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RELIGIOUS EDUCATION

For use in conference on
Religious Education in Japan

Prepared by CI&E, Religions Division

Any discussion of the future of religious education in Japan must be shaped in consideration of the new constitution to go into effect on 3 May 1947. Probably no other national constitution so clearly separate Church and State or leaves so little room for dispute concerning the extent to which religion may be taught in the public schools. The brevity and clarity of the pertinent articles of the fundamental law merit their quotation in full.

ARTICLE 20 lays down the principle that:

Freedom of religion is guaranteed to all. No religious organization shall receive any privileges from the State, nor exercise any political authority.

No person shall be compelled to take part in any religious act, celebration, rite or practice.

The State and its organs shall refrain from religious education or any other religious activity.

ARTICLE 89 declares that:

No public money or other property shall be expended for appropriated for the use, benefit or maintenance of any religious institution or association, or for any charitable, educational or benevolent enterprises not under the control of public authority.

Careful attention to these articles suggests the artificiality of any discussion designed to reveal the kind of religion to teach or how it should be taught. Obviously, religious education under any other name or any education under the name of religion is unconstitutional in the public schools. The Public schools cannot be made a forum for the propagation of any religion, be it Buddhist, Shinto or Christian.

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Even without the specific prohibitions of the constitution, the freedom of religion clause alone would imply the impropriety of religious instruction in State institutions. Religious freedom involves not only the right on the part of the individual to choose for himself but to be safeguarded against evident or potential coercion. Accordingly it must embrace two factors: (1) a maximum of freedom to believe in and practice a creed of their choice on the part of individuals and groups, and (2) a minimum of propagation, restraint, and interference on the part of the government.

The State can hardly become a propagator without abandoning neutrality. The very process of choosing materials for instruction would involve discrimination. The task of selecting doctrine from the various religions, for introduction into the public schools, without at the same time violating religious freedom, presents almost insuperable obstables, for freedom of religion involves legal equality of all religions before the State. How much of the doctrine of one to include and how much of another to leave out and still maintain a proper balance would present a problem to overtax the capacity of the ablest officials. Persons selecting from the vast body of religious literature would naturally choose that which appeared to them most desirable -- in other words, that which would be most likely to accomplish desired objectives. Objectives would vary with the background of the responsible officials. Text materials would receive additional coloring from teachers who would bring a variety of backgrounds to the task of instruction.

In its most sterile form, public instruction in religion would be empty ritual, boring and ineffective. In its most dangerous form it could be pointed

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propaganda forced upon undiscerning students. Even under the happiest of circumstances, there would be little likelihood in a land of many religions of sustained agreement concerning the program. And the government which might start out with the best of intentions toward religion might soon be using religion as a tool for accomplishing social or political objectives.

The past position of Shinto in the public schools furnishes the best example of how religious motivation may be drawn upon to promote political ends. Through the medium of textbooks, highly indoctrinated teachers, and deeply impressive ceremonies, Shinto was made the principal instrument for inculcating submissiveness, loyalty to the state, and unquestioning acceptance of the official views as to the proper nature of society and of political and social morality. At the same time, other religions were rigidly excluded from the schools lest they should weaken "national ethics" with their sometimes conflicting doctrines. To avoid charges of discrimination and consequent conflict with the Constitution of 1889, which provided a watered-down version of religious freedom, the Japanese officialdom ruled that for administrative purposes Shinto should not be considered a religion. But the fact remains that the Japanese educational authorities drew upon religious and mythological materials to clothe with the final sanction of religious belief an authoritarian system which led Japan to the brink of disaster.

Shinto has been deprived of its privileged position and driven from the schools. Freedom of religion and separation of Church and State are proclaimed in the new constitution. There is thus no need or room for any specific agencies of government for either regulating or propagating religion. What is needed is a general desire on the part of all agencies of government to

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protect private religious bodies in the right to propagate their creeds free of interference.

It has already been pointed out that religion cannot be propagated in the public schools. There remains to be seen what is left to satisfy those who feel that the most vital force for right-living in a democratic society is provided by religious motivation but who know that youths cannot be expected of themselves to arrive at a realization of the great religious truths.

It may be stated first of all that the fact that the State is prohibited from entering the field of religious propaganda gives private bodies whose primary rather than incidental interest is religion fuller opportunity to spread their doctrine. The State could be a dangerous competitor, particularly of minority sects.

It should also be noted that the prohibition upon the teaching of religion in the public schools does not mean that teachers should be encouraged to take an attitude antagonistic to religion, as they frequently did in the past when many teachers interpreted the ban upon non-Shinto religions as requiring a hostile attitude toward religion - or when contempt for religion developed from inability to distinguish between religion and superstition. While the State should not propagate religion, neither should it create an atmosphere prejudicial to it.

Many of the moral qualities which civilized societies have accepted as socially desirable and needful of cultivation -- charity, tolerance, honesty, justice, fair-dealing -- are frequently thought of as deriving their validity

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from religious sanction. They are, indeed, common to many religions, but they are not the exclusive property of religion. They may be introduced throughout the curriculum as part of the general orientation of the individual to the requirements of right-living in a democratic society without invoking the name of religion.

The great role religion has played in almost every stage of civilization is generally recognized, even by dectrators of religion who deplore the importance of that role. Any teaching of history which ignores the fact of the existence of religion and of man's reaction to it is one-sided and unreal. There is no reason why historical facts concerning religions may not be taught on the higher elementary level in courses in history and the other social studies. Nor does there seem to be good reason why courses in comparative religion and in history and philosophy of religion should not be taught in public institutions on the college and university level.

But the proper agency for religious education outside the home and church is the privately supported denominational school, long a valuable supplement to public institutions. Here, since attendance is voluntary and support does not come from the public purse, the type and degree of religious instruction may safely be left to the management of the school itself. No other course, in fact, permits of real freedom of religion. Naturally, if the State permits its youth to satisfy compulsory education requirements by attendance at private schools, it may properly prescribe minimum scholastic and curriculum standards for such institutions. Beyond this, however, is a field within which the school may pursue its objectives

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free of State interference. To such a school the parent may send his child to be taught the religion of his choice. Here no student need listen to unpalatable doctrine, for there always exists the alternative of attending a public school in which religion is not taught.

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CLASSROOM PROCEDURES IN THE ELEMENTARY SCHOOL

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The last quarter of a century has witnessed revolutionary changes in the fundamental philosophy which determines the design and instructional procedures of the elementary school today. Education has been no less resourceful in seeking new designs and improved performance than have automobile engineers. The modern motor car is no more like its wheezy ancestor than the modern elementary school is like its predecessor of a generation ago.

Elementary education today is highly complex. Its goals are rich and diversified. As its major purpose it seeks the integrated personality development of the whole child. The modern teacher recognizes the inborne capacity of the child for development. The teacher realizes that his major responsibility is to create meaningful situations in which children can learn. He is the inspiration and guide of pupils in planning, executing, and evaluating their learning activities.

Modern elementary schools seek the well-balanced, wholesome personality development of the whole child. Schools have always sought to develop the mental and character qualities of pupils but the elementary school today looks to the growth of the whole child - physical, mental, social, emotional, and spiritual. These ends are sought as avenues of growth toward finer life for the individual and toward collective expression in an increasingly better society.

Physical growth and development is the first concern of the teacher in the education of the child. The three essentials for assuring physical development are:

1. Meaningful information
2. The formation of useful habits
3. The creation of ideals and attitudes that guide conduct.

What can the teacher do to guarantee the maximum physical development of children entrusted to his care? Much meaningful information on health may come from books but much more can be gained from objective laboratory teaching in the school. Many schools carry on studies showing the effect of a contrasted nutritional program on animals or the effect of lack of sunlight or water on the growth of plants, and similar experiments. Teachers take children to food markets, bakeries, canneries, packing establishments, dairies, and the like where the actual processes which insure or are detrimental to health may be seen. Actual seeing is a much more valuable educational processes than merely reading about it in a book and discussing it in class. Information so gained carries over into the lives of the children

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outside of school.

It is vitally important that sanitary equipment and practices of the school are in harmony with the requirements of a modern health program. Habitual attention to personal cleanliness, proper diet, rest and recreation, and the physical education program are matters of the utmost importance. The teacher has increased a child's personal and social effectiveness greatly if healthful living becomes an integral part of his daily habits. The teacher's guidance can do much to bring about co-operation between the home and school to insure the formation of proper health habits. If the teacher can evaluate his efforts and can truly see evidences of improved standards of healthful living, he may take deep satisfaction in his contribution to the fullness and happiness of life in the district he has served.

In much the same way a broader concept of mental development dominates elementary education today. It is important that useful facts contained in books become a part of the mental development of boys and girls but such information does not constitute the whole of education. In a typical school the children were studying: How the Mail is Carried. The study grew out of a study of airplanes and developed because of the children's interest in air mail. An excursion to the post office was made in response to the children's need of firsthand information concerning how the mail is handled. They found out about sorting letters, cancelling stamps, buying money orders, handling air mail, special delivery, and registered mail. They learned of the work of letter carriers, mail-truck drivers, and other workers who handle mail.

An exhibit of foreign stamps was brought in by one of the children. The group was interested in locating on the map the places from which these stamps came. Their interest was broadened from their own country to other countries in the world.

One group of the children read a book called Around the World in a Mailbag and became interested in the postmen in other countries. Another group became interested in how mail was carried in olden times. Others became interested in other means of communication - telegraph, telephone, radio. This study would lead on to any number of other interesting studies - to any other culture in the world, to a study of radio, or the long slow story of civilization related to man's need for communication.

The school then is more than a bookish institution. Exhibits, industrial, social and cultural institutions vitalize the experience of intelligently - guided observers. Excursions and field trips bring children face to face with their physical and social environment.

Broadening the mental horizons of children even in the most remote school should not be difficult with radio broadcasts, newspapers, and magazines so easily accessible. When we realize that the forces which will determine the kind of world these children will live in as adults are now dynamically

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at work, we have grave responsibility to orient the school program in terms of an emerging global world. It would be a tragic mistake to limit the child's horizon to his immediate district or even to the country of which he is a citizen.

The modern school is concerned about having children know and appreciate the physical environment in which he lives. Lin Yu Tang in his book, The Importance of Living (page 280) has something charming to say of the variety in nature:

> Certainly no one can say that life on this planet is stale and monotonous . . . In the first place, there is the alternation of day and night, and morning and sunset, and a cool evening following a hot day, and a silent and clear down presaging a busy morning, and there is nothing better than that. In the second place, there is the alternation of summer and winter, perfect in themselves, but being made still more perfect by being gradually ushered in by spring and autumn and there is nothing better than that. In the third place, there are the silent and dignified trees, giving us shade in summer and not shutting out the warm sunshine in winter and there is nothing better than that. In the fourth place, there are flowers blooming and fruits ripening by rotation in the different months, and there is nothing better than that. In the fifth place, there are cloudy and misty days alternating with clear and sunny days and there is nothing better than that. In the sixth place, there are spring showers and summer thunderstorms and the dry crisp wind of autumn and the snow of winter, and there is nothing better that that. In the seventh place, there are peacocks and parrots and skylarks and canaries singing inimitable songs and there is nothing better than that. In the eighth place, there is the zoo with the monkey, tigers, bears, camels, elephants, rhinoceros, crocodiles, sea lions, cows, horses, dogs, cats, foxes, squirrels, chipmunks and more variety and ingenuity than we ever thought of and there is nothing better than that. In the ninth place, there are rainbow fish, sword fish, electric eels, whales, minnows, clams, lobsters, shrimps, turtles, and more variety and ingenuity than we ever thought of and there is nothing better than that. In the tenth place, there are magnificent redwoods, fire spouting volcanoes, magnificent caves, majestic peaks, undulating hills, placid lakes, winding rivers and shady banks, and there is nothing better than that.

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Nature has an inexhaustible store as Lin Yu Tang points out. Fortunate is the child whose horizon is broadened to see and appreciate nature. Getting children in touch with nature is a simple way of providing the variety in life that is essential to every human being. The modern school emphasizes understanding nature and science.

Social development is an essential part of modern program of elementary education. Social development can come only through actual participation in social life within and without the school to gain experience in the art of social functioning. The school affords opportunity to practice leadership and followership on school committees, in the homely tasks of keeping the school an attractive place to be, in games on the playground, in the activities of the social studies program children learn co-operation by working in small and large groups; they learn respect for the contributions of others; they learn the common courtesies toward invididual and groups; they learn responsibility for their contribution to the welfare of the whole group.

If the teacher can truly say, "The children, for whom I am privileged to be the teacher, live democratically most of the time. Each person is becoming a more democratic person through his experiences as a member of it", then has the teacher truly prepared children to live effectively according to the finest way-of-life, the human mind has conceived.

Proper emotional balance is recognized as a significant part of every child's development. The school is a particularly suitable environment in which to provide for a normal well-balanced emotional life. Kindly sympathy and a sincere effort to understand every child is the constant objective of every teacher who sees how human happiness or human misery depend upon emotional balance. The school should be a place where cheerfulness, happiness, frankness and freedom of expression is a part of the program.

What are the avenues through which well-rounded emotional development may be secured? Of course, emotional balance reflects ones total experience but we think, too, that broad interests, participation in music, dramatics, art, reading of fine literature, and physical activity make notable contributions not only to mental development but to emotional well-being.

Literary works of every kind are transcripts of life and so serve to broaden experience. Poetry is a particularly interesting form of literary expression for children because of the form and because poetry involves more unusual thoughts than prose. Poetry is simply the most beautiful, impressive, and effective mode of saying things. More of the attributes of poetry are experienced when a poem is heard than when it is read silently. For this reason the teacher who loves poetry, who reads it well, can broaden the experience of children and give them a source of

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great delight throughout their lives. Painting and other forms of art and music are similarly means of enlarging experiences.

To make an art program really creative the child must have something to express. This means that the basic part of an art program is an interesting experience to express. It is when the child is bubbling over with enthusiasm over some experience that he is apt to express it. When a group shows not interest in art expression, it may mean that the teacher should plan an excursion to some beautiful spot, or read a story or poem containing vivid word pictures, or point out colors and forms in everyday objects.

The great work of the teacher is to provide a stimulating learning environment. Books, magazines, charts, maps, nearby libraries, museums, farms, seashore are all important in the learning process. No resourses of the teacher or the country is the precious to put to the service of children. What any nation or what the world of the future will be depends upon the quality of education being provided for children in the schools today. The program should be balanced to guarantee sound physical development, good mental development, ability to work cooperatively and happily with other people. These are out aims for democratic education. Whether these aims are realized or not depends upon the vision and understanding of teachers.

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PROGR..MS ..ND COURSES IN VOC..T.ON..L EDUC..TION

PROGR..MS SHOULD MEET NEEDS OF INDIVIDU..LS AND GROUPS IN ..LL FIELDS

An adequate program of vocational education must meet the general and specific needs for such education in all fields. This does not mean that the entire program should be carried out in school buildings. For example, an adequate program in vocational agriculture makes provision for the carrying on of farming projects under supervision, in connection with the study of technical subjects related to agriculture. In the field of trade and industrial education, apprentices secure most of their practical training on the job.

The courses or units of instruction available should be designed to meet the needs not only of students in all-day courses, but also the needs of those who enroll in part-time and evening classes. To have a program organized to meet all of these needs in the several fields requires not only that a great deal of work be done in getting the program organized, it means constant revision and substitution of new material for obsolete meterial as necessary to keep the program up to date. Vocational programs should reflect the best current practices in performing the world's work.

In order to do a good job of planing programs to meet local and area needs in each field, it is both desirable and necessary to utilize all available sources of information and assistance. Suitable advisory committees can be most helpful in connection with planning vocational programs and courses and keeping them up to date not only in trades and industries, but also in agriculture, homemaking, and business education.

COOPER..TION IN DEVELOPMENT OF PROGR..MS.

Vocational education under public auspices should be developed with regard to training which is given by many industrial and business organizations to their employees. In comparatively few cases is it possible for a vocational school to offer complete training for an occupation under school auspices. To illustrate, a few inside trades of which printing is a good example, can be taught with a considerable degree of completeness in a vocational school. However, even in such cases it is advisable for the final stages of training to be carried on in industry. For young printers who will be employed in newspaper printing plants, for example, there are few vocational schools that can afford the large and expensive presses and other equipment used in such establishments. For building trades such as bricklaying, it is not possible to give thorough training in any school, and there is no satisfactory substitute for actual work experience on the job and outside of the school in connection with the erection of buildings.

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* Abstracted from "Vocational Education in the Years Ahead". Vocational Education Bulletin No. 234 U.S. Office of Education, Washington, 1945 pp 105 - 107

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Much of the training for business occupations is necessarily somewhat artificial when conducted within a school; consequently, the best service that a school can render for most office and store occupations, except for stenography and typing, is realized when the training supplements the work experience of people employed in offices and stores. In the case of agriculture, actual farming experience is properly secured in connection with supervised farm projects. In the field of home economics or homemaking education, a school can render its best service if those enrolled try to carry out in actual practice at home, those things which are taught in the school. In dealing with all of the problems involved in planning comprehensive programs and specific courses, school administrators should cooperate with representatives of organized groups and interested citizens in order that properly balanced programs may result.

COURSES WHICH THE SCHOOLS SHOULD ATTEMPT

While it is highly desirable to have comprehensive programs relating to each field of vocational education, only such courses should be organized and operated as the school is best equipped to give. The determination of what is needed in the way of courses can best be determined on the basis of an analysis of each occupation considered. A good occupational analysis not only furnishes a sound basis for a progressive series of work experiences, but also clearly identifies the nature and scope of the related technical instruction which should be given.

