

**GHQ/SCAP Records (RG 331, National Archives and Records Service)**

**Description of contents**

- (1) Box no. 2974
- (2) Folder title/number: (15)  
Education Reference Material General (G1-G2)

(3) Date: Feb. 1947 - May 1947

(4) Subject:

Classification	Type of record
810	d

(5) Item description and comment:

(6) Reproduction:  Yes  No

(7) Film no.

Sheet no.

(Compiled by *National Diet Library*)

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CLASSROOM PROCEDURES IN THE  
ELEMENTARY SCHOOL

#G-20

Helen Heffernan,  
Elementary Schools Officer, CIE.

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 inborn 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. Those 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 process than merely reading about it in a book and discussing it in class. Information so gained carries over into the lives of the children 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 airplaces 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 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 dawn 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 than that. In the seventh 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.

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 individual 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 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 resources of the teacher or the country is too 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 school 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 our aims for democratic education. Whether these aims are realized or not depends upon the vision and understanding of teachers.



UNIVERSITY EXTENSION

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

#G-19

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 judgement 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 fall 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 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 commercial life. These courses 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 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.

#### 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.



# G-18

## 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 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 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 relationships 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 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 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 studied, 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 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.

# G-17

## THE PROBLEM OF "CURRICULUM"

I propose to take a very simple approach to the problem of "curriculum". I am certain that you have already been exposed to speeches, discussions, and written information on the general principles which should be followed in setting up a curriculum along the new educational lines. It will consist of shift from the formalistic, rigid, uniform, type of curriculum to one which takes into consideration the stage of development of the students, the social conditions of the community in which the individual school is located, and the school and teaching equipment which is available at the school. The very nature of the new emphasis changes the approach which one must make in discussing curriculum. It would thus be of no value for me to speak of the curriculum which they had at my high school in America, because it is very obvious that such a curriculum if introduced as such in Japan would never follow the basic principles I just mentioned. So I wish for all of us together to set up an imaginary school this afternoon, taking into consideration the immediate conditions which now exist in this very community. We would take into consideration a great many things - the needs, interests, and the degree of development of our imaginary pupils- the local needs and facilities of this community and in fact, the contemporary problems which each student and teacher is confronted with, directly. Each would in part determine our curriculum if it is to truly follow the idea of a "dynamic educational program."

The most obvious factor which might have an effect all the way through the curriculum is Spring. It is a season which inevitably comes around every year and with it brings certain factors which will have a certain affect on our curriculum. First of all, in taking into consideration the health standpoint of our imaginary pupils, that is, their need for physical education, the spring weather is a very important factor to consider. Many more outdoor sports can be offered that the winter weather makes difficult and then there are some sports that the summer weather would make equally difficult to participate in. In America most our physical educational programs are thus set up on a seasonal basic. We shift Students shift from sport to sport according to the season. The most abvious example of spring sport is baseball. A Winter is too cold for frequent participation in this sport and summer too warm.

But spring would in fact affect the teaching of all sources of study, not just physical education. For example, the art classes should seek their aesthetic subjects from which they might seek inspiration outside of the classroom. This might well be that which all of Japan are looking at today...the cherry blossoms. Because of the invigorating weather which spring brings, even the indoor work in classes should be revitalized by the weather. A natural science class might well concentrate on botany during this season. A civics class might well pick this time to visit various institutions in the community in order to relate the classroom with the outside world.



In fact, because of the good weather which comes with the spring, the living conditions of the families which our imaginary students belong to would tend to have less pressure from the fuel and food shortages, And thus the general energy of the students should be at a new height. Each student should be better able to take a cheerful, constructive attitude toward school life. This physical and psychological change with the coming of spring should also have an effect on the teachers. The whole curriculum could indeed be in some way conditioned by this one inevitable factor, the season of the year. There are of course many other things which the seasons bring besides a change in weather. There is the intensive political activity at this moment. This, like the cherry blossoms, should have an effect on the curriculum of our imaginary school---not partisan politics, but at least a more intensified interest in the governmental problems of the country.

This example which I have used as the determining factor for the curriculum of our school this spring may appear to be very simple and obvious. There are certainly many more complex and technical terms which should be taken into consideration in planning a course of study- such as the consideration of the development of the child, the social needs of the community, etc. But the practical application of these more abstract terms often coincide with the more obvious conditions. Perhaps education would under such conditions really produce what we refer to as the "whole person"--the well-integrated personality who has been flexibly educated to enable him to function effectively in differen

phases of human activity--in his occupation, as a member of a family, in his recreation, in humanitarian and welfare activities, and just in his constant contact or should I say rubbing of shoulders with his human and natural surroundings, if education recognized and took into consideration the more obvious factors in the daily life of a country. Such an approach to education, and in this specific educational problem the setting up of a proper curriculum, would tend to bridge the gap between the classroom and the outside world. It would take into consideration the effects which the immediate environmental factors has on the child. And it would indeed make education within the schools follow John Dewey's statement that "education was not a preparation for life but life itself."

