penalties are imposed for rough play, holding the ball for more than three seconds or three paces, for treading in a goal area if not a goalkeeper, or for kicking: the penalty is a free pass, or a free throw to the goalkeeper if the foul is serious.

10. Ground Handball. This may be played like indoor football, using the hands instead of the feet. The ball must be kept on the ground and struck with one hand only. The pitch should be much smaller than the regulation football pitch, and adjusted to the number of players.

11. Handball. A bouncing football is needed for this game, which can be played between two teams of from six to eleven players. The game is very fast and should be kept going for short periods only. Although no special kit is required it is advisable to play in clothes that can be changed after the game.

The pitch should be about 40 m. by 20 m., with football-size goals at each end, a halfway line with a central circle of 9 m. radius, two offside lines each 6 m. from the goal lines, a semicircle 9 m. in radius around the centre of each goal, and a penalty spot 13 m. in front of each goal.

The ball is thrown between the players with the object of scoring goals as in football; only the goalkeeper is allowed to kick the ball and then only within his own circle. The rules about goal kicks and corner throws apply as in football, except that the goalkeeper must throw if the ball has crossed the goal line outside the goal circle. An attacking player is offside unless he crosses the offside line with the ball; if he receives it from the midfield with a forward pass from a member of his own side, or stands in the offside area when the ball is in midfield he is offside. All attackers should therefore return as fast as possible to midfield as soon as the ball is played out of the offside area back into midfield. Any infringement of this law is penalized with a free throw from the place where the infringement occurred. Penalty throws are awarded at the goal from the penalty spot for serious breaches of fair play, such as kicking or hitting another player. Tackling with one arm or hand from the front is permitted. For minor offences, such as running more than three paces with the ball without bouncing it, or for holding it for more than three seconds, or passing it to his own goalkeeper inside the circle (who might then be able to kick the ball clear), a free throw is awarded to the other side.

To counter a free throw the side against whom it is awarded may form a wall of any number of players, not less than 5 m. from the spot from which the throw is made. The players may jump and attempt to intercept the ball after it has been thrown. In any free throw or penalty throw an attempt may be made to score a goal directly. If the ball travels over the side lines out of play, it is returned in the same way as in football.

The game can be played on an indoor pitch, when the offside lines and rules can be dispensed with, and when it is not necessary to have a goalkeeper.

12. Permit. This game is suitable for two teams, each of about ten players, and needs a court about 20 m. by 10 m., a large soft ball, and a post or skittle. A chalk circle is drawn on the ground 2 m. in diameter, close to one end of the court. At the other end a circle about 50 cm. in diameter is drawn on the wall, or a hoop of this size suspended with its centre about 1 m. high. The two teams pair off, and distribute themselves about the play area, and the ball is thrown up between any pair of them. The object of the game is to knock down the skittle, at which both teams may aim. Before they attempt to do so, they must first obtain a "permit" by throwing the ball through the circle or hoop at the other end of the court. If the opposing team manages to intercept the ball and obtain a "permit" themselves, after one team has obtained one but has not managed to knock down the skittle, the previous "permit" is cancelled. After the skittle is knocked down, the game is re-started. No player may run more than

three paces with the ball, or hold it for more than three seconds. Only one permit may be in operation at any one time. No rough play is allowed, and penalties should be a free throw at the circle or skittle, as the case may be, from a distance of not less than 6 m. No player should enter the skittle circle, for which similar penalties should be awarded. A "permit" obtained by a team from a free throw at the circle cancels any previous one.

13. Relay Passing. This game is for any number of boys and girls, playing in teams of about nine. They form up in files, with their leader about 3 m. in front of and facing each team. At the signal to start, each leader throws a large ball with a two-handed push at the first member of his own team, who catches it and carries it back to the leader, behind whom he stands. The leader then throws it in the same way to the second member, who also carries it back and so on. The first team to finish is the winner. For nine players it would be possible to have a series of nine games, with all members of the team acting as leader in turn.

14. Team Passing. The class is divided into two teams, who spread out over the playing area, each player marking one of the opposing teams. Team A pass the ball among themselves while Team B try to intercept it, the object being to make the greatest number of consecutive passes.

15. Rugby Touch. This game is recommended for boys only. To play it two teams occupy opposite halves of a fairly large rectangular area. After the game has started, players may move anywhere without restriction and each team endeavours to carry the ball across its opponent's base or goal line, thus scoring one point. The ball may be passed backwards only, and as soon as a player is touched he must pass the ball back to a partner. No scrums or kicking are allowed, and the penalty for all offences, rough play, kicking, forward passing, etc., is a free throw to the opposite side.

16. Skittle Ball. For this game a football or medicine ball may be used. Two teams may be of any number, according to the size of the court. A skittle is placed in the centre of a two-metre circle which should be at least three metres inside the base-line. Each side endeavours to knock down its opponent's skittle, which they can attack from all angles. One point is scored every time a skittle is knocked down. Each side nominates one defender and he is the only person allowed inside their circle. Should any other defender enter his own circle, the attackers will be awarded a penalty throw, i.e. a clear throw from the half-way line at an undefended skittle. To score a point with a penalty the ball must not touch the ground outside the circle. A free throw, from the spot where they occur, will be awarded for the following offences:

- (i) if an attacker enters the opponent's circle;
- (ii) travelling more than two paces with the ball;
- (iii) kicking the ball deliberately;
- (iv) holding the ball for more than three seconds.

17. Target Ball. A circle 2 m. in diameter is drawn and a post stood in the centre of it. The players, in two teams of about ten per team, stand around the circle, except for one each side who stands within the circle and acts as goalkeeper to prevent the post being hit by throws from the opposing team. The game is started by the ball being thrown up between any two players. When one side has succeeded in making three consecutive passes, it is allowed a free throw at the post. The opposing goalkeeper may attempt to stop it; no player may hold the ball for longer than three seconds, or run for more than three paces holding the ball. Rough play is penalized with a free throw without the opposing goalkeeper being allowed to intercept. Penalties for other violations of rules may be intercepted by goalkeepers.

SUPPLEMENTARY NOTES

1. Clothing Distribution.
- ✓ 2. Feeding Infants, Young Children and the Starved from Army Rations.
3. Kosher Food.
4. Some Advisory Aspects of Employment.
5. Organization of Voluntary Occupational Activities.
- ✓ 6. Improvization of Sports Equipment.
7. Equipment and Materials for Handicraft Projects.
- ✓ 8. Selection of Simple Games.