The degree to which preemployment courses should be offered for specific occupations, should depend largely upon the local employment opportunities for persons trained in such courses. Few, if any, vocational schools can offer training for all opportunities; consequently, important decisions have to be made as to what occupations are best adapted to preemployment training in the schools. In general, the factors which should be considered in connection with such decisions are:

1. The degree to which a need exists for training prospective workers.
2. The probability of being able to secure the necessary space and equipment for suitable training.
3. The prospects of getting well-qualified teachers.
4. The existence of a definite outlet into employment for those trained.

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A Good Day in an Elementary School

by Genevieve Bowen

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Teachers in a good elementary school believe that the school is a place where boys and girls, with the help of their teachers and their community, live, grow and learn happily together by doing things that are socially useful. They believe that the school can improve living in the community, as well. To achieve these great purposes, they know that they must do the following things each day:-

1. Improve and safeguard the mental and physical health of each child.

2. Center the daily activities about experiences which will help the child to understand and feel at home in his natural and social invironments.

3. Develop a program of skills in reading, writing, discussing, finding and using information, figuring with numbers, working with his hands, and expressing himself creatively, which will function in the daily living of each child - now, when he is a child, as well as later, when he becomes an adult.

4. Project the program of the school into the homes, and the community, and find and use their resources in the activities of the school.

5. Evaluate continuously the school and community programs in order to find ways of improving both.

In order to accomplish these five purposes each day the teachers must think and plan carefully. They must, first, see the whole year's program clearly. The course of study will provide them with the basic framework of their planning. But upon this basic framework they must build a weekly and daily program fitted to the particular needs of their own group of children and their own community.

The weekly program will, first, budget the large blocks of time to be devoted to each type of essential school activity. For example, if there are twenty-five hours in the school week, the budget of time will be about as follows:-

1. Four to six hours, depending upon the age-level of the children, for the social studies and science program.

2. Three to five hours for additional reading, writing, drawing, building, excursions and other activities <u>related to</u> the social studies and science program.

3. Eight to ten hours for systematic work on the skills of reading, writing, speech and number, which <u>are not</u> directly related to the social studies and science activities.

4. One to three hours for enjoyment and appreciation of music, art, and literature.

5. Two to three hours of health and physical education activities.

6. Two to three hours of unassigned time, for individual interests and projects.

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Within the weekly budget, each day's schedule might be very flexible, depending upon the activities decided upon by the teacher and pupils in their daily planning period. Each day should provide some time for the following kinds of activities:-

First: A planning or conference time. This would be most likely to occur at the beginning of the day. It might include all the pupils, in one large planning group. Again, the time might be devoted to meetings of "committees" into which the class was grouped for certain purposes and the teacher might circulate from group to group to aid and guide the children's planning. The planning period would be used to evaluate what had been done in previous periods of work, what additional work needed to be done, organization of the group or of individuals for doing it, materials to be used and what part each child would have in the activity. During this conference period the teacher had a chance to develop interests, guide the thinking of the children and help them set up good standards of work.

Second: Time in which to locate, discuss and solve problems. All life situations are full of challenging questions. Learning to locate them and find ways of solving them is an experience which develops judgment, thoughtfulness and initiative on the part of the children. The course of study in social studies and science is planned in large "problems" related to children's everyday living. The proper guidance of children in analyzing and finding answers to these problems offers an opportunity for real teaching. Many ways of helping children learn to solve life-like problems may be found by the alert teacher. The teacher and class may work together in one large group, or in several groups with each group working on some special aspect of the main problem. For example, in the new course of study for second grade, one problem is "How Can We Help to Keep Ourselves Well and Safe?" At the beginning of the study of this problem (which would probably occupy the class for two or three weeks) all the children might meet together with the teacher to locate smaller problems which were contained within the main one. As time went on certain children might show special interest in one of these smaller problems, another group in a second one. "Committees", to find information and to select from it material for the whole group to know, would then be formed. They would work - partly under the guidance of the teacher, partly independently - to gather and sort the information and to prepare a report to be given to the whole class. The teacher's part would be to guide, stimulate, encourage and challenge the pupils to work out their own solutions of the problems.

Third: Time to do creative and constructive work. From day to day this time might be used differently. On some days it might be spent in illustrating aspects of the social studies "Problem" in dramatizing certain appropriate parts of it or in writing materials related to it. At other times, when seasonal or other special occasions stimulated it, the creative work might be music, poetry, composition or some type of handwork. If the daily living together of the group has been well filled with experiences with the cultural side of living, this period will be rich and productive.

Fourth: Time to acquire techniques, skills and knowledges. Although the social studies and science program, with its related activities, will furnish constant opportunity to use and improve techniques and skills it should have. Approximately half the school day should be alloted to the systematic teaching of skills: in reading, in number, and in the techniques of language and of the arts. Much of this time will be directed to individual guidance and assistance, as each child's capacity and progress requires.

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Fifth: Time to enjoy the aesthetic. This time might be scattered through the day, as a kind of quiet recreation, to balance the more exacting study and work periods. Part of it might be set aside after the children have eaten their lunch, to allow them a period of relaxation before going out to play. Often a song sung at the close of the day, or a bit of lovely poetry, will send children home with a feeling of satisfaction and joy.

Sixth: Unassigned time. This should be a time when individuals or small groups may have an opportunity to do various things for which they are responsible to the whole group, or to devote themselves to interests that need further time and study. The conference time should assist in planning carefully with individuals and groups, in order that the richest use of this unassigned time may be made. Interest is the driving force which will make it worthwhile and productive.

Seventh: Time for recreation and play. Mental and physical health is a primary objective of modern education. The stimulation which comes from a vital, rich work-program may cause nervous tension unless it is balanced by physical activity. Frequent short periods of games or rhythms will break the tension of the work. Freedom to move about in the classroom offers one means of physical release. Each day should provide, also, some free play in the open air.

Attention to the physical and mental health of the children will be part of every hour of the day. A clean attractive school room will contribute to these. Short periods of physical activity between periods of concentrated work will prevent restlessness and disciplinary problems. Provision of seats fitted to individuals, of adequate freedom of movement about the room and to toilet rooms, attention to ventilation, will all contribute to physical and mental well being. And above all, the teacher's attitude toward the children - encouraging the shy, helping the slow-learners to find tasks fitted to their abilities, stimulating the able to find constant challenge and enrichment, guiding all with consideration and fairness, yet with firmness will build the sense of security and of self-guidance which the modern school strives to develop in every child.

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SUGGESTIONS FOR ADULT EDUCATION CONFERENCES
(Prepared by CIE, GHQ, SCAP)

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1. Objectives:

To acquaint a cross-section of Japanese adult education leaders in every prefecture with the scope of the adult education program; to provide opportunity for discussion of important projects in the adult education field; to provide information on Ministry of Education plans for the reorganization of the school system and to secure public support therefor.

2. Length of Course: Three and one half days, as outlined in conference schedule.

3. Number of Courses: Two courses in each prefecture at selected localities.

4. Place: It is suggested that the places of conferences be designated by the MG CIE officer of each prefecture, working with the prefectural governors. Conferences may be held at institutions of higher learning; however, Citizens' Public Halls, factories, and such, might be used.

5. Time: The Ministry of Education is planning the first series of conferences to be conducted simultaneously in all prefectures of designated regions. Second series of conferences in each region to be held the week following the first series, in a different locality from the first. The objective of conducting two series of conferences in each prefecture is simply to acquaint a larger number of people with those subjects listed in conference schedule.

6. Participants in Programs: It is suggested that MG CIE officers and prefectural education officials select qualified participants as indicated in conference schedule.

7. Ministry of Education Participation: The Ministry of Education will make available two speakers for each prefecture. Speakers will remain approximately two weeks in order that they may participate in both conferences held in each prefecture. The Ministry must be notified of the places where meetings are to be held by prefectural governors, sufficiently in advance to allow for traveling time.

8. Suggested Dates of Meetings:

Kyushu Region: 5 May - 10 May (First series of conferences)
12 May - 16 May (Second series of conferences)

Prefectures involved:
Kagoshima, Miyazaki, Oita, Kumamoto, Fukuoka, Saga, Nagasaki

Chugoku and Shikoku Regions:

19 May - 24 May (First series of conferences)
26 May - 30 May (Second series of conferences)

Prefectures involved:
Shimane, Tottori, Okayama, Hiroshima, Ehima, Kagawa, Tokushima, Kochi, Yamaguchi.

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Kinki Region: 2 June - 7 June (First series of conferences)
9 June - 13 June (Second series of conferences)

Prefectures involved:
Hyogo, Kyoto, Fukui, Shiga, Osaka, Nara, Wakayama.

Tokai Hokuriku, Tokyo-Kanagawa MGD:

16 June - 21 June (First series of conferences)
23 June - 27 June (Second series of conferences)

Prefectures involved:
Ishikawa, Toyama, Gifu, Aichi, Shizuoka, Mie, Kanagawa, Tokyo.

Kanto Region: 30 June - 5 July (First series of conferences)
7 July - 11 July (Second series of conferences)

Prefectures involved:
Niigata, Gunma, Nagano, Saitama, Yamanashi, Tochigi, Ibaraki, Chiba.

Tohoku Region: 14 July - 19 July (First series of conferences)
21 July - 25 July (Second series of conferences)

Prefectures involved:
Fukushima, Yamagata, Miyagi, Iwate, Akita, Aomori, Hokkaido.

9. Suggested Method for Selection of Delegates to Attend First Conference in Each Prefecture:

10 Representatives to be selected by prefectural authorities (Chief of Prefectural Education Section, Chief of Social Education Section, and Prefectural Librarian to be included.)

10 Local leaders to be selected by town council of community where conference is to be held.

10 Japanese men and women to be asked to attend by MG CIE officer.

3 Newspapermen and women to be invited to attend by prefectural officials.

10 Men and women to be selected to attend by labor unions in community where conference is to be held.

10 Representatives to be selected to attend by women's groups in locality where conference is to be held.

School principals of town where meeting is to be held to be invited to attend by prefectural officials.

Managers of Citizens' Public Halls in nearby communities to be notified of meetings by prefectural government.

10 Representatives to be selected to attend by parents' associations in the locality where conference is to be held.

10 Representatives to be selected to attend by youth organizations in locality where conference is to be held.

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In addition to the above-mentioned representatives, the meetings should be opened to the general public free of charge, insofar as facilities permit.

Note: The method of selection of delegates for second conference in each prefecture should be approximately the same as method listed above. It is expected that only the Chief of the Prefectural Education Section, the Chief of the Social Education, the Prefectural Librarian, and other prefectural officials will attend both conferences.

10. Reference Materials: Suggested materials for reference are shown on conference schedule.

11. Suggested Responsibilities of MG CIE officers regarding Adult Education Conferences:

It is suggested that the conferences would be facilitated if the MG CIE officer in each prefecture, working with the Prefectural Governor, could be responsible for arranging the two prefectural meetings; for supervising the selection of delegates; for participation in conferences as outlined in attached schedule; and for making certain that schedule is adhered to.

12. Finances: Ministry of Education will pay the traveling expenses of lecturers dispatched and provide ¥2,000 to each prefecture to assist in defraying expenses. Prefectural governments will be expected to take care of other necessary expenses.

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CHARACTERISTICS OF A GOOD ELEMENTARY SCHOOL

For Use in Conference on

Characteristics of a Good Elementary School

Prepared by CIE, Education Division

Modern science has been responsible for profound changes in education. The last three decades have been characterized by great research activities. Influenced by these research findings, the modern school takes into consideration:

(1) The nature of the children to be taught.

(2) The nature of the society in which they live, and

(3) The educational progress of the community it serves.

The school must know and meet the needs of the children it serves. The school must fit the child not only to adapt himself to the society in which he lives but must inspire him with a willingness to participate in activities designed to improve that society. The school must interpret to the local community the purposes and ideals of the education with which the children are being provided. The school must help children to do better the things that life will require of them.

Schools need not be alike. In fact, they will not be alike if they give consideration to the individual variations in pupils and the different needs of specific communities. The unique character of each school should be maintained. However, the fundamental purposes, the materials of learning, and the technique of guiding the experiences of children will be largely the same in a school serving a democratic society.

The school must be organized so children may work and play and

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brought together around one center of interest. Art, music, literature, history, geography, science, have each a contribution to make to a complete understanding of any given topic. The relationship between the fields are comparable to those which occur in out-of-school situations.

Illustrations of this type of teaching are many. A group of children decide to make a wild flower exhibit to which the parents are to be invited. The situation immediately provides much childlike motivation. Plans must be discussed for the arrangement of an attractive exhibit. Specimens must be carefully collected and correct identification made by consulting many books. Labels must be written. Plans must be discussed for the entertainment of the guests. A program of songs, poems, stories must be planned. Wild flower songs are learned. A play is written about the conservation of wildflowers. Some of the children are inspired to write original stories and poems. All these activities are rich in vital experiencing and purposeful living and working together. Invitations must be written. The social amenities must be remembered and practiced when the guests arrive. The experience has been full of opportunity for thinking, sharing, cooperating, and it has demanded many forms of creative expression.

3. Adaptation to Individual Differences. The great contribution of psychology to education is the evidence that individuals are different. To a certain extent, parents and teachers had always known this but the psychologist provided this proof that the differences are not only great, varied and persistent, but that education to achieve its goal must take into consideration in planning its procedures not only individual differences in native ability but

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be indeed hazardous to attempt to prophesy the conditions to which children now in school will be required to make adaptation in their adult life.

The soundest procedure is to lead the child to an understanding of the social, political, industrial, economic, and recreational activities of the community in which he lives. By studying the problems inherent in his own social situation, he is stimulated to constructive thinking and learns the technique of group planning in solving the problems of the society in which he lives.

Only through such a procedure may we hope to help children to be intelligent in the solution of real life problems. The ability to think critically, to collect pertinent information, to reserve final judgment until all the facts have been studies, to interpret the facts in the light of significant experience is the most indispensable equipment the school may provide for the child in helping him to meet the problems with which he must cope.

5. Close Relationship with the Home. The present day school must have the closest possible relationship with the homes of the community. The best conditions for child growth can exist only when the parents and teachers understand each other and are working together in harmony and cooperation for the best possible development of the child.

Numerous studies in the field of character education have pointed out the significance of the home in the development of the child's personality. Emotional habits and social adjustments are probably developed in family relationships. Under existing and approaching

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live cooperatively in harmonious social groups. Mental, physical, social and emotional growth should be constantly stimulated, understandings should be broadened, appreciations should be enriched, sympathies should be enlarged.

Five significant characteristics are most important in any attempt to define the modern elementary school.

1. Purpose. The modern school recognizes the importance of child purpose. The child is interested in any activity only insofar as he can see its value in meeting his needs. It is the teacher's function to stimulate the development of worthwhile purposes and interests. The child is motivated to write in a clear and interesting manner, not for some adult remote end, but so his story will be read before his fellow pupils. He learns to speak correctly and forcefully not for some future need as a grown up, but so he may be chosen by his fellows to serve as an officer in the class organization. A felt need is the drive to effort. The child studies the fundamentals of arithmetic because he is interested in solving some problem which has arisen in the classroom situation. He learns measurement for example in helping to lay out and plan the school garden. Purposes must be childlike and serve immediate desires to provide the necessary drive for learning.

2. Activity. The modern school is characterized by a varied and active program. The single textbook and the formal question-and-answer recitation will no longer serve the social purposes of education. Units of work are organized around life situations and involve the use of books, charts, maps, pictures, and other aids to learning. Excursions are planned to give that reality and vitality to learning which comes through firsthand experiences. Many related fields are

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brought together around one center of interest. Art, music, literature, history, geography, science, have each a contribution to make to a complete understanding of any given topic. The relationship between the fields are comparable to those which occur in out-of-school situations.

Illustrations of this type of teaching are many. A group of children decide to make a wild flower exhibit to which the parents are to be invited. The situation immediately provides much childlike motivation. Plans must be discussed for the arrangement of an attractive exhibit. Specimens must be carefully collected and correct identification made by consulting many books. Labels must be written. Plans must be discussed for the entertainment of the guests. A program of songs, poems, stories must be planned. Wild flower songs are learned. A play is written about the conservation of wildflowers. Some of the children are inspired to write original stories and poems. All these activities are rich in vital experiencing and purposeful living and working together. Invitations must be written. The social amenities must be remembered and practiced when the guests arrive. The experience has been full of opportunity for thinking, sharing, cooperating, and it has demanded many forms of creative expression.

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variations in physical equipment, social background and interest.

In the modern school, teaching begins at each child's level of development and makes possible the fullest realization of his potentialities. Reading material can be adjusted to the need of each child. The same is true of other learnings -- within the exploration of any subject matter in the social studies, each child can do work adapted to his ability and interest.

The special aptitudes of individual children in art, music, and other forms of creative expression have much opportunity for development. Not only may the child experience satisfaction by making his unique contribution to the group but he may learn to exercise leadership in the field in which he is especially gifted. The individual talent of no child need be lost.

The fact that much of the work in the modern school is carried on independently either by individuals or by groups, frees the teacher's time and makes available intervals of time when he has opportunity to help individual pupils solve their particular difficulties. The classroom situation in which the teacher is helping an individual child with his problems imposes on the group important discipline to become increasingly self-controlled and self-directive. This self-imposed discipline results in serious concentration upon the purposes the child wishes to accomplish and results in the achievement of the basic purposes of all education, namely, personality development.

4. Development of Social Understanding. Modern conditions make us unwilling to pin our faith on the acquisition of any fixed body of factual information as the purpose of education. Change is taking place with astounding rapidity in all phases of social life. It would

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be indeed hazardous to attempt to prophesy the conditions to which children now in school will be required to make adaptation in their adult life.

The soundest procedure is to lead the child to an understanding of the social, political, industrial, economic, and recreational activities of the community in which he lives. By studying the problems inherent in his own social situation, he is stimulated to constructive thinking and learns the technique of group planning in solving the problems of the society in which he lives.