OUTLINE FOR DISCUSSION ON  
LIBRARIES

# G-16

For Use in Conference on Libraries

Prepared by CIE, Education Division

1. Prefectural libraries

- a. Budgets require general increase
- b. Physical condition of libraries demand improvement
  - (a) General cleanliness
  - (b) Painting and redecorating
- c. Library services need to be improved.
  - (a) In-service training
    1. Staffs should be taught elements of librarianship.
    2. Staffs should be courteous to library users.
  - (b) Card catalogues need to be re-arranged to meet the needs of the public.
  - (c) Reference books should be made available to public.
- d. Expansion of travelling library services.
  - (a) Librarian and staff should acquaint themselves with leaders and members of youth groups, readers' clubs, P-T-As, women's clubs, trade unions.
  - (b) Library feature of Civic Halls should be encouraged.
  - (c) Direct contact might well be maintained between prefectural, village and town libraries.
    1. Interlibrary loan service.
      - (1) All libraries should loan books to each other
    2. Organization of prefectural library associations
      - (1) All libraries in a prefecture could establish associations to hold regular meetings with basic agenda and elect officers.
      - (2) Such associations might have adult tie-up with the national library association which has headquarters in Tokyo.

II. Municipal libraries

- a. The same elements of librarianship listed above for prefectural libraries should be encouraged in municipal libraries.
- b. Municipal, prefectural and educational libraries should be closely connected.

III. Educational libraries

- a. Librarians and staffs of private and governmental schools should become better acquainted.
- b. The general public should be encouraged to use educational libraries.
- c. Librarians and staffs of all schools ought to become well acquainted with work of prefectural and municipal libraries.
  - (a) Branches of municipal libraries in schools
  - (b) Branches of municipal libraries in Civic Halls
  - (c) School libraries might well loan books to prefectural and municipal libraries and vice versa.
- d. Librarians and library staffs of all kinds of libraries benefit by holding regular meetings.
- e. School libraries should make efforts to improve equipment of all kinds.

## IV. Free use of all libraries

- a. No admission charge
- b. No borrowing fee.

## V. All librarians might use press and radio:

- a. To offer book reviews
- b. To describe library services.

## VI. Cordial relationship between library officials and all civic and prefectural associations is important.

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ANTHROPOLOGY AND SOCIOLOGY

In this field the student is concerned with some of the more general and fundamental questions as to the nature of man in society as these are illuminated by investigation of particular men in particular societies. To provide a focus for study, the following is offered as the problem central to the field: What are the conditions under which a moral order comes into being, persists or changes? (By "a moral order" is meant a body of more or less integrated conceptions as to right conduct such as characterizes the cultures of societies and the personalities of human individuals.) Subsidiary questions may be mentioned in four groups. The student is expected to discuss intelligently considerations involved in these questions.

1. An understanding of the moral order depends in part on understanding of the nature of human nature. What are the limits placed by the nature of the individual upon the constitution of the moral order? To discuss this question calls for consideration of the difference between original nature, and human nature, and of such methods as exist for learning about each of these (studies of twins: "feral man"; comparative study of societies with reference to appetites, wishes, motives and satisfactions represented; etc.)

2. The moral order is apparent to us in the constitution of society on the one hand and in the persisting organization of personality on the other. With regard to the latter, one should have some understanding of the ways in which the behavior of the individual takes on a moral character. Therefore one should be able to discuss the process, whereby in communication with others, the growing individual from infancy onward develops a self. Particularly relevant are those analyses (Mead, Dewey, Cooley) which describe the genesis and establishment of the moral-order-within as the individual imaginatively takes the part of the other, and the generalized other, with whom he communicates. One should be able to discuss and pass intelligent judgment upon the contribution to knowledge and theory in this field made by psychoanalysis, and by experimental psychology.

At the point where enquiry as to the nature of the moral order in the personality takes special account of the influence of general social conditions thereon, it passes over into the fields of interest mentioned in the paragraph below, o.g., the informed student should be able to discuss the forms of personality characteristics of conditions in which social groups representing different cultures come into contact.

3. The question may also be asked, What limiting conditions upon the moral order, if any, are set by the fact that men must live in societies, and that these societies must be so organized in terms of customs and institutions as to persist? It is further to be recognized that the individual always lives

in a number of societies of varying scope, that for each type of association the group in which the individual lives is one among a large number, and that the interrelations of these groups are immensely complex. Among the many subsidiary questions or topics falling under this head are: The organization (persisting coordination of activities) in societies of the higher animals; the nature of society without moral order. The range of possible societies as fixed by varying natural environments as limiting conditions. The worth of the conception of adaptive function as applied to institution and custom. The problems of the moral order considered in terms of the source and specific character of the sanctions supporting the order: public opinion, and other informal controls as compared with formal regulation; the conditions under which a moral order exists or persists with or without a state, with or without deliberation and discussion, with or without enacted and promulgated law. The questions presented by economic institution and motivation: under what conditions of economic development does the moral order change its character? The questions as to the necessary or probable interrelationship of religion (in the sense of a cult of the sacra) and the moral order.

4. Another wide area of interest is represented by those problems having to do with the moral order under conditions of social change. The question may be asked, In what characteristic situations, personal or societal, do changes in the moral order have their inception? What are the relations between such elementary forms of collective behavior as social unrest, mass movements practical or expressive, on the existing moral order? What is known, and what can be known, as to the part of invention, originality, leadership, and revolt in bringing about changes in the mores? What is known as to any characteristic series of changes in the development of popular movement, mass, public, sect, denomination, political party and class, and as to the parts played by each of these in the conservation of the moral order, its breakdown, or its re-organization? Another group of enquiries centers around the conception of the sacred and the contrast between piety and efficiency or expediency. Under what conditions may societies persist with little or perhaps even no moral order, but in terms of the self-interest of the members and the rational and secular consideration of collective interests?

Investigations relevant to understanding of these questions have been made in large measure by anthropologists and sociologists, and courses offered in the corresponding departments of this University wherein the effects of these investigations are considered may help the student. Members of the Committee will be glad to counsel students who wish to define programs of study.

The following short list of books includes works study of which is recommended.

Durkheim	<u>De la division du travail social</u>
Lowie	<u>The Origin of the State</u>
Malinowski	<u>Argonauts of the Western Pacific</u>

Tonnies	<u>Gemeinschaft und Gesellschaft</u>
Boas	<u>The Mind of Primitive Man</u>
Comte	<u>Cours de philosophie positive</u>
Simmel	<u>Soziologie</u>
Tylor	<u>Primitive Culture</u>
Wallas	<u>The Great Society</u>
Cooley	<u>Social Organization</u>
Sumner	<u>Folkways</u>
James	<u>The Varieties of Religious Experience</u>
Hobhouse	<u>Morals in Evolution</u>
Mead	<u>Mind, Self and Society</u>
Maine	<u>Ancient Law</u>

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Reference Books

Park and Burgess	<u>Introduction to the Study of Society</u>
R. Linton	<u>The Study of Man</u>

SECTION I. TECHNIQUES OF EDUCATION AND ADMINISTRATION

#G-14

## COORDINATION IN PREFECTURAL GOVERNMENTS

This headquarters has observed that the Economics Department and the Education Department within a prefectural government frequently fail to coordinate their activities, to the jeopardy of the school system.

For example, recently in Kyoto Prefecture, by simply introducing the head of the Economics Department to the head of the Education Department, a representative of this headquarters was able to expedite an increased allocation of nails, glass and other building materials to the local schools. The two gentlemen had had no previous dealings.

Besides compartmentalization of prefectural administration, another obstacle inherent in the Japanese governmental machinery lies in the method of handling personnel. For example, it is common to have an education chief who is not a professional educator and who regards his present post as a short-lived assignment to serve as a stepping stone to the next higher assignment. He, therefore, initiates or two publicity gathering projects and is careful to do nothing which might alienate any of his fellow bureaucrats. This may result in situations as indicated above.

CI & E personnel should know personally the chief of the Public Welfare and Education Department, and the chiefs of the School Education and Social Education Bureaus. If any are found to be uncooperative, improperly educated, or inefficient, such information should be communicated to higher headquarters. It is to the interests of the occupation to see only the best qualified in civil service positions, particularly Education.

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From: Fukui Military Government Team, 28 February 1947.

## SPEECH TECHNIQUES FOR JAPANESE AUDIENCES

"The primary requisite for speaking to a Japanese audience is to be fully briefed on the general subject and the local conditions and needs of the audience....."

The next step is to win their confidence and trust. This may be done by demonstrating a knowledge of Japanese history and life. It often pays to mention some of the difficulties of which everyone is aware. Demonstration of some knowledge of local place names and problems helps the audience to identify themselves with the speaker....."\*



The injection of a certain amount of idealism both national and international is necessary to raise the audience out of any defeatism ..... also helps to make the listeners confident that they have an important place in the making of the world of the future and must assume their responsibilities as world citizens as well as citizens of Japan."

At this point the recommendations for improvement or change should be made. How the recommended method differs from that used in the past should be clarified. A definite tie-up with the general goals of Japanese reform should be made so as thoroughly to identify the recommended approach to the specific problem with the new social attitudes."

Then, finally, it is essential to emphasize the confidence of the speaker in the ability of his listeners as individuals, as members of the local community, or as Japanese to meet the challenge and achieve the goals before them."

\* A note of humor may be achieved by mentioning the meibutsu (specialty) of the locality. --Ed

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## SECTION II. FACILITIES AND SUPPLIES

Military Government Civil Information and Education officers should stimulate the accumulation of data listing the prefectural needs for glass and building materials to rehabilitate school buildings and then see that requests are made on the Japanese authorities who control the allocation of such supplies. Then, a vigorous follow up will help to get results.

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## SECTION III. CI & E ADMINISTRATION

### TEACHER SCREENING - HESITATION IN BORDERLINE CASES

Some teacher screening committees have indicated a hesitation to purge in borderline cases because of a fear that replacement teacher permanent teacher personnel will not be available, and that, therefore, the school system will be crippled.

A program to train adequate numbers of teachers is now in progress under the direction of the Mombusho and CI & E, SCAP.

It is desired that Military Government Civil Information and Education inform screening committees where necessary that the ability or inability of the Mombusho to provide replacement teacher personnel is a problem completely exterior to that of purging undesirable teachers.

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RECORDS FOR TEACHER SCREENING

From time to time, it is possible that Headquarters Eight Army will call for statistics of teacher screening progress. It is suggested that records of such progress be kept in the same form in which they were submitted in recent survey.

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AUXILIARY SCREENING COMMITTEES AT HIGHER INSTITUTIONS

By now, all normal schools, colleges, university preparatory courses, and higher schools should have organized auxiliary screening committees with investigatory and recommendatory powers on personnel to be screened. Spot checks at these institutions will determine whether such committees have been democratically organized and are now functioning properly.

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SCHOOL INSPECTION REPORTS

All teams are reminded that the mimeographing of the school inspection report form is done at corps headquarters. To obtain additional copies of the form, it is simply necessary to notify corps through the regional Civil Information and Education Officer.

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PRESS RELEASES FOR CONSUMPTION IN AMERICA

It is evident from glancing through American press and periodical publications that many important happenings in Japan, happenings of vital significance for the future of the Japanese people and for the success of the occupation mission, are not receiving adequate coverage.

Military Government Civil Information and Education can assist in filling this need by sending up through channels interesting news stories, checked for correctness in every detail, with photographs if possible, for eventual consideration by the Public Relation Officers at I Corps and SCAP for release to foreign correspondents in Tokyo. Two stories, one on youth groups, and one on the try-out schools have recently gone from this headquarters into American news channels.