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social conditions, it is evident that major responsibility for the guidance of child development must be in the home. The school must help parents to give children increasingly better care and to make the home an increasingly more favorable environment for the development of socially desirable personalities.

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UNIVERSITY EXTENSION

For Use in Conferences on University Extension
Prepared by CIE, Educ. Division

The Relation Between Adult Education and Democracy

Howsoever thinkers may dispute about its formal definition, there are none who would deny that democracy emphasizes the dignity of man. There are few who would question that in its fullness it calls for active participation of all the people in their own government. Democracy exists only when the rights of every individual are respected, and when the people themselves formulate the concrete rules for the preservation and fostering of those rights. In fewer words, democracy involves self-government under law.

The essence of the democratic constitution is universal citizenship. Hence all men must be educated for citizenship. A citizen is a free man, exercising a critical and independent judement on basic questions affecting the common good. Not all men may have the talents required for high public office, but all normal men do have sufficient talent for the primary and basic office in the democratic state - citizenship. They have the power, but it must be trained, and that training, the development of a free and critical mind, is one of the essential aims of a liberal education, accomplished by the discipline of the mind in its essential functions of reading and writing, speaking and listening - all the arts of thinking, not merely speculatively or privately, but practically and socially.

Liberal education cannot be completed in school. We grasp the essence of such education only when we understand it to be preparation for more education, more liberal education throughout an entire life. Unless liberal schooling is followed by adult liberal education, it will be to no purpose. Habits fail from disuse; the intellectual virtues cannot be kept alive without continuous exercise. Universal adult education, liberally conceived, is therefore, not an afterthought. It is an essential part of democracy's educational requirement. Without it, the mind of the citizen will go to sleep, and a sleeping citizen might just as well be a dead one.

Basic Idea of University Extension

Although university extension services are commonly included as part of adult education they are a proper function of universities - at least of the more important universities which can afford them. University extension means

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exactly what it says, that is, an extension of university services to those who, for one reason or another, cannot attend the regular classes, or benefit from the advantages which are open to the student on the campus, or who can do so for a short period only each year, or only at intervals of several years. These services should commonly include university extension programs, branch universities or extramural centers of instruction, correspondence courses, and temporary courses of study in residence. Ordinarily, the program of instruction should have a two-fold objective:

1. To supplement and complement the courses of instruction offered by the several departments or schools leading to the several certificates or degrees.

2. To bring to mature students no longer concerned with academic advancement and also to a non-academic public some of the resources of the university.

University Extension Program

This kind of program is not carried on by correspondence but on the campus itself and as an integral part of university instruction. It is designed to meet the needs of those who by reason of maturity, employment or other special interests cannot conveniently avail themselves of the usual departmental or school offerings. Courses are usually given in the late afternoon and evening and on Saturday mornings.

Typical courses of instruction include such offerings as:

1. General Studies: Daigaku and daigakuin courses which may be credited, toward the several degrees. Such courses are open also to qualified persons who are not candidates for such a degree.

2. Professional Studies: Courses in the various professional schools, approved and supervised by them and open to all qualified persons, and which, with the approval of the dean, may be used to satisfy the requirements for degrees in these special fields - such as Law.

3. Special Lectures: A program of lectures and lecture-discussions on subjects of timely and cultural interest; short courses in special fields such as Literature; concerts and art exhibitions and lectures concerning them.

4. Service Courses: Courses designed to serve a) students within the university in certain elementary subjects such as language or algebra, or in the acquisition of desirable skills such as Mechanical Drawing, and b) those seeking advancement in industrial and commerical life. These courses

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are not ordinarily used in satisfaction of the requirements for degrees.

Extramural Centers of Instruction

This type of service consists in the development of extension divisions, branches, or centers of instruction located at strategic points away from the "home campus".

These extension divisions may be developed in various ways. For example, certain universities in metropolitan areas may see fit to establish centers of instruction nearby and to offer courses that duplicate the residence instruction. In such cases, teachers are ordinarily drawn from the regular staff, and the students must meet the entrance and other requirements of the university. Larger branches may even be equipped with separate teaching and administrative staffs. In other cases, universities may develop a number of centers and courses are given at the first and second year levels only, and perhaps only in certain fields. In still other cases, branch campuses, administered by a university, may be operated to answer the need for the emergency education of students not able to gain admission to the crowded universities. In these centers students could obtain the equivalent of one year of university work in various fields. Finally, some universities may develop community forum programs by having certain members of their faculties lecture in different communities during the year. For the most part these branches should use the facilities of other existing universities, secondary schools, institutes, museums, citizens' public halls, and other like institutions.

In addition to any of the regular courses in general and specialized education which they may teach, some extension divisions may work to improve rural and regional life through informal activities related to, for example, agriculture, public health, civic affairs, and the general cultural life of the area.

Correspondence Courses

Correspondence study provides satisfactory individual instruction for persons unable to continue their education formally but desirous of self-improvement for cultural or vocational purposes. Several recent studies made in the United States estimate that approximately 68% of the students who undertake a correspondence course complete it. As compared with full-time students their achievements are superior in grades, credits and honors. But whether

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this superiority indicates higher caliber or more effective techniques of instruction has not been ascertained. However, the work being wholly voluntary, it would seem that students who were not in earnest would weed themselves out, or could be weeded out by the university. In any event, it would appear that, given competent instructors and capable students, teaching by correspondence is a practicable function of universities. Furthermore, an established and reputable university is in a better position to give the public such service than a small private business organization run only for profit.

In a democracy, such an educational task would indeed appear to be almost an obligation of universities. It is not generally so considered, however, and there are difficulties in the way. Aside from what may be denoted as a sort of educational snobbishness, there are the twin problems of cost and an adequate staff. A university properly staffed for an expected number of resident students, obviously could not take on the heavy additional burden of corresponding with, and correcting the papers of, a large number of correspondence students without overtaxing the staff to an extent which would interfere with their efficiency as teachers and their opportunities for study and research. An additional number of teachers, in a variety of subjects, would have to be added to the normal staff, and there would be a heavy addition both to the cost and to the work of administration. It is, however, the hesitations and difficulties of the established universities, the logical and natural dispensers of academic courses, that open the way to the charlatans and also to the honest, if often unqualified, private individuals or firms which take a great deal of money each year from the public, for insufficient and ill-organized education by correspondence.

For the most part, correspondence courses are organized and given as equivalents of similar courses in residence. Although they fall into three main groups - arts and sciences; commerce and business; engineering and industrial subjects, there is, outside of these, a great number of others, such as teacher training, interior decoration, social science, training in writing and in art appreciation. A considerable part of extension education of this sort may carry credits toward a degree, but there is also now a large number of courses which do not do so but which are taken by the public, for pleasure or for other reasons, predominantly vocational.

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Temporary Courses of Study in Residence

In general, temporary courses of study in residence at the university level can be listed in three principal categories: 1) Institutes; 2) Refresher courses; 3) Summer schools.

Institutes and refresher courses are short courses given within a university itself, for those who can afford the cost and the time - a few days or a very few weeks - to review a subject, to be brought up to date on some fairly concrete problems.

In these two types of courses the subject content is predominantly professional or vocational. There may be refresher courses and reviews of recently opened fields for doctors, engineers, social workers, librarians, and members of other professions. Often times even more attention is paid to the non-learned occupations in institutes for such groups as insurance brokers, bankers, technicians in water supply or sewage disposal, police, etc. Short courses for farmers have been a staple of agricultural schools for many years. Some universities are beginning to show a sustained interest in resident instruction for industrial workers and labor and management officials. More could be added to the above list but it indicates the wide range of matters which may be offered.

The summer school has become a part of the university administrative structure in many institutions. It enables some students to shorten the time required for their degrees, and allows others to concentrate in a special field over a short time or to acquire higher degrees on a part time basis. It usually calls for six weeks or more of continuous and concentrated study, often not at one's Alma Mater but at a different, and probably larger and more important university, and in new surroundings, which often have much to offer merely in themselves.

As compared with the other types of extension work mentioned above, the summer school has several advantages. It is held in the university itself, with all its facilities and atmosphere at hand. Moreover, the teaching staff is usually of the best, and for the most part, as good as would be found by students at the same or similar institutions in the winter's courses. Frequently music festivals become regular features of the summer session. In some cases annual discussion groups on such subjects as "International Relations" are featured. In any case the summer session offers the university an opportunity to add something distinctive and in a relaxed atmosphere.

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The Social Studies Curriculum in the Elementary School

Helen Heffernan
Elementary Schools Officer

The elementary school program provides experiences for children in four broad content areas:

1. Physical education and health education with related science.
2. Social studies with related science.
3. The enrichment studies: art, music, literature.
4. The tools of learning: the language arts and arithmetic.

In many schools, these broad content areas are not handled separately. Children explore areas of experience which represent important aspects of life and draw on many or all of the subject fields. In this way the integration of thought and experience is promoted. In relatively few schools, these four broad areas are broken into a large number of separate subjects with little attention being given to the development of relationship between and among the separate subjects.

The Place of the Social Studies in the Curriculum

Increased attention is being given to the social studies in the program of elementary education. In growing from infancy to maturity, the individual is constantly in the process of adjusting to his physical and social environment. Broadly conceived, therefore, the world of man and the world of nature constitute the whole field of significant content for the school curriculum.

Since the fundamental purpose of all education is social, the social studies have come to occupy a central place in the elementary school program. The major objective of the social studies is the development of the highest quality of citizenship. This purpose comes close to the major aim of all education. Hence the position of importance occupied by the social studies in the modern school.

In defining the social studies, the various phases of the field such as anthropology, economics, history, geography, political science, and sociology are considered as parts of a broader area, all of which are interrelated. The understanding of these fields aids in solving the social problems confronting contemporary life. The social studies embrace the knowledge and thought pertaining to all human relationships and include, as well, man's relationship to the physical environment in which he lives and works. The social studies are concerned with how man has made his environment satisfy his basic human needs. The social studies are concerned with the customs and institutions which have emerged in the process. The social studies are concerned with the problems currently facing mankind.

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In the elementary school an effort is made to introduce children to the broader patterns in the social fabric rather than to focus attention on the logical organization of the sep- 13

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arate disciplines which represent the adult arrangement of subject matter in this broad area. The functional approach to the learning process justifies such procedure. The functional point of view with regard to the learning process implies that the social studies cannot be conceived as factual materials that are learned without relation to the needs, interests, and abilities of children. They are, rather, dynamic centers of knowledge and experience which contribute to the continuous broadening and enrichment of life. Psychological organization is more important than logical organization. No curriculum pattern can substitute for the skill of the teacher in adapting experiences to the varying needs of children.

The social studies is a field of many aspects. All that mankind has achieved through a hundred thousand years and more of striving, experiencing, and experimenting becomes the basic content from which the social studies curriculum must be selected. It is obviously impossible for a child in the years of his elementary school life to master all the facts and the concepts involved in the cultural heritage. It would seem a defensible position, then, for the school to help children select, with intelligent guidance, what they need within rather broadly defined areas. Such a position will lack the definiteness of a factual subject-matter program but it will be meaningful to children as they attempt to become one with and understand their world.

The broad pattern of human society can be explored by children beginning with institutions and activities close to their experiences, such as home, school, neighborhood, community. It can extend gradually out in space to include other cultures of the world and their relationship with each other. It can extend gradually back in time to discover the long story of the development of civilization. The arrangement of subject matter in such studies cannot be determined in advance. As children feel needs in responding to an arranged environment or to a problem, the teacher will guide them into experiences designed to help them to meet their needs through printed materials, firsthand experience, the use of audio-visual aids, experimentation, and discussion. Boundless knowledge, effort, and ingenuity on the part of the teacher will be needed if current needs in any social studies area are met in such a way that new and vital needs emerge. Such a procedure provides for dynamic sequence in learning experiences. Any attempt at definite determination of the specific subject matter and sequence in advance of the actual guidance of the learning experience leads to sterility.

The Purposes of the Social Studies.

In broadest terms, the aims of the social studies are to help children to understand the world in which they live so they may (1) adjust themselves happily and successfully to it, (2) make satisfactory human relations in it, and (3) contribute to the moving stream of civilization by their participation in the progressive improvement of the society of which they are part.

Civic literacy is the price of maintaining a democracy. Children are born into a complex world. The school must provide

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the experiences through which the child will come to understand the world and his place in it. If democracy is to survive, its future active citizens must understand (1) the institutions of democratic living, (2) the problems related to the production and distribution of goods, and (3) the historic background from which present society has evolved.

Good citizenship implies more than an understanding of the world of men and affairs. It means active interest in and genuine concern for the welfare of human beings. It means active opposition to all forms of political, social, and economic injustice. It means faith in human nature, in democracy. It means faith in the ability of mankind to meet and solve problems through the processes of intelligent cooperation. Only such faith will provide the impelling drive for effective citizenship.

Civic literacy and social concern must be couples with the skills, habits, and attitudes essential to effective group living. The child can only come to the attitudes, appreciations, and understandings necessary for participation in constructive social life by actually living in a social situation in a classroom which is itself a democracy. Only when confronted by challenging problems can children develop independence, grow in power to meet situations, learn to choose wisely, to think and act responsibly, to co-operate, to respect the rights of others, to be tolerant, to challenge dubious or unsupported statements, to acquire the scores of characteristics essential to effective citizenship in a democratic society.

On every hand we are told that "time is running out". The world is in an hour of desperate need. If a school is good or poor to the degree that it contributes to meeting the social needs of its times, then no question can remain concerning the importance of examining the social studies curriculum to evaluate its effectiveness in a world in danger of destruction from its own invasiveness. We must ask ourselves certain pertinent questions. Do present experiences in the social studies curriculum focus on humanity - its destiny and culture, or on narrow nationalism? Do those experiences build understanding for the contribution to human welfare of people who are different in color, religion, or national background? Do those experiences develop social insight? Do they help children to learn to live democratically in an atmosphere of co-operative effort?

The Social Studies and the Developmental Needs of Children.

Recent courses of study emphasize the importance of beginning with the child at his level of maturation in arranging the sequence of major learnings. An increasing desire is manifested to appeal to the interests of children and to serve their immediate needs. An increasing recognition of individual differences in interests, abilities, needs, and capacity to learn is evident. In certain courses of study an effort has been made to analyze the social concepts in specific curriculum units and adjust these to the level of development.

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The question is sometimes raised concerning the advisability of introducing difficult social concepts at the elementary school level. If the concept is encountered in a meaningful situation, children bring a surprising amount of understanding to it. Attitudes formed in early childhood are apt to persist and to determine the entire personality pattern of the individual in adult life. To be sure, young children cannot understand abstract and intricate social theories, but many fundamental concepts may be introduced even in the primary years. For example, the concept of interdependence of men and nations is an intricate social concept. But young children pursuing curriculum units centered in home, farm, or community life may gradually come to understand the interdependence of members of community life may gradually come to understand the interdependence of members of a family. They discover the interdependence of workers in a community. They learn about the dependence of city dwellers for the things the farmer produces and the dependence of the farmer on the industries of the city for tractors and implements. They learn about dependence upon foreign countries for such commodities as rubber, grain, coffee and their dependence upon our silk. They learn about the mutual dependence of people of the world upon each other in the sharing of art, music, and literature.

The gradual development of this concept leads inevitably to the ideal of a peaceful, tolerant, co-operating world organization as representing the best condition to assure the good life for all the people of the world.

It is not only wise but imperative that such concepts be introduced early and developed as rapidly as the child's maturity will permit. The trend is definitely toward more careful analysis of learning units to provide for continuous, consecutive, and cumulative growth of sound social concepts adapted to the maturity level.

The Scope of the Social Studies.

During the past two decades much thought has been directed to the scope or range of learnings in the social studies. Scope may be defined as the comprehensiveness of human experience. It includes all of the social processes in which man engages to satisfy his basic human needs. Various formulations have been made but all include the following functions:

1. The protection and conservation of human and natural resources,
2. The production of goods and services,
3. The distribution of goods and services,
4. The consumption of goods and services,
5. The transportation of goods and services,
6. Communication,
7. The expression of esthetic and religious impulses,
8. The provision for education,
9. The provision for recreation,
10. The provision for government.

All cultures at all times in the history of the world have found it necessary to engage in these social functions. At different periods in world history and under different environ-

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mental conditions, man has satisfied these basic human needs in a variety of ways, but in order to carry on life satisfactorily each function has found a place in the specific culture.

Courses of study in the social studies have given recognition to the importance of the major social functions as a guide to teachers in helping children understand various cultures. The list of major social functions should not constitute an outline to be followed in a curriculum unit but rather the teacher should keep in mind that any comprehensive study of a people or a period will include material related in each of the major social functions.

The Sequence of Learnings in the Social Studies.

Every course of study in the social studies is concerned with the problem of sequential arrangement of learning experiences over the span of the school period for which the course of study has been planned. According to one group of serious students of the problem, no grade to grade sequence should be determined in advance but rather the sequence should emerge in pupils. Another group believes that the social responsibility of the school for inducting the young into full citizenship is so great that a carefully organized sequence from grade to grade must be predetermined.

A compromise between these positions is probably desirable in terms of present conditions of mass education and teacher preparation. A statement of sequential emphasis can serve to guide the teacher in the selection of significant areas of experience, prevent undue overlapping and duplication, give general long-run direction to the entire program, and provide a basis upon which materials of instruction may be selected for a school system. As stated previously, great latitude should be left to the teacher with regard to the guidance of children within the particular area. Teachers should be encouraged to study each group of children to determine what particular experiences they need to clarify previous learnings and stimulate new interests.

Outline of Sequence.