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THE AMERICAN WAY OF LIFE

# G-13

## THE PEOPLES OF THE WORLD MEET IN AMERICA

The United States, more than any other nation, is made up of peoples from all parts of the world. Only since the First World War has the free flow of immigration been checked. These people have come here for many reasons. They have gone to all parts of our country. Both the old and the new comers and their ways of living have given much to America. Taken together they have become the American people of today.

## NATURE SETS THE STAGE FOR THE AMERICAN EXPERIMENT

The United States, more than any other nation, is richly supplied with the gifts of nature. These have made it possible for this country to develop into a rich and powerful nation. This progress, however, was not made without a struggle between man and nature. At first nature strongly influenced man. With the coming of the Machine Age, however, man increased his control over nature.

## OUR COLONIAL FOREFATHERS STRUGGLE FOR REPRESENTATIVE GOVERNMENT

The seeds of what we today call American democracy were planted in colonial soil more than 300 years ago. Our forefathers planted not only the seed of representative government but also the seed of religious freedom. As these seeds began to grow, early Americans saw the need for planting a third ideal. This was the ideal of union for a common purpose. A union of colonies or states was necessary to protect our growing democracy from dangers at home and attacks from Europe.

## THE FATHERS WRITE A BASIC POLITICAL DOCUMENT AND ESTABLISH A MORE PERFECT UNION

With men like Washington alarmed over the collapse of the Articles of Confederation, immediate action was necessary to preserve the union. Delegates met in a great convention to consider the problems. From that convention came plans for a new and stronger central government. The Constitution which was drawn up increased the powers of the central government at the expense of the states. The framework of the government, as finally determined by the Fathers, followed models already shaped in the states. This structure contained two very important pillars. One was the division of powers between the states and the central government. The other was the separation of powers between the three departments within the central government. Because the new Constitution failed to emphasize democracy, it was accepted only after a bitter fight.

## WE MOVE BY CHANGES IN THE CONSTITUTION TOWARD A MORE PERFECT DEMOCRACY

The Constitution as made by the Fathers provided for a limited democracy only. Immediately the people demanded a written guarantee of their rights. The Bill of Rights was added at once to protect these rights-usually called civil liberties. As the idea of democracy grew, increased political rights were granted by changes in the Constitution. Finally, certain amendments were added which aimed directly at promoting the general welfare. And so in 150 years the Constitution has been made more democratic.

#### TRADERS, DIPLOMATS AND SOLDIERS UNROLL THE MAP

In the short period of 65 years-1783 to 1848-the United States succeeded in extending her boundaries from the Atlantic to the Pacific. This expansion consisted of three parts. Each included an area about 1,000 miles in width. The way for this rapid expansion was prepared by explorers, traders and homemakers; and was completed by soldiers and diplomats. Having unrolled the map to the Pacific, the urge to go farther remained.

#### THE DREAM OF A FULLER LIFE URGES THE PIONEER WESTWARD

As the East became crowded, opportunities for earning a living became more difficult. Sons and daughters of early settlers and new immigrants found it necessary, therefore, to turn to the Great West. For almost 300 years men and women sought the more abundant life on our new frontiers. As the ever-expanding frontier moved westward, these restless farmers, planters, ranchers and miners set up new American communities. Under the new federal government the rights of these pioneers were protected by a democratic colonial policy.

#### AMERICA GROWS UP ON THE FRONTIER

America, as we know it today, is what the men and women who pushed back the frontier have made it. The frontier has influenced our civilization in many ways. In the first place, the simple life of the pioneers helped to preserve and strengthen our faith in democracy. In the second place, the ever-expanding frontier mightily affected our economic-agricultural, commercial and industrial-development. And so America really grew up on the frontier. When the frontier ended, however, and there was no more free land, a new chapter in American history began. Old problems gave way to new ones. Of these the most important was how to use wisely the resources we still have.

#### NINE COLONISTS OUT OF TEN EARN A LIVING ON THE FARM

Early America was made up of families living on small farms. Here was the beginning of the great middle class of today. On these farms were produced the day-to-day necessities of a simple life. This meant hard work and long hours for all members of the family. Although families were large, there was always need for more workers. To supply this need, workers of various kinds were brought from Europe and even from Africa. Hard as life was in these rural communities, farm owners and servants found time to pray and play.

### KING COTTON RULES OVER SOUTHERN AGRICULTURE AND LIFE

From the earliest colonial days the plantation system, or farming on a large scale, existed in the South. Just about the time this system was dying, the invention of the cotton gin brought it back to life. To increase cotton production, the planters sought more land and slaves. With this expansion, a cotton kingdom developed. The wealth of this kingdom gave large profits to a few planters. For millions of slaves and small farmers, however, there was only a life of hard labor and a bare existence. By reason of their wealth, education and leisure, the cotton planters became the rulers of the cotton kingdom. Thus in less than 50 years King Cotton extended his power over all southern life. The interests of the North and South clashed, however, and led to the War Between the States.

### THE AGE OF INVENTION CHANGES THE AGRICULTURAL WAY OF LIFE

Just as the cotton gin brought large-scale farming to the cotton kingdom, so the invention of agricultural machinery made possible large-scale farming in the North and West. These inventions helped both the small and large farmer to produce bigger crops with less labor and at lower cost. But machinery alone did not make America the world's richest garden. Science was also needed to teach the farmer how to get the most from the soil. Science and invention, however, did more than produce bigger and better crops. They brought the farmer closer to the city, and gave new comforts to the farmer and his family. Although farm life today is different from that of colonial times, it remains one of hard labor and many problems.

### HARD TIMES STIR THE FARMERS TO REVOLT

The life of farmers from the earliest colonial times has been hard. During the past 75 years numerous factors have worked together to make the farmers the victims of almost continuous depression. The most important of these factors is overproduction which brings low prices for everything the farmer sells. On the other hand, farmers must usually pay high prices for the things they buy. To increase the farmers' problems, nature has made it difficult to control crop production. Feeling that they were not receiving reasonable returns for their labor, the farmers finally revolted. They demanded that the railroads transport their goods to market more cheaply. They also demanded more money in circulation so that they would get better prices for farm crops.

### AMERICANS BEGIN TO MOVE FROM THE FARM TO THE FACTORY

Today more Americans live in towns or cities than on farms. In this urban communities they depend directly or indirectly upon manufacturing for their living. But this was not always so.

In early rural America the need for manufactured goods was supplied by the household or by skilled workers in small shops. With the invention of machinery, manufacturing gradually moved to small factories driven by water or steam power. This change from hand labor to power-driven machinery and from home manufacture to factory production is known as the Industrial Revolution. To operate these machines required much labor. And so there began a shift of workers from farm to factory, which laid the foundations of our industrial way of life.

#### THE INFANT FACTORY GROWS INTO THE INDUSTRIAL GIANT

America's methods of manufacturing have made her the industrial leader of today's world. This leadership was gained in a remarkably short time. In the infant years of American industry, production was carried on in small factories. After the middle 1800's as infant industry grew into boyhood, many of these small factories developed into large industrial plants. With the coming of manhood, the power of industry increased, but control passed into fewer hands. Thus the age of Big Business began. Big Business developed new methods of manufacturing which made possible mass production. Mass production-or the American way of industry-was soon copied by other industrial nations.

#### THE GOVERNMENT EXTENDS A HELPING HAND TO GROWING INDUSTRY

In our 150 years as a nation under the Constitution American business has regarded the government as a generous father. To this father both industry and agriculture have gone for protection against a flood of goods from foreign countries. They also expected him to set up a banking system that would provide sufficient money and credit for their needs. But they expected more than this from their government. They insisted that public moneys and public lands be freely given to aid the development of our transportation systems. In other words, they believed that the government exists for the benefit of the people and not that the people exist for the government.

#### THE AMERICAN PEOPLE DEMAND THAT BIG BUSINESS FOLLOW RULES OF FAIR PLAY

The ideal of democracy in America has applied to business as well as to government. Under this ideal, business has grown big through its own efforts and by the helping hand of government. In growing big, however, it has sometimes developed into monopolies which are not considered democratic. To preserve democracy in our economic life, government has been forced to act. In the name of the American people, the government, therefore, has passed laws in an effort to prevent monopolies. But this is not enough. More and more the government has been forced to extend control over various phases of our industrial and business life. Thus business, like the ordinary citizen, is expected to obey laws made in the interest of all the people.

## OUR INDUSTRIAL WAY OF LIFE HAS ITS UPS AND DOWNS

American economic life, like that of the average person, has its periods of good health and sickness. Sometimes the periods of poor health are both long and serious. Such was the case in the most recent period of economic breakdown which has been called the Great Depression. In such a depression there are few who do not suffer in one way or another. Unemployment becomes widespread, incomes are reduced or disappear, and unhappiness and misery come to millions. There are many reasons for the ups and downs of our economic life. But whatever the causes, the problem is to find ways and means of keeping our industrial way of life on a straight and level course.

## SEVEN FAMILIES OUT OF EIGHT NO LONGER LIVE ON THE FARM

In colonial days nine out of ten people earned their living on the farm. Today seven families out of eight are no longer on the farm. This very important change has been brought about chiefly by the rise and growth of industry. The shift from farm to city largely explains the difference between American life today and life in earlier times. In changing from a rural to an urban nation, our people have lost much of their independence. In spite of this loss, the city dweller enjoys many advantages. Whether one is better off in the city or on the farm may be a question. But there is no question that the city determines the way of American life today.

## THE WORKERS UNITE TO IMPROVE THEIR WAY OF LIFE

The Industrial Revolution greatly changed the life of the worker. In the factory he found conditions quite different from those in the home or small shop. Like a private in the army, the factory worker was forced to take orders from his employer and to work under whatever conditions the employer set. The conditions usually favored the employer, and the worker was unable single-handed to help himself. He soon found a way of improving his conditions by joining with other workers in labor unions. Thus the small voice of the single worker swelled into a mighty chorus which was finally heard by the largest employer.

## SLOWLY THE WORKERS MOVE UP THE ECONOMIC LADDER

In union there is strength. If this is true, then the stronger the union the greater must be the power of the union. The increased power which came from the growth of labor unions put them in a better position to bargain with employers. When bargaining failed, organized labor turned to the strike as its strongest weapon. But employers also had weapons which they used to stop the growth of labor unions. In the long struggle between workers and employers, labor finally won the support of the public. As a result of this victory, many laws were passed which improved the conditions of the workers. Through these laws and through their own activities, unions tried to make our economic life more democratic.

### HAMILTON AND JEFFERSON PRESENT TWO OPPOSING IDEALS OF GOVERNMENT

To write a constitution is one thing, but to breathe into it the life of a living government is quite another. It was this task, however, that Washington and other leaders had to face. How successful they were in starting the machinery of our federal government is well known. Not so well known, perhaps, is the fact that serious differences of opinion arose about the meaning of the Constitution. Out of this difference in point of view came two political parties—one led by Hamilton, the other by Jefferson. Hamilton stood for the few, while Jefferson believed in the rights of the many. Important as was the struggle between these political giants, it was not until Jackson's time that we made our first real advance along the road of political democracy.