The new social studies Course of Study for Japan has been organized around problems:

Grade I. - Home and School

1. What are the characteristics of good children at home and school?
2. How can we keep healthy?
3. How can we use and care for our own things and things that belong to others?
4. How are we provided with food and clothing?
5. What do we need to know and do when we travel?
6. How can we have a good time together?

Grade II. - Neighborhood Life.

1. How can we feel at home in our community?
2. How can we keep ourselves well and safe?

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3. How do we care for and use plants?
4. How do we produce and distribute?
5. How do we use effectively those things needed in our daily life?
6. How do we send and receive messages?
7. How can we have a good time?
8. How can we help to make things around us clean and beautiful?

Grade III. - Community Life.

1. How can we become a part of our community?
2. How can we choose suitable clothing?
3. How do animals help us?
4. How to we obtain a variety of goods?
5. How can we use public utilities effectively?
6. How is transportation and communication provided in various communities?
7. How can we be good friends with members of other groups?
8. How are patriotic and religious festivals celebrated in different communities?

Grade IV. - Pioneer Life.

1. How did our ancestors choose places of residence, build and furnish houses?
2. How did our ancestors avoid various dangers?
3. In a difficult natural environment, how are things made and obtained?
4. In a difficult environment, what are the methods of making good use of various articles and equipment?
5. How are routes of transportation and communication decided?
6. How can friendship with people of other regions be cultivated?
7. What was the use or value of temples and shrines to our ancestors?
8. What institutions were necessary in order to regulate social life?

Grade V. - Living in a Modern Industrial Civilization.

1. How should we study?
2. How can we keep ourselves safe and healthy?
3. How should we safeguard property belonging to ourselves, our families, school, town, village and country?
4. How have the present industries developed?
5. How have discoveries and inventions enriched our lives?
6. How can we communicate or travel?
7. How is association with foreigners carried on?
8. What should we do in order to make our lives comfortable?
9. What institutions are needed in a modern government?

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Grade VI. - Living Peacefully and Effectively in the Modern World

1. How do people co-operate with each other?
2. What makes the world progress? How can a man live in safety?
3. How are we to preserve natural resources?
4. What knowledge is necessary to be a wise consumer?
5. Where and in what manner do factories develop?
6. How can we use the products of modern industry to make living more effective?
7. How can we use the new leisure that a mechanized civilization creates?
8. How can the people of the world live in good relation to each other?

Grade VII. - Ways of Living in Our Country.

Grade VIII.- Human Life Centered Around Industry.

Grade IX. - Social Institutions of Modern Life.

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EXPLANATION OF ATTACHED PICTOGRAPHS PREPARED BY INFORMATION DIVISION,

CIVIL INFORMATION AND EDUCATION, GHQ, SCAP

Large charts in color of the pictographs shown here on the subject of the new Constitution were furnished by C I & E, GHQ, SCAP to the Committee for the Popularization of the Constitution. They were used at the teaching institutes conducted by that Committee for speakers who will lecture throughout Japan on the Constitution. They have also been developed in film strip form for release through th Committee for meetings and through the Ministry of Education for schools.

They are now distributed in mimeographed form to Military Government for whatever use the C I & E officers are able to make of thm through local reproductions.

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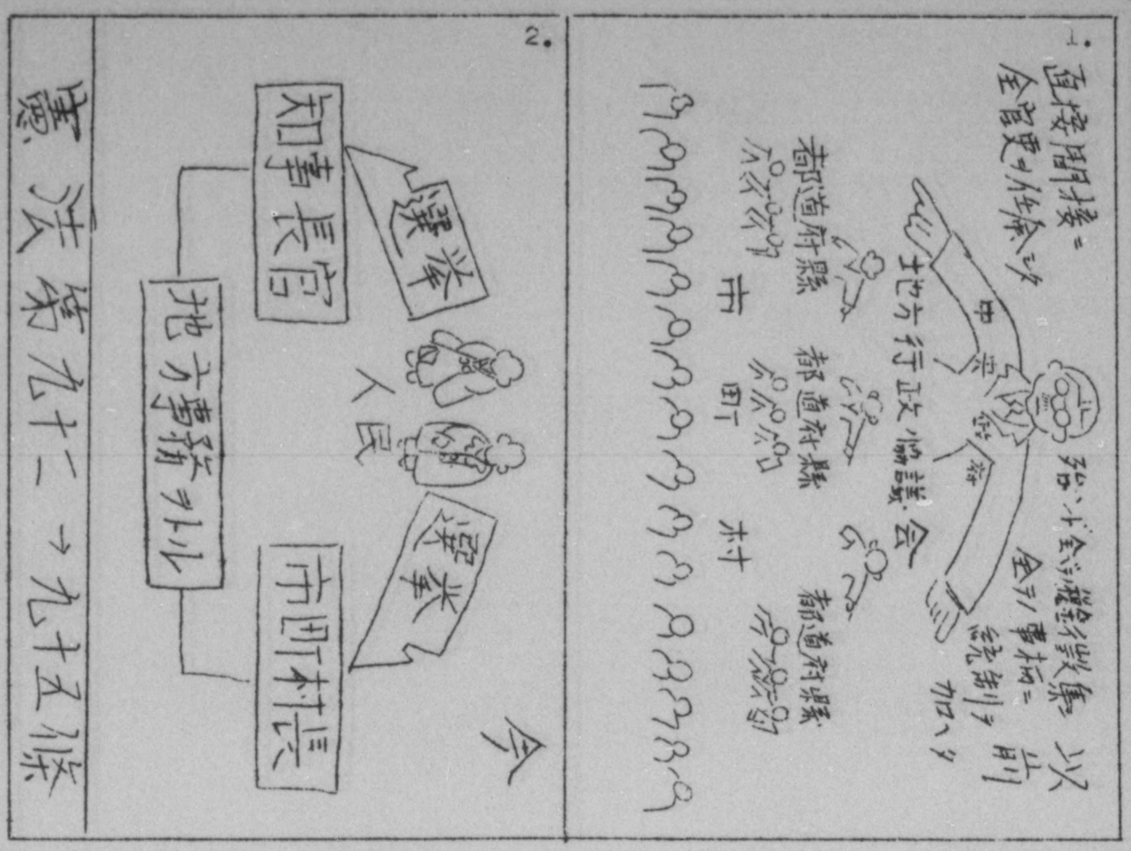

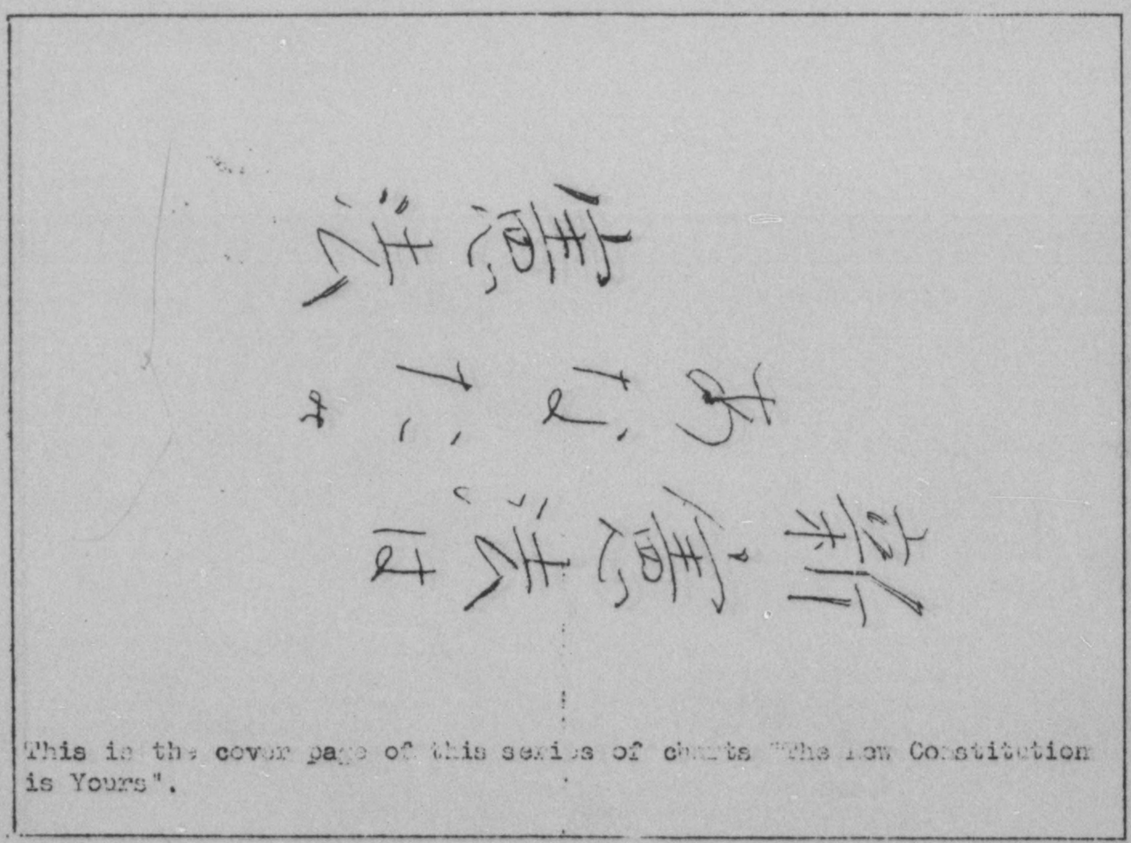

This is the cover page of this series of charts "The New Constitution is Yours".

Pictures 1 and 2 graphically present Articles 92 through 95 of the new Constitution, comparing the old system with the new.

1. Shows a man labeled the "Central Government" who (left) "appointed all the Government officials directly or indirectly", and (right) "collected almost all the taxes and controlled all affairs". The figures under him are the regions, then the prefectures and at the bottom the cities, towns, and villages.

2. Shows the present change of this system with the people electing (on the left) the Governors and electing (on the right) the heads of cities, towns, and villages, who, as it says in the bottom bracket, "take charge of local affairs".

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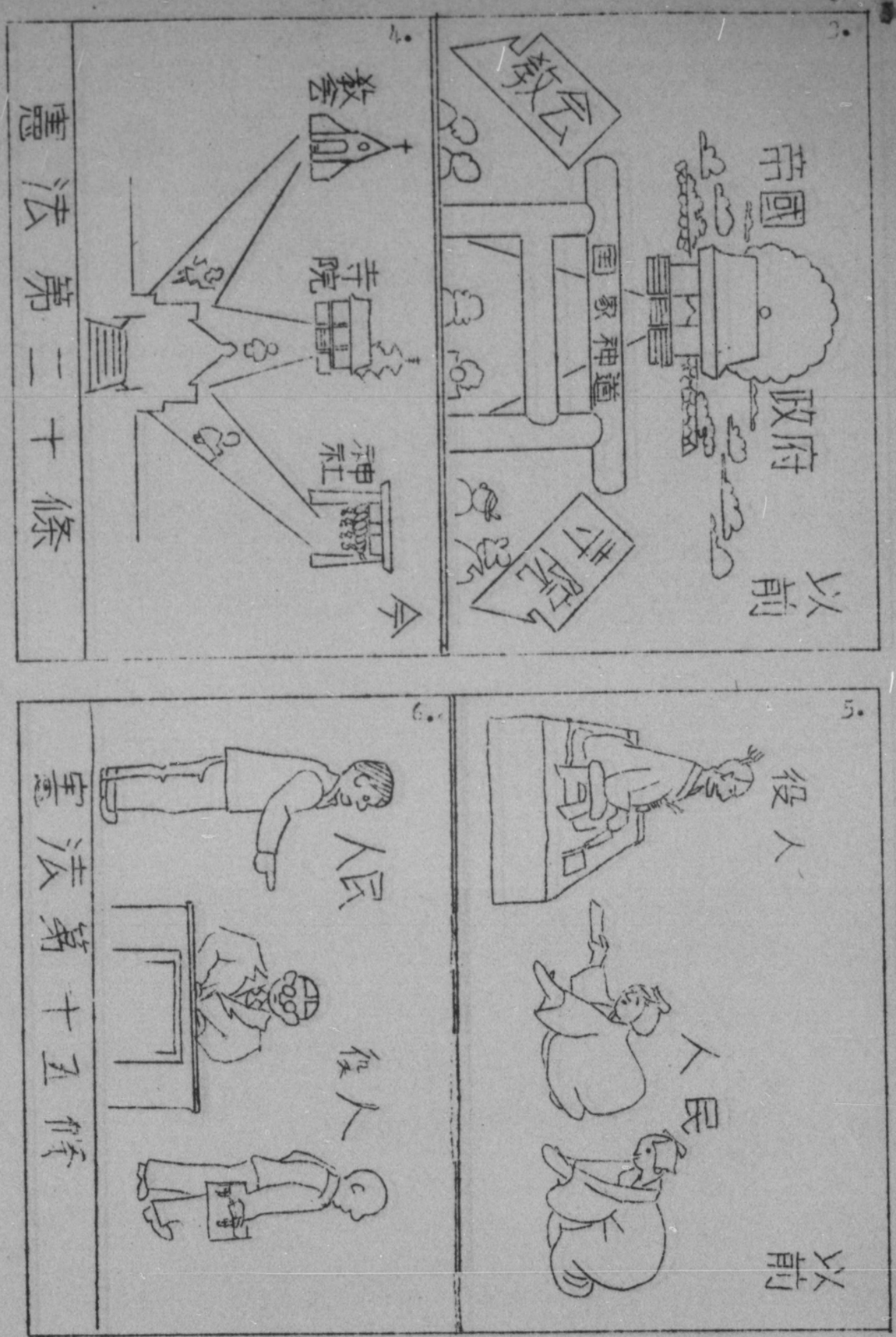

Pictures 3 and 4 illustrate Article 20 of the new Constitution.

3. Shows how in the old days the Imperial Government dominated all religion and the cult of Shintoism came before the Buddhist temple or the Christian church could be reached.

4. Now there is no Government or Shinto domination and the paths to a Christian church, to a Buddhist temple, and to a Shinto shrine are equally free.

Pictures 5 and 6 illustrate Article 15.

5. Shows the common people in supplication as they deal with the ability official.

6. Shows the people and officials doing their functions as equals.

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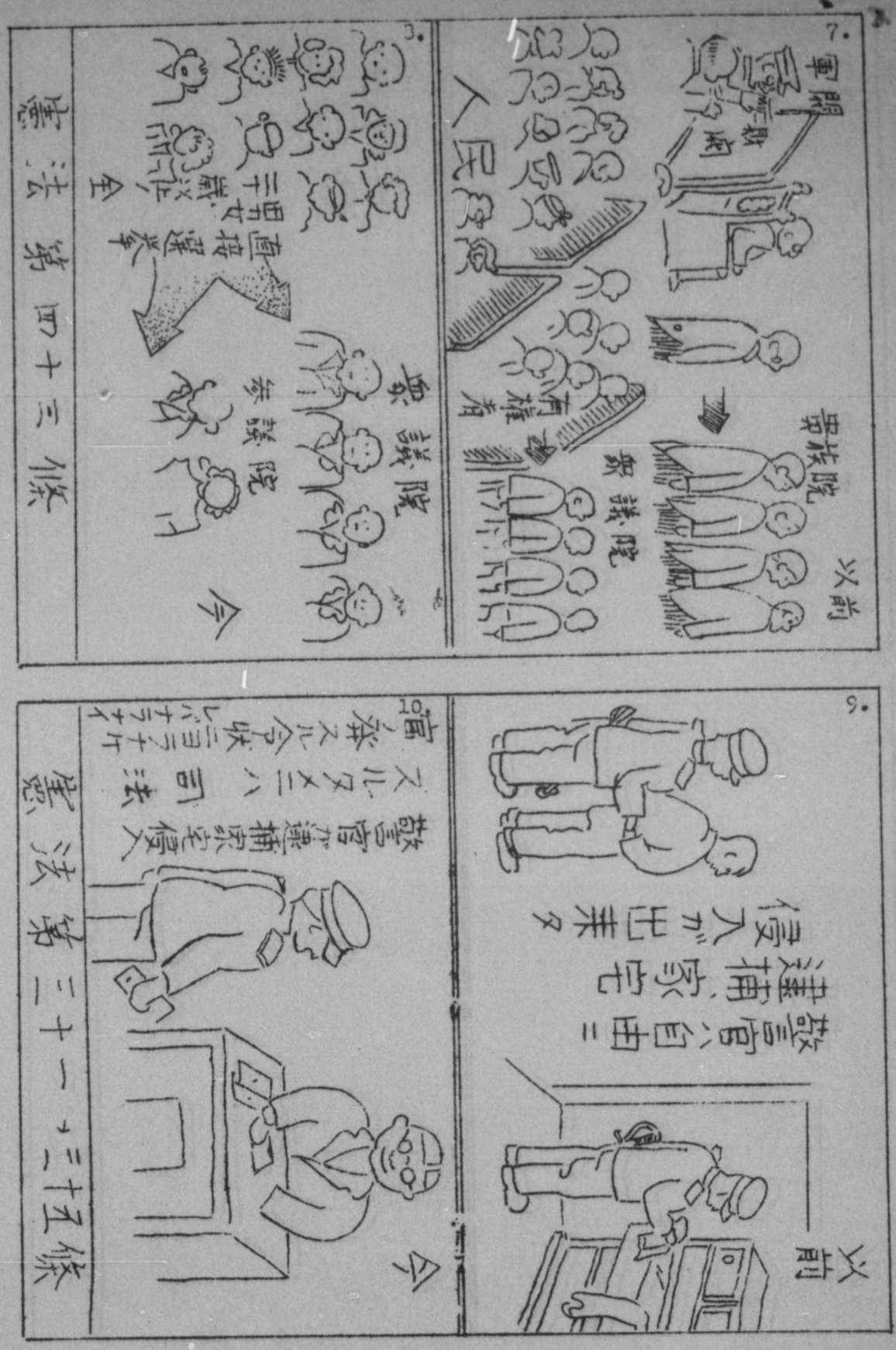

Pictures 7 and 8 illustrate Article 45 of the Constitution.