### THIRD PARTIES WRITE NEW PROGRAMS FOR DEMOCRACY

When a piece of machinery breaks down or is out of date, the owner either repairs it or buys a new model. He is eager to have a machine which best meets his needs. So it is with a political party—the machine used by the voter to express his political desires. Some parties have become so useless that they have been thrown aside. Others have been streamlined with the ideas of changing times. Sometimes these new models are given new names, as was true of the new Republican party of Lincoln's time. Since Lincoln's day our major parties have kept their old names, but have often changed their designs. These changes have frequently been forced by the competition of third parties which offer the public very advanced models. The most striking model of the last century was that offered by the People's or farmers' party which demanded the very latest in democratic ideas.

### CORRUPT FORCES HALT THE MARCH OF DEMOCRACY

Andrew Jackson's simple belief in the spoils system as a democratic reform belongs to the "horse and buggy age" of government. The Machine Age changed government in at least two ways. It made the problems of government more difficult. It also made clearer that public servants must be better selected and trained. Likewise it became clear that special and powerful groups were attempting to control the government in their own interests. Out of this conflict of public and private interests came a period of corruption in government which halted the progress of democracy. When a President was murdered, the public awoke. A merit system for public employees was quickly introduced to undermine the old spoils system. The problem of striking at the "special interests," however, was more difficult. This problem still lies across the uphill path of democracy.

### THE COMMON MAN MAKES DEMOCRACY MORE DEMOCRATIC

A great disaster, such as an earthquake, a flood or a big fire, will stir people to unusual action. If the will of the people is defeated by corruption or by the rule of the few, that is a disaster to democracy. Sooner or later the masses are moved to the point of demanding reforms or more liberal policies. Such a situation oc-



curred in the opening years of the present century. Political parties were forced to listen to the demands of the common man or go down to defeat. In his reforming mood, Mr. Average Citizen insisted that democracy be made more democratic. He wanted new machinery in government which would enable him directly to choose his representatives. But he wanted more. He desired to have better control over them after elected. In his battle for more democracy he reached out in many directions. The reforms he had in mind struck at the federal, state and city governments.

#### DEMOCRACY DEMANDS FREE EDUCATION FOR ALL THE CHILDREN OF ALL THE PEOPLE

A fully democratic America is not possible without a completely democratic school system. This was the ideal which our nation finally accepted. If free Americans are to govern themselves wisely, they must equip themselves to think and to act like free men. To reach this goal Americans have struggled for 300 years to make education free to all who want it. As late as the adoption of the Constitution, there were few schools supported entirely by taxation. As political democracy made rapid progress in the days of Andrew Jackson, men asked, "Do we have enough democracy in education?" Great leaders like Horace Mann answered, "No." These leaders struggled against great odds to convince Americans that they must set up a system of free schools supported by public money. The noble fight which Horace Mann started 100 years ago had important results. Today more than 25,000,000 young Americans are enjoying free public education from the kindergarten through the state university.

#### AMERICANS TURN TO THE ENJOYMENT OF THE BETTER THINGS OF LIFE

The business of living should be more than earning a living. It should be more than taking part freely in the activities of government. In addition to the economic and political aspects, the full life should provide for enjoying oneself to some extent in the cultural and social phases of living. In other words, men, women and children should have time to develop and enjoy art, music, science and literature. In a young country, the task of clearing the land, building homes and earning a living leaves little time for other things. But as a country is settled and grown richer, some men find time to devote themselves entirely to art and science. At the same time, great numbers of people are able to enjoy in one way or another these new developments. Thus the better things of life are created and enjoyed. The better newspapers and magazines also play an important part in spreading knowledge of the arts and sciences. Quite as important in a democracy is the opportunity to form social clubs and organizations for the better use of leisure time.

#### WE ATTEMPT TO MAKE THE PURSUIT OF HAPPINESS A REALITY

When Thomas Jefferson wrote in the Declaration of Independence that life, liberty and the pursuit of happiness are rights given to man by God, he stated what many men then believed. Just as the individual hopes for these rights, so the American people as a group have always kept them in mind. To achieve such rights, however, has been a long struggle. There have been periods when rapid progress toward a better life has been made. Such periods were outstanding in the days after the American Revolution, in the 1830's and 1840's, and again in the early years of the present century. These periods have been followed in turn by years in which the desire for reform has slowed up, and some of the gains have been lost. Although there have been losses, the American people have made real progress in making the pursuit of happiness a reality.

#### WE TRY TO FOLLOW WASHINGTON'S ADVICE TO TAKE NO SIDE IN EUROPE'S CONFLICTS

War, like a disease, wastes the strength and health of a nation. Wars, therefore, are to be avoided, particularly when they concern the affairs of other nations, which "have none or a very remote relation" to our problems. Such was Washington's advice. Although Adams, Jefferson and Madison tried to follow this advice, England's repeated violations of our right to use the seas finally brought on the War of 1812. A century later Wilson, too, tried to keep to Washington's advice, but he was also unable to do so because of Germany's refusal to respect our rights on the seas. Realizing that older methods of remaining neutral-or keeping out of other nations' wars-had failed, the American people tried new policies. These policies are outlined in neutrality acts and other legislation. These laws were revised early in the Second World War to enable the United States to aid the nations struggling to hold their own against aggressor countries.

#### THE MONROE DOCTRINE BUILDS A FENCE AROUND THE AMERICAS

A century before the English settled in North America, a new civilization has appeared in Latin America. Out of this civilization grew the Latin-American republics. We were anxious that their independence be preserved. Our policy of neutrality was designed to keep us out of Europe's troubles. The problem remained, however, of keeping Europe out of what we regarded as our affairs. In a bold statement more than 100 years ago President Monroe drew a line beyond which Europe was not to go in the Americas. This declaration, known as the Monroe Doctrine, has become a basic policy which we have attempted to enforce in European-American relations. As our economic interests in Latin America grew, we broadened the meaning of the Doctrine and made new applications of it. These applications often led to interferences in the internal affairs of Latin-American countries and aroused ill-feeling toward

the United States. Mindful of the bad effects of what is known as economic imperialism, we have in recent years made an about-face. Through Pan-American conferences and a good neighbor policy, we are trying to build more friendly relations with our neighbors to the south. The outbreak of the Second World War brought most of the nations of the Americas more closely together as they took steps for their common defense.

#### WE BECAME ACQUAINTED WITH OUR NEIGHBORS IN THE PACIFIC

Just before our Constitution was adopted, bold Yankee seamen sailed more than 20,000 miles into the China Sea in search of trade. These early commercial relations continued throughout the 1800's and led finally to the opening of the Far East-China and Japan-to the trade of the world. During these years we acquired important islands in the Pacific as way stations along our trade route. When the Philippine Islands were secured, our interests in the Far East greatly increased, and our government soon developed a policy, called "Dollar Diplomacy," to promote and protect those interests. Despite official support, however, our investments did not develop. This was due in part to the rise of Japan as a first-class power and her policy of imperialist expansion. It was this policy that brought on the war between the United States and Japan late in 1941.

#### WORLD WARS DEAL A HEAVY BLOW TO THE HOPE OF WORLD PEACE

That wars usually create more problems than they solve is one of the lessons of history. Knowing this, many American leaders over the years have sought for a peaceful solution to the conflicts that now and then arise between nations. Just when the movement for world peace seemed to be making its greatest progress, it was interrupted by the outbreak of the First World War. But this war was so costly to mankind that American Presidents and world leaders turned with renewed vigor to the setting up of machinery for the peaceful solution of international problems. Their ideals, however, have been defeated by the hard feelings left by the First World War and new problems created by that conflict. Twenty years after the First World War, Europe was again in turmoil and in 1939 the Second World War began in Europe. The American people, soon after the beginning of this war, realized that world peace depended upon the defeat of the aggressor nations. We therefore not only built up our own armaments, but also supplied weapons and other materials to the nations struggling against Germany, Italy and Japan.

#### AMERICA IS FORCED INTO A GLOBAL WAR

American industry and agriculture, already busy meeting lend-lease needs, increased their output greatly after we entered the Second World War. The federal government raised hundreds of billions of dollars by increasing taxes and selling war bonds. Government agencies organized industry and agriculture, manpower, and the sale of essential goods. Civilians gave voluntary service to rationing and draft boards. They served as air raid wardens,

conducted salvage drives, aided the Red Cross and other relief organizations with money and time. Highly trained, splendidly equipped troops fought in Africa, Europe and the Far East. The world's greatest navy guarded convoys, took part in troop landings, and fought in the Atlantic and the Pacific. American statesmen, at home and abroad, made over-all plans for a lasting peace.

#### THE GREAT DEPRESSION FORCES THE PEOPLE TO THINK AND THE GOVERNMENT TO ACT

Although the First World War left Europe in bad shape, the United States enjoyed a ten-year period of prosperity. So great was this prosperity that many Americans believed it would last forever. Much shocked, therefore, were they when the Great Depression suddenly hit them in 1929. This depression—the worst in our history—affected everyone, and led many to question the old free and easy economic system known as "rugged individualism." From this questioning came of this new thought, the government, under Franklin D. Roosevelt's leadership, offered a "New Deal" to the American people.

#### A TROUBLED PEOPLE TRY TO PLAN THEIR ECONOMIC LIFE

No automobile manufacturer would think of carrying on his business without making plans for the future. That is, he must plan on number of workers, the amount of steel, rubber and the like needed, the money necessary to pay for these, and finally how many cars he is going to turn out. If the manufacturer produces more cars than can be sold, he loses. If he produces too few, he also loses. The same holds true for the farmer. The problem clearly is to balance production with needs, but this is not easy. Inability in the past to do this has been a major cause of our economic troubles. Because of the number of manufacturers and the great number of farmers, voluntary planning has not been possible. This has led the government in recent years to step in. Through many acts of Congress, the government has taken the lead in devising plans for control of production in both manufacturing and farming. This planning—called planned economy—has been an important part of the so-called New Deal.

#### THE FEDERAL GOVERNMENT ACTS TO PROMOTE THE GENERAL WELFARE

"To promote the general welfare," states the preamble to the Constitution, is one of the duties of our federal government. This duty becomes of particular importance in periods of economic suffering. As the depression of 1929 robbed millions of Americans of the right to make their own way in the world, and wiped out the savings of millions more, the federal government realized that it must act and act quickly. Planning, therefore, for a better life in the future, laws were passed not only to provide temporary jobs, but also to protect workers against unemployment, the insecurities of old age, and the dangers of losing their savings.

Just as efforts were made to protect adults and the aged, so legislation was passed to encourage youth as it faced a world of limited opportunities. With the buying power of the average American greatly reduced, he insisted that promotion of the general welfare in this age meant the protection of the consumer.