7. Shows that in the past the "Gunbatsu and Zaibatsu" advised the Emperor who instructed through his spokesman the House of Peers, and of the people, only a portion were voters (not including any women), who voted for the House of Representatives, but who were cut off from any real influence on the House.
8. Shows that now every man and women 20 years old or over elects freely both men and women to Government office.

Pictures 9 and 10 illustrate Articles 31 through 35.

9. Formerly the police could arrest anyone and enter into any home as and when they pleased.
10. Now police must ask the courts for a warrant for arrest or search before they can do this.

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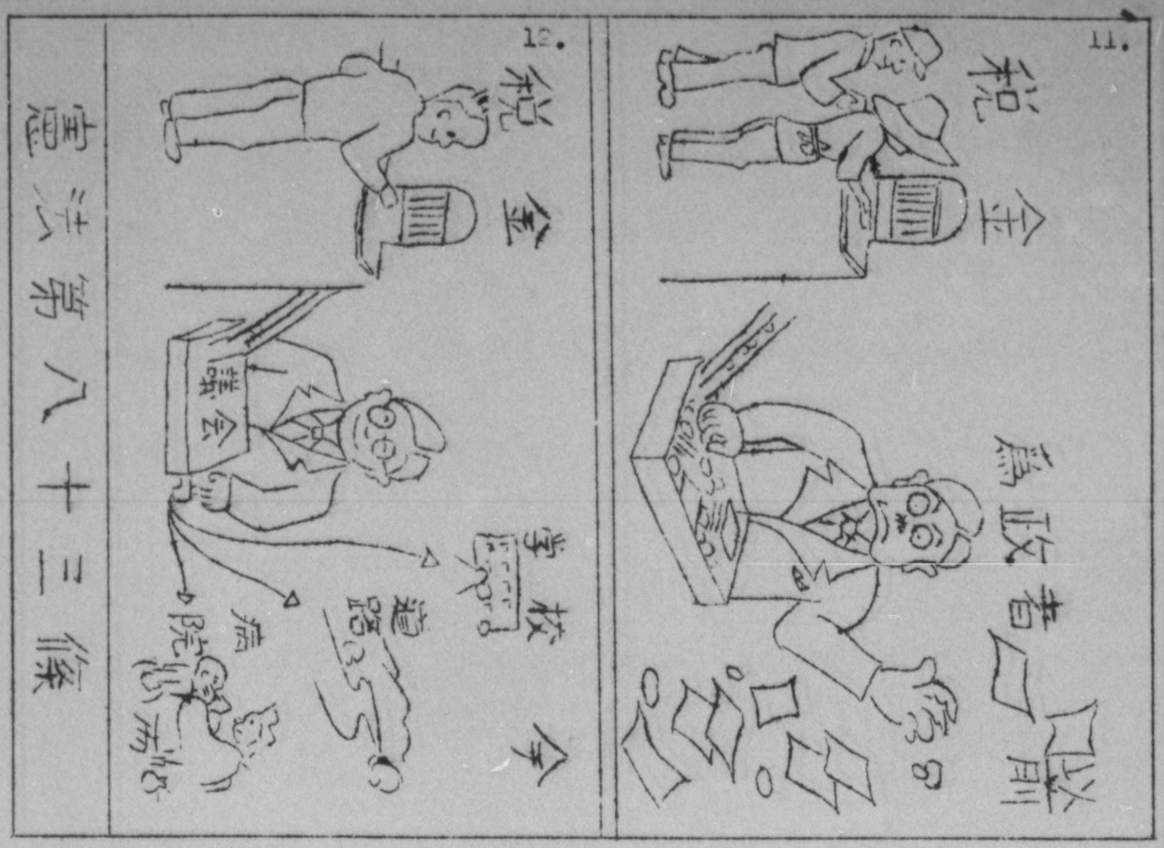

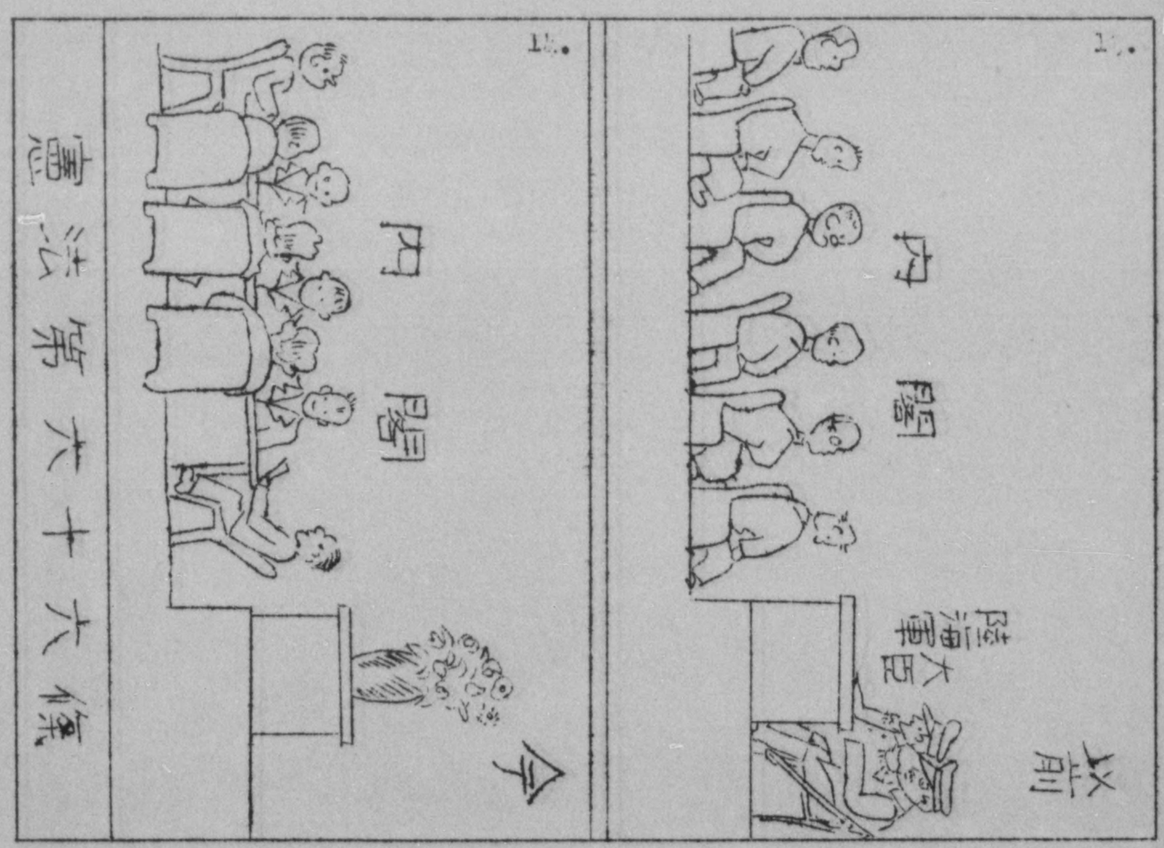

Pictures 11 and 12 illustrate Article 83 of the Constitution.

11. Shows how the taxes used to be paid into the executive who spent it indiscriminately.
12. Shows how under the new system the spending of taxes is controlled by the Diet and funnelled into proper channels for schools, roads, public health, etc.

Pictures 13 and 14 illustrate Article 66.

13. Shows how the Cabinet was dominated and directed by the war and naval ministers.
14. How the Cabinet operates freely without this domination.

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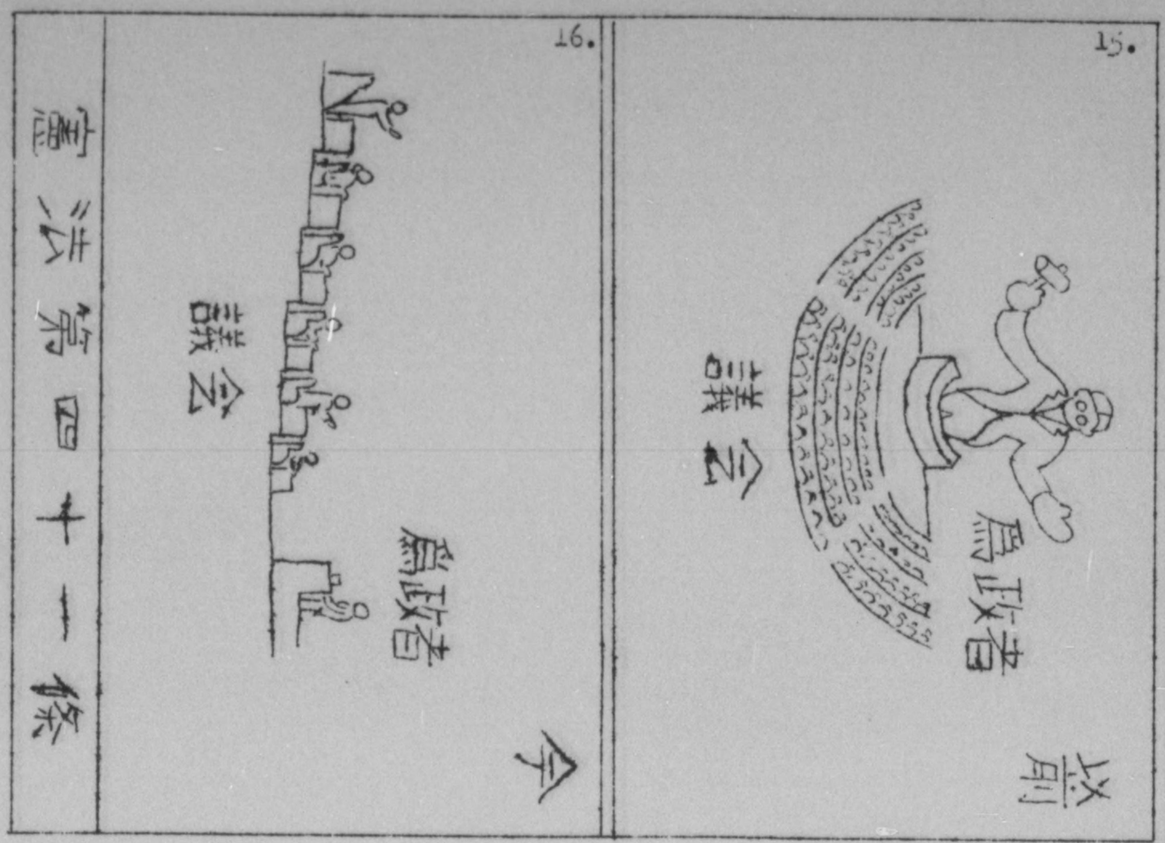

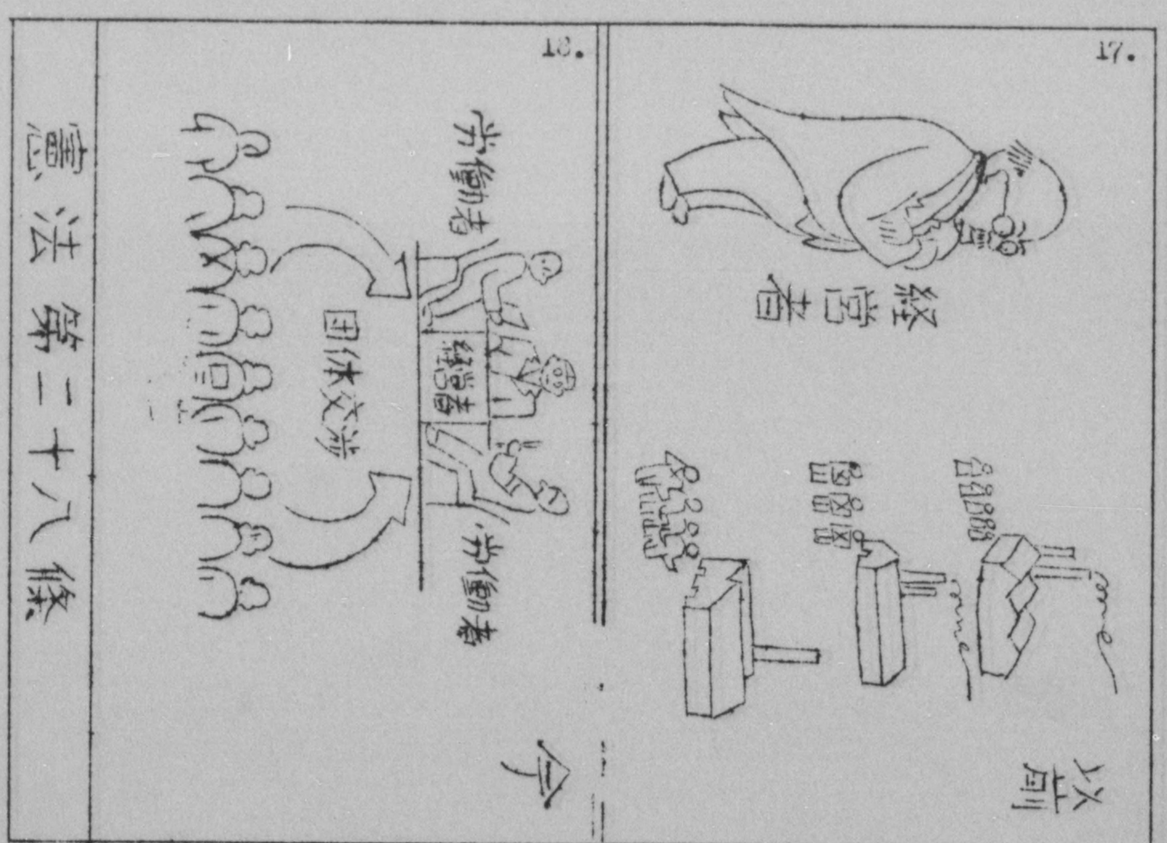

Pictures 15 and 16 illustrate Article 41 of the Constitution.

15. Formerly the Executive dominated the Diet.
16. Now the Diet is no longer subject to such domination and every man may speak freely.

Pictures 17 and 18 illustrate Article 28 of the Constitution.

17. Shows the employer, head of industry and of the workers.
18. Now management and labor meet together in collective bargaining.

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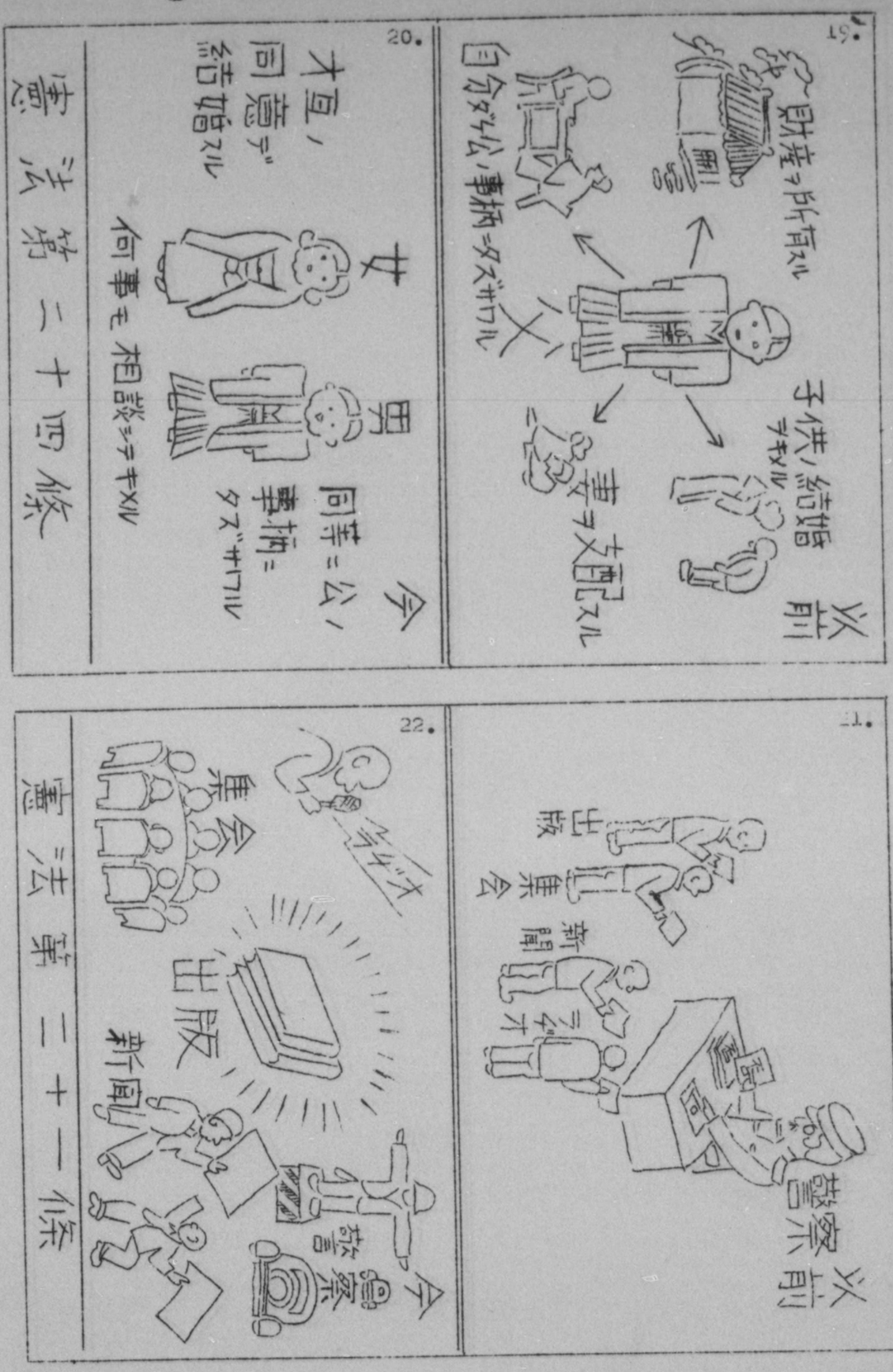

Pictures 19 and 20 illustrate Article 24 of the Constitution.

19. Formerly the Father of the family owned the property, was the sole participant in public affairs, ruled his life, and decided the marriage of his children.
20. Husband and wife join in marriage by mutual contract, decide matters by common agreement, and may participate equally in public affairs.

Pictures 21 and 22 illustrate Article 21 of the Constitution.

21. Formerly to publish a book, hold a meeting, print a newspaper, and to talk on the radio it was necessary to get a permit from the police.
22. Now these media of expression are free from that domination and the primary function of the police is to direct traffic.

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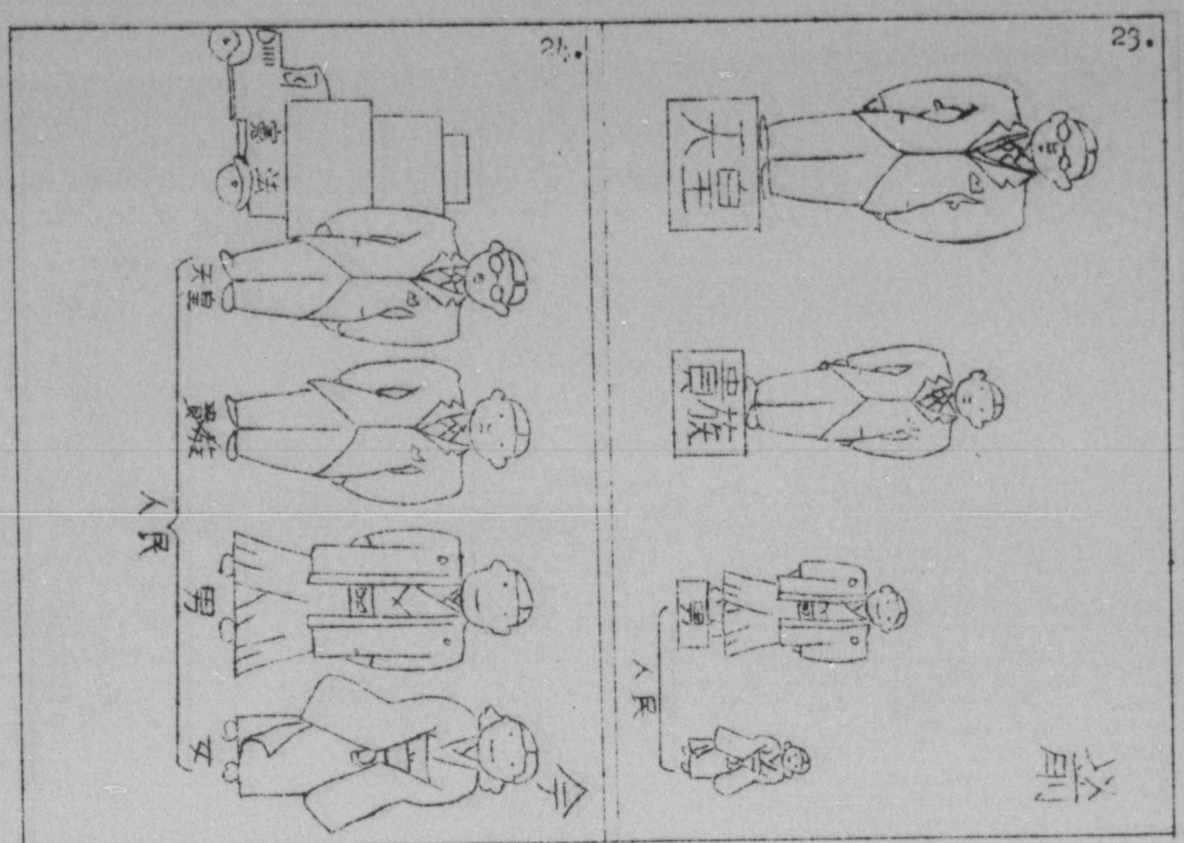

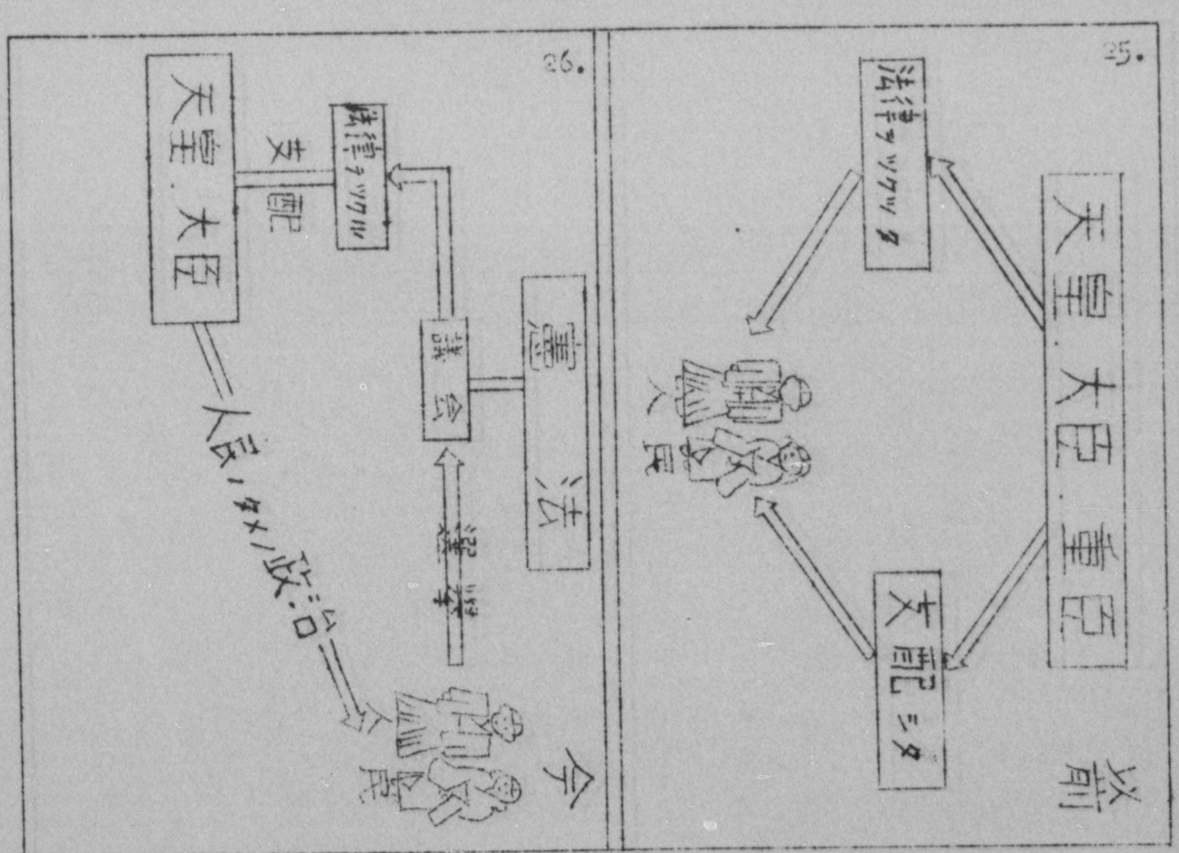

Pictures 23, 24, 25 and 26 do not illustrate any particular Article but show graphically the spirit of what is accomplished by the new Constitution.

23. Shows how formerly the Emperor was on a pedestal and many times greater than the people. Next to him stands a poor, then man and woman, the people.

24. For they are all "the people" which a truck labeled "The Constitution" carrying away the pedestals. All are equal and the peerage has been cut out.

25. Under the old system the Emperor, his Ministers of State and his Advisers (at the top) made the laws (left), ruled the people (right), and the people were at their mercy.

26. Now the Constitution is at the top, dominates the system, which is that the people (at right) elect the Diet, which makes the laws, which control the Emperor and the Ministers of State, who in turn govern for the people.

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Prepared by Adult Education Officer,
Education Division, Civil Information
and Education, SCAP

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26 February 1947

ADULT EDUCATION

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Foreword

The following material concerning Adult Education is forwarded for information. It has been prepared with the idea of furnishing suggestions for the amplification of adult education programs which will, of necessity, vary in different localities. The material is not to be construed as directive.

Objectives of the Adult Education Program

(1) To redirect the thought of the Japanese adult population from militarism and ultra-nationalism toward peace and world cooperation.

(2) To provide educational opportunities for those adults whose schooling has been interrupted, or who have lacked formal schooling, in order that they may become more useful citizens who will assist in the construction of a truly democratic society. Such opportunities are to be provided by Japanese agencies through:

a. Evening classes in local schools.
b. Correspondence courses.
c. University extension courses.
d. Libraries.
e. Local institutions (Citizens' Public Halls)
f. Private associations.

(3) To provide opportunities for men and women to advance themselves in society by providing technical and vocational training and guidance. Such training is designed to increase efficiency in each person's chosen vocation, and to promote good relationships toward fellow-workers and community.

(4) To stimulate adult interest in affairs of government and world affairs through radio, films, and press.

(5) To encourage adult discussion groups, in order to develop independent thinking, and an understanding of, and regard for the rights of others.

(6) To provide opportunity for constructive use of leisure time.

(7) To encourage joint participation by men and women in Adult Education activities.

(8) To assist governmental education offices to become professional advisory agencies, but limiting governmental control of education for adults.

(9) Eventually to separate private associations from government control

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Explanatory Notes

(1) At the present time, it appears advisable to work through existing institutions, supplying them with needed information to reform themselves from within. Japanese governmental channels are being utilized as information channels. Through various Ministry of Education notices and directives, attempts are being made to build up strong local associations and institutions, so that in time they may be capable of independent action, and divorced from governmental supervision, so far as the Adult Education program is concerned.

However, due to present stringent local financial conditions in Japan, subsidies for Adult Education are in certain instances deemed advisable at present in order that new and constructive projects may be started, which otherwise would not be undertaken due to lack of funds.

(2) No complete break with the Japanese people's cultural past is contemplated. Rather it seems advisable to recognize the Japanese people's cultural heritage, and from that point plan new activities and provide new information which will assist each individual adult in broadening his viewpoint, so that each in turn may reorient his daily life as a result of his newly acquired knowledge.

Adult Education and the MG CIE Officer

(1) Some MG CIE officers have found it valuable to ask prefectural education authorities to submit translations of all pertinent Ministry of Education directives and information materials relating to adult education. All such materials sent out from the Ministry of Education are submitted to SCAP for comment before being issued. While every attempt is made to furnish MG teams with English translations of important documents, there will arise occasions when the prefectural office will receive the information first. Certain MG CIE officers have also found it advantageous to ask prefectural Social Education Sections to submit periodical progress reports.

(2) More than any other part of the educational program, that in Adult Education cuts across the interests and responsibilities of other MG officers. Matters of public health, public safety and the like, are of direct interest to other officers in MG teams and close liaison with such other officers may result in increased returns from the programs in adult education.

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(3) No program of adult education can be amplified effectively without the active support of Japanese adult education leaders. Japanese who occupy positions of leadership in youth organizations, cultural organizations, Citizens' Public Halls, women's clubs, Parent-Teacher Associations, town councils, etc., are frequently much more aggressive in initiating adult education projects if they have had personal contact with MG CIE officers.

(4) One of the most effective ways of developing an interest in the programs of adult education is to encourage well-defined programs of public relations. Magazines and newspapers are giving a continued increased attention to adult education projects and their writers can more effectively serve the program if they are informed of the interest and policies established locally by the MG officers.

(5) No single method of assistance to adult education projects is more effective than visits to various localities in the prefecture and making of on-the-spot suggestions for the improvement of adult education activities.

(6) Often there is a need for information materials on subjects not fully understood by local groups. Ministry of Education documents tend to supply some of the needed information; however, there is nothing to prevent prefectural governments from preparing additional information materials on their own initiative under the guidance of local MG CIE officers.

Important Projects in the Field of Adult Education

(1) Citizens' Public Halls

These halls currently are being established in various localities throughout Japan. In most cases, it is important that they receive guidance as to democratic procedures in the establishment and operation of such halls.

The Ministry of Education plan for the establishment and operation of such halls has been forwarded to all MG units. Additional copies are available through normal channels.

(2) Parent-Teacher Associations

Many Parents' Associations exist at the present time. However, their main function appears to be that of assisting in the financial support of various schools. It is important that the activities of

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these associations be expended. Material concerning PTA's has been prepared and forwarded to MG CIE officers.

The Japanese Ministry of Education currently is preparing a pamphlet and supervising the preparation of slide films concerning Parent-Teachers' Associations which will be forwarded to prefectural governments.

(3) Extension Courses

Local colleges and universities may be encouraged to furnish lecturers and discussion leaders to nearby communities. Local communities may also obtain lcturers by applying to the Education Ministry in accordance with Ministry of Education Hatsusha No. 114 - subject: "Program for Sending Lecturers to Local People's University Extension Courses." Document was forwarded to MG Teams on 20 August 1946.

Twenty-seven colleges and universities have received nominal subsidies from the Government to carry on such extension work. Documents outlining plan were forwarded to MG Teams on 12 September 1946. Recently, fifty-five colleges and universities have received subsidies of ¥ 2000 each for establishing lecture courses on the New Constitution.

(4) Community Use of School Facilities

A wider use of all school facilities by the community is considered desirable. Small subsidies have been provided in Ministry of Education Hatsusha No. 137 --- subject: "Entrusting the Operation of Women's Cultural Facilities 'Mothers' Classes' for 1946". Copies of plan were distributed to MG companies on 31 July 1946. Ministry of Education Hatsutai No. 95, dated 25 August 1946, directs that school facilities be made available to the general public for athletic and recreation programs.

(5) Dissemination of Information Concerning the New Constitution

Prefectural governors have been asked to cooperate with branch offices of the recently established New Constitution Popularization Committee, in carrying out necessary programs for popularizing the new Constitution. Organizations associated with the Social Education Federation may obtain slide films on the new Constitution through the Federation. It is desirable that each prefecture formulate plans for an intensive campaign supplementing the Constitution Popularization Campaign on the national level. Each village and town in Japan is to receive ¥ 100 to conduct a lecture course on the New Constitution.

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(6) Expansion and Improvement of Library Facilities

The Library supplies the tools for both students and teachers of an Adult Education program. Lenient lending policies are beneficial to the Japanese public. It is considered desirable that prefectural authorities insure that competent professional librarians are appointed to positions of importance and that necessary funds for maintaining libraries are provided.

(7) Coeducation

Joint participation by men and women in adult education activities is encouraged.

(8) Amplification of the Adult Education Program for Women

A Japanese Association of Women College Graduates is being organized and can serve as an important pressure group for publicizing new educational reforms. Encouragement might well be given to such an organization.

Womens' Music Clubs, Study Clubs, and similar groups usually operate more democratically when they are independent of control by prefectural or town authorities.

(9) Vocational Education and Guidance

A broad program of vocational education is being undertaken by Japanese agencies in the following fields: Agricultural Education, Trade and Industrial Education, Home Economics Education, Business or Commercial Education, Training for Public Service Occupations, and diversified occupational training. Appropriate information and materials concerning the vocational education program have been and will continue to be forwarded to MG CIE officers for information.

(10) Visual Education Program

A Committee to review, evaluate and classify educational films has been established in the Ministry of Education. A monthly report of films reviewed will be forwarded to prefectural governors beginning on or about 1 March 1947. Wide use can be made of these films. In addition, a limited number of American films are available through channels from CIE, GHQ, SCAP, APO 500. Lists of available American films (with Japanese sound tracks) have been forwarded to MG Teams.

(11) Radio Programs

A half hour radio program entitled "People's Radio School", designed specifically as an educational program for adults, is broadcast every

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Monday at 9:30 p. m. Other programs such as the Citizens' Hour, Women's Hour, and Farmers' Hour, contain valuable information for adults.

(12) Improvement of Democratic Procedures in Cultural Organizations

A pamphlet on "Democratic Organizations" has been forwarded to MG, CIE officers for information and assistance in providing suggestions to local "cultural" organizations.

(13) Industrial Courses for Workers

Prefectural governors have been asked by Ministry of Education to make necessary arrangements for classes for factory workers in their localities. Subsidies were provided for 125 such courses. Content of courses will be determined by committees consisting of an equal number of representatives from labor and management. Classes have as their purpose the provision of civic and scientific education for workers. Classes should be established and operated in accordance with Ministry of Education plans.

(14) Art and Music Festivals

Such festivals sponsored by community groups and schools provide an excellent means of stimulating broad Japanese cultural development. PTA groups might well sponsor such festivals as a means of raising funds for buying books for school libraries, to cover the organizational expenses, or for other appropriate activities.

(15) "Social Education News"

This pamphlet is prepared by the Information Unit of the Bureau of Social Education, Ministry of Education, and is forwarded to all prefectural governments and institutions dealing with social education, approximately three times per month. Contents are most helpful in outlining adult education projects undertaken by various communities and associations throughout Japan, and should provide valuable suggestions to the Japanese for the amplification of adult education activities.

(16) Correspondence Education

Plans are being made by the Ministry of Education for the establishment of a broad correspondence education program to be put into operation on or about 1 June 1947. Details of plan will be forwarded to MG CIE officers as available.

(17) Public Information Campaigns

Campaigns concerning prevention of disease, traffic safety, provisions

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E CONTINUOUS PROFESSIONAL EDUCATION OF TEACHERS.

A school can be excellent to the extent that the teaching that goes on it is effective, forward-looking, and democratic. The teacher plays the vital role in education. Regardless of every other consideration, the effectiveness of a school depends upon the quality of the classroom teachers. To have an excellent school we must have excellent teachers.

The social significance of the teaching profession in Japan is so great as almost to stagger the imagination. With some 24,000 schools, with some 400,000 professional workers, the schools of Japan influence today some 19,000,000 children and youth. What the professional workers in the schools do today will guide the adult thinking of Japan in the future.

When one views such a tremendous picture, the individual teacher may seem insignificant. But when we consider the total picture, the teachers en masse, we can comprehend the tremendous social impact upon the culture of the country. One of the great problems of the country has to do with the selection and education of the teachers who will determine what the future of Japan will be.

In static mechanical types of occupations, the training necessary for a job, once learned, is sufficient for all time. But teaching, a human enterprise, must of necessity be dynamic. It must be continually changing to fit changing conditions.

Occasionally, we hear someone speak of a teacher as having finished his education. All too many teachers have taken this statement literally. But we know that a teacher's education is never finished. Improvement is always possible. Through study, planning, experimenting, and evaluating it is possible to improve the work of even the best teacher.

Few children will grow and develop with a teacher who is not himself growing and developing professionally. Any teacher who is conscientious about his work and who is trying to find better ways to do it is on the way to becoming a good teacher. An excellent teacher finds every situation in working with children a learning situation. All the work of such a teacher is in-service education.

It is most important that teachers have a thorough knowledge of their teaching field. It is most important that teachers understand children and their needs. It is most important that they know methods and materials of instruction. Teachers must understand society and they must know how to help children to gain an understanding of the society in which they will live.

The best teachers are those who possess these knowledges and in addition possess a fortunate combination of desirable attitudes, emotional balance, love for children, enthusiasm, and good health; to be a good teacher, the individual must have a good personality as well as professional knowledge and skill.

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Every mature person wishes to grow personally and increase in competence in whatever work he is doing. What are some of the objectives which teachers and principals and all school workers should keep before them as they direct their efforts toward their own personal and professional growth?

Certain goals are of particular importance to the teacher of today. Among these, the following might be listed:

1. Teachers should be striving to attain a democratic spirit of working together for the wholesome development of children.

2. Teachers should be striving to attain a deep awareness of the goals of education in a democratic society.

3. Teachers should be striving to attain an understanding of community needs in order to develop the kind of school-community relationship which will make it possible for the school to help improve community life.

4. Teachers should be striving to understand the growth and development of children and to understand the influences that help to build a wholesome personality.

5. Teachers should be striving to understand the social significance of the work of teaching and the importance of their own continued professional growth.

6. Teachers should be striving to understand the requirements of a modern curriculum.

7. Teachers should be striving to understand the needs of the teaching profession and to attain an attitude of concern for the personal and professional welfare of other teachers.

Frequently the in-service education of teachers is characterized by two main faults. First, the program is vague. It is not built in terms of the needs of specific teachers in particular situations. In the second place, it is defined in terms of devices most commonly used. Devices such as teachers' meetings are means to an end, not an end in themselves.

The following outline contains some of the techniques and procedures which may be used in the in-service program:

1. Meetings of the teachers in which such problems as the following are studied:

   a. Policies related to the organization and administration of the school.
   b. Educative resources of the community.
   c. Objectives of the school.
   d. Activities involving the entire school, such as organization of the playground, use of the auditorium, medical and nursing service.

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II. Membership and participation in professional organizations

A. Local, prefectural, and national educational associations,
B. Local forum and discussion groups.

III. Professional reading

A. Professional books and magazines
B. Research studies.

IV. Committee work on such problems as

A. Course of study
B. Research and experimentation on problems of interest
C. Setting up standards for the evaluation of the instructional program,
D. Setting up standards for a good elementary school plant (building and grounds)
E. Developing programs of parent education.

V. Further study and preparation

A. Summer school classes
B. Workshop conferences during vacation periods
C. Classes given by a college or university during out-of-school hours.

VI. Observational experiences

A. Observing the work of another teacher
B. Viewing educational films
C. Going on excursions to places of interest in the environment.

Many of the principles which apply to the teaching of children also apply to the further education of teachers and principals. These principles should be kept in mind as the teachers and principal of a particular school think through their plans for their own professional growth. A few of these principles may be listed as follows:

1. The program must have definite objectives. These objectives should be understood by all the teachers and the principal.

2. Interest, satisfaction, and a feeling of success should accompany a program of in-service education.

3. A variety of techniques and procedures should be used to meet the individual differences in interest and need of teachers.

4. Learning must result in change in the learner. The success of the program can be judged by the individual teacher in terms of his own changed ways of working with children or his better understanding of the educational program.

5. The teachers should discover the problems and formulate the definite plans for attacking them. This will lead to more rapid progress in their solution that if someone directed the

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teachers to certain problems for which the teachers do not feel need.

6. A knowledge of progress is an important condition for effective learning.

Any good program of in-service education requires leadership. Sometimes this leadership can come from enthusiastic teacher. Frequently it will come from the principal. What is leadership? It is difficult to define. What is good leadership? Perhaps it can best be defined in terms of its outcomes.

Good leadership results in:

1. A feeling on the part of each person that he is an important part of the group as a whole.
2. A feeling on the part of each member of the group of having a share in the purposes.
3. A feeling on the part of everyone that the group is moving toward higher goals.
4. A feeling on the part of everyone that they are having a share in solving important and pressing problems.

Good leadership in education expects great things. Teachers like all other human beings strive to live up to the best that is expected of them.

Industry has long recognized the importance of good morale. Certain conditions in a school foster feelings of esprit de corp an contribute to the wholesome development of all the members of the teaching staff.

Many teachers are confronted with difficult personal problems. Mutual understanding, sympathetic attitudes on the part of the principal and other teachers do much to foster a feeling of emotional security. We should not get so busy that we have no time for fine human relationships.

Teachers used to be thought of as living in "an ivory tower" ----s living a sheltered and unrealistic life. Now teachers face daily their own serious problems and those of the children they teach.

Mutual recognition of merit among the members of the school staff will go far toward bringing about pleasant relationships in spite of all the material problems confronting teachers. Being a part of the group is important. Participation in significant activities in the community; participation in its social and cultural life; enjoying with other adults any recreational activities the community affords will help the individual teacher in self-realization. Even when conditions seem most difficult, the socially-minded person may frequently bring great service to a community by helping to arrange for some musical entertainment, some recreational activities which will bring refreshment to others who may be faced with similar problems.

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..t the present time, it is of the utmost importance that teachers grow in appreciation of other cultures of the world. The best way to learn of other cultures is through direct experience with representative people of the culture. .. less direct way of learning other cultures is through the study of their history, geography, language, music, and other contributions they have made to the advancement of civilization. The world has become too small through modern inventions in transportation and communication for teachers to remain narrow and provincial about their knowledge of the world.

In former times, many communities were very critical of the conduct of teachers. A higher standard was demanded of teachers than other people in the community were expected to maintain; this attitude is changing. But a teacher who is greatly concerned about the welfare of his pupils will maintain standards which will comply with the best judgment of the community. His best reason for doing this is not because the community demands it but rather his own personal integrity demands it.

Teachers and principals should work together to improve the conditions of the profession. Salaries of teachers commensurate with existing living standards are absolutely necessary if fine people are to be attracted to and induced to remain in the work of teaching. Strong local associations of teachers, strong prefectural associations and a well-organized national association of all which really represent the interests of education and the interests of the teachers are indispensible to professional progress. It is all part of the same problem of learning to work co-operatively for the improvement of education and for the establishment of favorable conditions under which teachers may do their best work.

HELEN HEFFERNAN,
Elementary Schools Officer.

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THE PARENT'S PART

in

EDUCATION

CONTENTS: Outline
Speech
Discussion

- Material gathered from Personal Growth Leaflet titled:
"The Parent's Part in Education" by George G. Bruntz
Director, Adult Education Department, Los Gatos
Union Highschool, Los Gatos, California.

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The PARENT'S Part in EDUCATION

OUTLINE

I - Introduction

A - Parents a part of the child's education
B - Importance of parent participating actively in Education
C - Cooperation between Parent and Teacher
D - Close relationship between "school curriculum" and "home curriculum"

II- Home Curriculum

A - Preschool period Birth thru 5 years of age

1 - Infant Age

a- Careful regulation of eating habits
b- Careful regulation of sleeping habits
c- Cleanliness and health - dominant factors

2 - Growth from infancy

a- Meaning of Discipline
b- Work Habits
c- Good Manners
d- Wholesome Curiosity
e- Self Reliance
f- Elementary Sex Instruction
g- Religion and Morality

B - Elementary School - 6 thru 14 years of age

1 - Education a continuing Process

a- Child growth in "Home Curriculum" center of interes
b- Instruction in natural situations rather than forced.

2 - Parents Influence through Examples - to include

a- Personal Cleanliness
b- Kindness to Others
c- Honesty
d- Home Economics
e- More Advanced Sex Instruction
f- Cooperation

Cont.

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C - High School - 14 thru 18 years of age

1 - Tendency of Parent to shift responsibility to the school
2 - Neglected period
3 - Need for careful guidance
4 - "Home Curriculum"- to include

a- Regular Work and Rest Habits
b- Socialization and Etiquette
c- Home Making
d- Discriminating Use of Money
e- Importance of Friends
f- Judgment

III - Conclusion

A - Rewards of "Home Curriculum"

1 - Happy home
2 - Children thinking for themselves
3 - Children taking responsibility
4 - Children share in making family decisions
5 - Parents treated with respect

B - Active Results of Cooperation of Home and School

1 - Know and understand the child better
2 - Child has time for worthwhile leisure activity
3 - Parental satisfaction in making child better citizen

C - Paramount Aim of Education

1 - Child's life must be -

a- Wholesome
b- Intelligent
c- Socially effective

END.

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The PARENT'S Part in EDUCATION **

In the past, both laymen and educators have made too great a distinction between the duties of parents and teachers. They assume that the parents' job is merely to feed and clothe the child, and give him a few principles of conduct; while the schools, on the other hand, have the duty to teach him all he knows to get along in the world. But it must be remembered that the sum total of the child's education is not, and cannot be, provided for by the school alone. Home and school are striving for the same goals; the work of one is definitely and actively related to the work of the other. Rearing a child is a joint enterprise of home and school.

Parents are the child's first, last, and most important teacher. The parent who teaches the child to walk, talk, play, and use his hands, is as much a teacher as the person who teaches him the organized subjects in the school program. The parents have a better opportunity to understand the child; they know his background, understand his emotional problems and physical limitations The child sees life through the eyes of his parents. Interests, manners and tastes, even likes and dislikes are largely formed before the child goes to school. The influence of the home is the largest factor in personality development. Having given these, consciously or unconsciously, to their children, parents should not expect the school to carry on without the cooperation from the home.

** Material gathered from Personal Growth Leaflet titled: The Parent's Part in Education by George G. Bruntz Director, Adult Education Department, Los Gatos Union High School, Los Gatos, California.

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In the process of becoming educated, young people go through a series of transformations. They grow out of old situations into new. The school can do no more than to direct the child's interests to those subjects which develop useful attitudes toward new situations. In this task the parents can cooperate effectively with teachers. The subjects offered in the school are known as the "curriculum". Parents, as teachers of their children, also have a "home curriculum" which they should follow thru the preschool period; elementary-school period; and adolescent period.

The conscientious parent is careful to see that the child gets the best of prenatal care. After the infant is born his eating and sleeping habits are carefully regulated. As he grows out of infancy his parents regulate his toilet habits and habits of cleanliness, with a healthy child their constant aim. Aside from these essential parents should emphasize such matters as:-

1- The meaning of discipline - Parents have a great task to help their children understand the meaning of discipline. A disciplined person is a self-directive and self-controlled person. A disciplined person is obedient to principles rather than to persons - principles of health, growth, and safety; principles involving recognition of the rights of others, obedience to all those rules that will ultimately develop self-control and self-determination.

2- Work habits - Every child should have certain tasks to perform regularly, such as picking up toys or cleaning the playroom

3- Good manners - The preschool age has been called the "savage age". Whether true or not, it still remains for parents to teach good manners. No child is born with them. The best way to

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teach good manners is by example and suggestion. The most important of these is example.

4- Wholesome curiosity - The parent should never be too bus to answer the questions a child asks. Wholesome curiosity should be encouraged. This is where the parent's real teaching ability is tested. Questions should never be avoided, but should be answered immediately with proper regard for the child's level of understanding, thus broadening the child's world and increasing his knowledge.

5- Self-reliance - The child should be helped to make a good adjustment to the other children and adults. He should be taught early to use socially-acceptable behavior in meeting problems of social relationships.

6- Elementary sex instruction - One of the most difficult topics to discuss with a child, but of dire importance since his curiosity must be satisfied. To say "God made you" is not satisfactory, because it raises more questions in the child's mind than answers. The parents are best suited for this instruction, and should explain the elementary facts of sex, taking care that the child is not given facts without interpretation of facts, idealism and exemplary adult behavior. In the expression sex education. the more important word is education. Sex education without hygiene, biology, physiology, psychology and ethics is inconceivable. Parent education is necessary.

7- Religion and morality - Every child should be given an opportunity for religious training, and the preschool age is the time when such training should be started in the home. Thru religious and ethical teaching, we can develop in the child the qualities of love, kindness, courage, and the helping of others.

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Since education is a continuing process, the parent must not give up instruction in the preschool "subjects", but should continue them in the elementary-school period along with new materials. It is important, however, that parents keep in mind that the child and his growth, and not the "subject" in the home curriculum should be the center of interest. Instruction should come out of a natural situation, and should not be forced on the child. The most important single method of exerting influence on the child is through the example of the parents. The best way to teach honesty is for the parents to be honest above reproach. The best way to teach citizenship or cooperation is for the parent to be a good citizen, and to be cooperative in all situations. All the teaching by the school of honesty, altruism, and cooperation will go for naught if the child does not come in contact with these qualities in the people he hold dearest in life. Some of the subjects that can be taught best by example include:

1- Personal cleanliness - Physical cleanliness is important throughout these years. Self-respect is developed when the child makes a proper personal appearance.

2- Kindness to others, altruism - Parents should encourage the habit of sharing with others. Unselfishness is a trait all too uncommon.

3- Honesty - This is a trait which is best cultivated by example. Parents should never allow a dishonest transaction to be given favorable comment, instead they should strive to show where "honesty is the best policy". Emphasize the cases of honesty, and de-emphasize the dishonest.

4- Home Membership - Both boys and girls should be expected to assist in simple household duties. There is no reason why a boy

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should not help with the dishes or make a bed as readily as his sister. There are innumerable examples where minor household chores have led children to become quite adept in the home. In one instance a mother asked her seven-year-old daughter to prepare a salad for dinner, and now the youngster enjoys helping in the kitchen learning the fine art of cooking at an early age.

5- More advanced sex instruction - Parents should not feel that they have given sufficient sex instruction after having explained a few elementary principles to the preschool child. Sex should be carefully explained during the elementary-school perio by the parents, and never left up to the school or the playmates The use of books, pamphlets, and a varied assortment of periodic als are available and can be used by the parents as a guide.

6 - Cooperation - Parents can help the school in teaching the importance of cooperation and the group spirit, the necessity of getting along together, and cooperating with others in the home, school, and community. Working together on family picnics, family parties, and other family projects, is an effective way to teach cooperation. The mother and the father cooperating with each other is another most effective example.

The high school period is the one most neglected by the parent. When a child reaches high school age, his parents often assume he has graduated from the home curriculum, and shift responsibility for his further development to the high school. It must be remembered that this is the period when the youth needs the careful guidance of his parents more than ever. The home curriculum should therefore be adapted closely to the individual boy or girl during these years. The more important "subjects" include:-

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1- Regular work and rest habits - Medical authorities through experiments have shown that the adolescent needs a minimum of nine hours of sleep, and that during the school week this should be the rule. Young people should be encouraged to have a regular schedule of hours of work and play. Should the school work prove to be too heavy, parents may lessen home tasks; but a careful check should be made to see that school work is completed.

2- Socialization and etiquette - The adolescent should be encouraged to enjoy the company of the opposite sex, and the parent should be quick to detect and correct any obvious "wall flower" attitudes. He should be encouraged to plan parties and dances becoming a part of the social life which is appropriate for his age group. Consultation with the teachers on this problem will be helpful.

3 - Homemaking - The importance of the family as a social institution is appreciated by most adolescents. What they need is systematic instruction on the duties of motherhood and fatherhood, and advanced sex education. High school courses in homemaking for boys as well as girls should be closely correlated with the home. Responsibilities about the home are the greatest aid to a knowledge of homemaking for the adolescent.

4- Discriminating use of money - The adolescent can well be given an allowance out of which he should buy certain things. Parents are often too willing to give money to their children without making them feel that they have earned it in some way. The practice for the adolescent to keep a budget is invaluable in teaching him the true value of money.

5 - Importance of friends - The adolescent likes friends, and he should be made to feel free to bring his friends home to

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meet his mother and dad. Nothing gives the adolescent a greater feeling of security than to know that his friends are welcome in his home. He must understand though that in order for him to have a friend, he himself must first be a friend.

6- Judgment - The high school youth should be allowed to make decisions, but should be guided tactfully toward good judgment. He should make up his own mind as to his religious philosophy. If he has had the proper instruction on the question of alcohol and tobacco, he can be trusted to take sane attitudes towards their use. If the parents help the youngster realize the rewards of good judgment, and the consequences of bad judgment, he will be able to make proper decisions.

During this adolescent period the father should be close to his son, and the mother should have the daughter's confidence. The youngsters should be made to feel free to bring their problems to the parents, no matter how delicate they may be, and receive understanding counsel. Father and son should play together frequently and talk over plans for the son's future, while mother should help to entertain the daughter's friends, and enjoy the things that the latter enjoys. During this period especially the parents are giving to their children ideals of motherhood and fatherhood. Hence they should be good examples of parenthood at all times, and in this way they can do more for the child than the school can ever do.

In concluding, let me point out that the aforementioned home curriculum may seem a large order, but think of the rewards. A happy home where children are encouraged to think for themselves, to take responsibility, to share in the making of family decisions, and to treat their parents with respect. Thru cooperation of the home and

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school, the child has had time for worthwhile leisure activities leading to the formation of interests and hobbys, which are necessary for the enjoyment of life. The parents, having assumed their rightful responsibility of educating their child, know and understand him better. Finally the parents have the joy and satisfaction of knowing that they have played the most important part in making their child a better citizen. With intelligent co-operation, parents and teachers can bring the young people to the point where they can be trusted to live wholesome, intelligent, and socially-effective lives which is the paramount aim of education.

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Questions and Answers

1 - What are some of the methods in which better co-operation can be fostered between parent and school?

Ans. a - Clubs like the PTA.
b - School visits by the parent.
c - Home visits by the teacher.
d - Circulation of bulletin from the school.
e - Education of parent talks, reading, discussion.

2 - Is the "school curriculum" more important than the "home curriculum" as the child grows older?

Ans. No. At no time does one replace the other. Throughout the childs educational periods, the two work hand in hand for a common goal - the well rounded educated citizen.

3 - How far should parents go in assisting children in difficult chores?

Ans. Parents should give helpful suggestions on how a thing should be accomplished, but should never do the chore for the child. Breeds laziness.

4 - Are there any questions a child asks which should be avoided by the parents?

Ans. Questions should never be avoided by the parent. Since the curiosity of the child has been aroused he will strive to get the information elsewhere. This often leads to mis-information.

5 - What is the best method of presenting sex information to the child?

Ans. By frank discussion taking into consideration the age of the child, as to how much he may be able to comprehend. Books and pamphlets are helpful to the parent in this important phase of the child's education.

6 - How can I teach a shy child to become more social-minded?

Ans. Attempt through observation to uncover the underlying reasons for his attitude. Set up situations, like parties in the home in which he comes into social contact with other children of his age.

7 - If a child has too much leisure time, whose problems is it, the home or the school?

Ans. Both. Though the school may have more facilities to absorb this time with worthwhile endeavor, it is the home that should direct the child into worthwhile activities.

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STATE AND LOCAL EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES.

Under the American school system, the control of education is a responsibility of the separate states. Schools are operated (1) under provisions in the state constitutions and (2) laws passed by the state legislatures. The national government makes certain important financial contributions to the support of education especially in the field of vocational education. These contributions for vocational education are made directly to the states, however, and disbursed by the state educational authorities to local schools according to the provisions of an agreement entered into between the Federal government and the particular state.

Because education is a state function, state education associations are of special importance. The first state education associations in the United States were organized in New York and Rhode Island in the year 1845. Eventually, every state had its own association. These state associations are growing in service to their members and in ability to influence educational progress in each of the states.

In a country of such great diversity, as the United States, all state education associations are not engaged in exactly the same activities. Certain standards, however, characterize a good state education association in the United States. These characteristics can be listed as follows:-

1. A state education association is motivated by a definite statement of purposes which emphasize (a) the welfare of children; (b) the promotion of the cause of education; and (c) the advancement of the welfare of teachers.

2. A state education association has a longterm program of action as well as an immediate program of objectives and services.

3. A state education association is organized on the basis of voluntary membership of the teachers in a state and provides opportunity for every member to work on significant professional problems.

4. A state education association maintains close relationship with national and local education associations.

5. A state education association is supported by annual dues paid by the members.

6. A state education association is governed by a delegate assembly large enough to represent all areas of the state and small enough to transact business efficiently.

7. A state education association has an executive committee which acts for the association between meetings of the delegate assembly.

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8. A state education association has strong vital departments for subject matter fields, special service fields, and administration.

9. A state education association has standing committees working on continuing major problems of education.

10. A state education association has special committees for definite, limited periods working on special problems.

11. A state education association has a committee on professional ethics to disseminate, interpret, and enforce the ideals and standards of the profession as expressed in a well-formulated code of ethics.

12. A state education association has a committee on legislation to promote adequate financial support of education, standards of certification, minimum salary laws, a retirement system, teacher tenure and sick-leave regulations, and other provisions essential to educational progress.

13. A state education association carries on a service program of conventions, research, publications, public relations, and professional study groups.

14. A state education association has an efficient staff of well-housed and well-paid employees which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations, other professional staff members as needed, and an adequate number of clerical assistants.

The accomplishments of one state education association are illustrative of what is being done in other states. California, with a population of about seven million people occupies approximately 150,000 square miles along the Pacific Coast. Over 40,000 teachers are members of the state education association and pay $6.00 annual dues.

The California association has been largely responsible for the high standard of attainment in California's public schools. In 1920 the association sponsored an amendment to the state constitution which made school support the first obligation of the state. This amendment guarantees every child a standard educational program.

This state association has been responsible for the establishment of a statewide financially sound retirement system of teachers. Strong teacher tenure provisions have been enacted into law. Statewide sabbatical-leave laws have been passed. A 5-day a year sick-leave law has been passed. All these enactments have been a part of the program of the state education association.

In November 1946, due to the activities of this association, a measure was approved by the voters at a general election guaranteeing teachers a minimum annual salary of $2400. In addition, a measure was approved to provide $120 annual state

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support per unit of average daily attendance for all pupils in the public schools from kindergarten through the junior college.

Vision and teamwork among teachers can work wonders in improving educational conditions. Teacher welfare has been advanced to a remarkable extent due to the activities of state education associations. Every state now has a retirement system of some kind. Tenure laws have been passed in 16 states. Salary laws have been passed by 27 states.

These improvements and many others have been the result of leadership from professional educators. State associations working with state departments of education, parent-teacher associations, farm and labor organizations, business and church leaders, women's organizations, civic clubs and many other groups have developed understanding of the value of education in promoting the general welfare. When educational forces unite to develop competent leadership, set socially-desirable goals, accomplishments of tremendous social significance may emerge as a result of their efforts.

Equally important in the development of a sound structure of educational organizations is the local education association. Such an association may be organized on a citywide basis. It may represent all the teachers of a county, or it may represent the teachers of a town or village.

A good local association performs many of the same functions as the state association in the interests of education in the local area and in behalf of the particular group of teachers. It is the function of a local education association to help the people of a particular community to understand that education is truly an investment in people.

The local education association can serve as an agency through which the community may ascertain its own education status and economic condition and set to work to utilize education as a lever for its own advancement. The local association can serve as an agency for the intensive study of the educational program in order that it may be made to apply more directly to the needs of the people. It may study the cultural and technical needs of the people and work to bring the educational program into harmony with local conditions. It may study the agricultural, industrial, and commercial interests of the community and determine how the schools may deepen the understanding of children and youth in the economic basis of community welfare. It may analyze its program to determine how the school is functioning to help people to do better those things that life will require them to do as citizens, as workers, as members of a family and community group.

The local education association can do much to meet urgent personnel problems. The present teacher personnel situation requires drastic action (1) to improve the economic status of teachers through higher salaries and better salary schedules;(2)to improve the social status of teachers through local recognition of the importance of the work of the teacher

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(3) to improve the professional status of teachers through in-service education, participation in the making of policies and standards and the development of professional organizations; and (4) to improve the quality of those entering the teaching profession by programs of recruitment and selection, enrichment of teacher education, higher standards for certification, and the enforcement by the profession of its own standards.

In all of these responsibilities, the local education association provides the means through which a group of teachers may become effectively articulate in their own community. The policies and programs of state and national education associations should come from the experiences and needs of members of local associations. In turn, the local association should relate its work dynamically to program developed by state and national education associations.

The future of the human race depends to a great extent upon the effectiveness of the teaching profession and the enlargement of the teachers' usefulness. The confidence we may have in the continuance of democratic principles and ideals, civic and religious freedom, depends upon teachers. Whatever hope we have for the advancement of civilization depends upon teachers to a greater extent than to any other human instrumentality. Whatever faith we have that science and technology may be harnessed in the interest of human welfare depends upon the work of teachers. Educational leadership is confronted with a challenging opportunity to organize teachers into effective professional organizations to give the support of all teachers to the acceleration of social progress through education.

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"T VOCATIONAL EMPHASIS IN EDUCATI *

by Alexander J. Stoddard
Member of United States Education Mission
to Japan

"1. The vocational education program of our schools should be pushed upward to the post-high school period as far as possible in accordance with the economies of employment then prevailing. The curriculum should be expanded to cover the whole range of teachable vocational areas, from the highly complicated to the very simple. Long and short courses, both unit and sequential, would be involved. Vocational education should be regarded as the common right of all the people. We should not think of general education for some types of our people and vocational education for other types. Rather we should think of all our people having equal opportunities, according to their abilities to acquire both the common integrating facts, knowledge, and skills essential for effective living and the facts, knowledge, and skills directly related to productive employment.

2. The vocational education program should be planned both for youth and adults. It should include the three phases: (a) counselling and guidance, (b) occupational training, and (c) placement and follow-up. All three of these services should be available constantly and continuously to all people who are engaging in productive work. It should be regarded as just as essential that there be opportunities close at hand for labor to become trained and retrained for jobs in a peace economy as in a war economy, and it is in the interests of the general welfare that these training opportunities be provided at public expense. It is very likely that no training program could have prevented the depression of the "thirties" but our experience of the last five years suggests that a vast program of training and retraining for new jobs might have prevented the depression from being so long and so deep.

3. There must be established in neighborhoods or communities, all over the United States, community-vocational-technical institutes, on a post-high school level, to provide the necessary expansion and extension of our educational program. These institutes should offer a large variety of terminal courses and also possibly a three year diploma program beyond high school, of such nature and value as to become socially and vocationally and culturally significant in our community life. It may be necessary for the federal and state governments to provide a large share of the financial support of these community-vocational-technical institutes but their control should reside in localities or specially created districts within the states. Also, it may be necessary to authorize high schools to extend their programs, especially the vocational adjustment phases of their programs, in many communities where the vocational-technical institutes cannot provide coverage.

4. Let us cease thinking of vocational education as the right of the few. Let us provide just as adequate opportunities for training for boys and girls and adults who do not desire to enter the highly technical professions to achieve the necessary training for their life work as for those who desire to enter the professions. Let us cause it to be recognized as desirable and socially approved for all people to be adequately trained for useful service regardless of the nature of the service. The range of worthwhile occupations in this modern world is as great as the range in the ability of the people themselves. There is work for all to do. What is needed is an educational program and an economic situation under which workers can be qualified to have and to hold jobs and there shall be jobs available for all. This should be regarded as the fulfilment of America's promise to its people."

*Excerpt from article of that title, quoted in "Vocational Education in the Years Ahead" - U.S. Office of Education, Vocational Division Bulletin 234, 1945, pp. 85-6.

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THE COMMUNITY AS A LABORATORY

1. Utilization of community resources.
    a. Tendency of School in the past.
    b. Social Orientation needed.
2. Schooling a "preparation for life".
3. Educators must see value of the community as a source of educational experiences.
    a. Guidance and supervision of the study of the community needed.
4. Community analysis needed.
    a. School Subjects which can make use of the Community as a Laboratory.
        (1) Civics
        (2) Economics
        (3) Vocational Subjects
        (4) Social Studies.
5. "Agency Survey" by pupils.

The "utilization of community resources", so far as schools are concerned, is essentially a matter of using local agencies, institutions, and establishments exactly as other types of "laboratories" are used, -- to vitalize and reinforce classroom study and instruction. Putting the community to this kind of use also provides pupils with a welcome escape from what is too often a vacuum of sterile and detached book-work. And, perhaps more important, it gives young people a first-hand exposure to

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social and economic realities.

There is a fruitless and unfortunate tendency for school people to restrict the use of laboratories to the natural sciences. In this general field, laboratories have acquired the professional respectability that comes from centuries of demonstrated usefulness. The adoption of the <u>community</u> as a means of supplementing and reinforcing classroom study has acquired no comparable degree of validity or respect.

This is due to several causes, but especially two. One, as suggested above, is the habit of identifying the concept of "laboratory" with technical and material things. The other is the deeply rooted habit of assuming that schooling <u>is</u> education, and that education, to be effective and valuable, must of necessity be provided in a school. This assumption seems to rest on an uncritical acceptance of the idea that a school should be a sanctuary in a world of distraction.

This idea would make more sense if people lived in sanctuaries. But, since they must sooner or later live and move and have their being in their home cities, towns, and open country, the school has a clear-cut responsibility for the provision of social orientation.

For this reason, any schooling which is clearly a "preparation for life", must prepare young people for community living. This preparation involves a continuing study of, and exposure to, the social and economic structure of the places in which they live. More specifically, it means the cultivation of an awareness of the functions of

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governmental and social agencies, and a growing capacity to evaluate the performance of these agencies. It means a continuing study of the social and economic forces operating in a community for the purpose of understanding how these forces tend to enrich or impoverish the character of community life.

A basic step in the expansion of the use of a community as a school laboratory is to develop the conviction on the part of all teachers and officials that the community represents a potentially rich source of educational experience. In fact, it is an essential source of the kind of experience that leads to effective participation in a democratic society.

It can be argued, of course, that children do live in communities during and out of school hours, and automatically become acquainted with the places they live in. This exposure however, is casual, haphazard, and generally superficial. There is as real a need for guidance and supervision in the study of communities as in any other laboratory.

The procedure for the practical use of local agencies and institutions by the various subject-matter teachers cannot easily be standardized. The motivation and direction must come from the individual teacher. His is the responsibility for a community analysis that will be useful to him as a teacher of his subject. Teachers in

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social studies, for example, will find the community a rich and varied source of the kind of experience that will give meaning and purpose to classroom study and instruction. Teachers of languages, on the other hand, are likely to discover little in the community laboratory which can reinforce or vitalize their classroom work.

Under a procedure which places the responsibility for utilizing community resources upon the individual teacher, the teacher of civics, for example, might well begin with group visits to such local institutions as city halls, court rooms, reformatories, and hospitals. The purpose, needs, and validity of these institutions or agencies should be freely discussed in subsequent classroom meetings. Facts should be acquired, and opinions formed on the basis of these facts. As early exercises in the practice of democratic action, votes or polls could be taken on the apparent rightness or wrongness of observed procedures and policies.

On the economic side, the community can serve as a laboratory for the exploration of vocational opportunities. Visits to factories, stores, office buildings, engineering projects, farms, and other places where work is done give young people a meaningful exposure to this so-called "world of work". Such experiences will help young people make more realistic choices of occupations as they enter the labor

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market for the first time. Children will learn that all members of a community have, or should have, a useful function to perform.

These are presented merely as examples of how teaching can be vitalized through the intelligently selective use of "community resources". Obviously, the wealth of such resources will vary greatly with communities. Even so, it should become the responsibility of the individual teacher to analyze his community for such resources and use those which will clearly help him do his job.

As pupils become increasingly aware of the nature and variety of their community social and economic resources, efforts should be made to use them in the making of more formal studies and surveys. A simple beginning could be an "agency survey", the purpose of which would be to analyze the agency, discover its purpose, and attempt to measure the extent to which it is actually meeting a social need. Such an enterprise, incidentally, can effectively utilize a variety of subject matter groups. Social study classes can be used to collect the facts in supervised field visits. Mathematics and commercial study groups can be taught to tabulate the facts. Later, the tables and graphs can be returned to the social study group for analysis and interpretation. The job of writing up the final report could then be turned over to a language or composition class as a group effort.

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Projects of this sort have been successfully carried out in junior high schools. On the upper secondary levels, more ambitious attempts at community analysis can be undertaken such as an occupational survey of a local labor market. Such surveys require the preparation of a simple questionnaire and the necessary instructions to the pupils who are to serve as field workers. These surveys can be made to yield social data of genuine practical value. But the greatest value comes from the exposure of young people to the economic and social realities which will inevitably affect them later as workers.

From the early beginnings of instruction in social studies, pupils must be made conscious of the vital importance of seeking out the facts. But, as young citizens of a democracy, they must never become content with facts alone. They must learn to use facts as the basis of individual opinion. They must also learn that, as <u>effective</u> citizens, they will later be called upon to express these opinions and take whatever kind of individual action that effective citizenship requires.

When the use of a school's community as a laboratory moves on from simple group excursions to more formal efforts at community analysis, the educational aims are broadened accordingly. The goal then becomes one of impressing each pupil with a personal obligation to:

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Find the facts,
Filter the facts,
Face the facts, and eventually, as citizens, to
Follow the facts.

When this broad goal is even partially achieved, the essential basis for effective democratic citizenship will have been laid.

OPEN FORUM.

Question 1. Do schools in United States use the community as a laboratory?

Answer 1. Yes, there is a tendency of schools in U.S. to make school life more realistic and use the community resources.

Question 2. Is this type of procedure considered worth while?

Answer 2. School life should be deliberately planned to give students experience in democratic living.

Question 3. What grade in school would an "agency survey" and a study of results be of most value?

Answer 3. The secondary school, especially and perhaps the 5th and 6th grades of the primary school could benefit from such a study. This study could be adjusted to almost any grade level desired.

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Question 4. Would this technique help a student in selecting a vocation?

Answer 4. It is very probable that a study of the community would assist students in selecting a profitable vocation and perhaps new vocations could be introduced.