WE, THE PEOPLE, FIND NEW INTEREST IN THE DEMOCRATIC WAY OF LIFE

Democracy has been described as a broad-bottomed raft which moves slowly but does not sink. On the other hand, autocratic governments or dictators have been likened to a swiftly moving craft which overturns when a storm arises. Thus for a period of more than 300 years the democratic ideal in America has moved slowly along its course. Although many enemies who did not believe in it have always been passengers, the raft has kept afloat all these years. Today, amid the storm and stress of world revolution, Americans as never before pin their faith to their ideal of government. And, in the midst of a global war, they are convinced, as they always have been, that their future lies in the direction of the democratic way of life.

COMMENTATORS DIGEST

3.3.47

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#G-12

## U.S. TEACHERS' STRIKE: CECIL BROWN - MUTUAL NYUN 27

The Problem of low wages and unsatisfactory working conditions was high-lighted this week by a strike of teachers in Buffalo, New York. While the poor working conditions of the teachers in many parts of the country is recognized, there is considerable difference of opinion over their moral right to strike. One commentator who thinks they are justified in striking is Cecil Brown. Here is what Mr Brown says:

**TEACHERS AWARE OF RESPONSIBILITY** In Buffalo, New York, this morning all 98 public schools have shut down, the 2,400 teachers remain on strike, and the 21,000 pupils are having an enforced vacation. This is the biggest school strike in the history of the American nation. And for this reason, the strike in Buffalo is attracting national attention.

I don't know what the newspapers in your community are saying about this strike of school teachers in Buffalo, but here in New York State a number of newspapers are denouncing the teachers as acting against the authority of the State. Well, the odd part of it is, the teachers, perhaps as much as any group of working people, are aware of their responsibility to the national welfare. Teaching is neither a very profitable profession nor, strange as it sounds, does it command much respect from many people. One of the best ways to command respect in the United States is to make money, and teachers don't do that. (Thus, teachers have a keen desire to teach, which is commendable as an example of great responsibility to their community and nation).

So why let the newspaper editorial writers are quick to denounce the teachers for rejecting their responsibility by striking, it would be far more becoming if those same editorial writers would try to find the causes of that strike,

**COMMUNITIES AT FAULT** Teachers have gone on strike in Buffalo as they have gone on strike elsewhere, because the communities ignored their own expanding responsibilities for the welfare of the teachers.

In Buffalo, New York, if the city had denied the teachers a reason for a strike, then there would have been no walkout. It works in other fields too. If employers had treated their workers in accordance with a reasonable standard, there would have been no union. If employers had not used troops and strong-arm squads there would have been no need for a Wagner Act.

Teachers have not gone on strike because they have become irresponsible after all these years.....

UNITED NETWORK COMMENTARY 3.3.47

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A3

TEACHERS STRIKE: HARRY WICKERSHAM NYUN 28

SPOTLIGHTED Some days the front pages of American newspapers are equally divided between news of international events and news of problems in America's educational system. This is particularly true in New York because at the moment several thousand school teachers in the city of Buffalo are on strike for higher wages. But to a greater or lesser extent it is also true in most other states. Education has indeed become one of the most discussed domestic issues in the United States. For that reason, I would like to discuss in broad outline the major issues involved.

Although, as I have said, educational problems are a major question in the United States today, their impact is felt differently from other issues as labor legislation or the federal budget. These are prime political issues. Education, while a national problem, makes this impact felt locally, and is now being wrestled with by local government authorities, throughout the country. Each city and state is confronted with different local conditions that must be treated differently. Education has always been considered the responsibility of local government in the United States. Although from time to time, the Federal Government has rendered aid to cities, counties, and states in financing their educational system, primary responsibility has always remained with the local authorities.

Nevertheless, almost all educational institutions have been faced in the last few years by the same problem, a problem which indeed is common to almost every country in the world, that is, the impact of rising living costs on the fixed salaries of the teachers. Everywhere in the United States living costs have risen sharply since 1929, and fixed salaries of government employees have lagged behind. The result has been a very heavy economic burden on the teachers which, in turn, has discouraged many young people from entering the profession, and this has caused many people to leave it.

One statistic will serve to illustrate the effect of this development in the teaching profession. In 1920, less than 30 years ago 45 per cent of college graduates in New York State entered teachers' training schools in preparation for a teaching career. Nowadays no more than 7 per cent choose the teaching profession.

The career of the teachers, in other words, can no longer compete with other professional careers, largely because of the low salaries paid to teachers in comparison with the rise in living costs.

It is safe to say that in no city or state in the United States conditions are satisfactory. Everywhere groups have organized and have begun to demand increased salaries, but in some areas the groups are more vocal and effective than in others and have succeeded in focussing public attention on the problem. New York State is one of those areas. Although the state has a fairly good educational record, the teachers have gone on strike. The latest development in this situation has been the strike of teachers in the city of Buffalo, the second largest city in New York State. The strike has been underway since the beginning of this week and all schools in Buffalo have closed down. It has been completely effective, therefore, in dramatizing the teachers' grievances.

And no one can predict whether the striking teachers will succeed in getting their demands.

As for the public response, most people declare themselves in favor of increased pay for New York State teachers, but most of them continue to oppose the strike weapons as a means for achieving their objectives. So far, however, no serious moves have been made by any government authorities to force the teachers to abandon their strike. All parties concerned are awaiting word from the special committee appointed by Governor Dewey to look into the problem of teachers' salary.

**FEDERAL ACTION BELIEVED NECESSARY** In the meantime, it is also important to mention that many groups believe the educational crisis throughout the United States demands Federal action in support of the various local authorities. Indeed no fewer than 10 bills have been submitted to the Congress which would, in one way or another, bring the Federal treasury to the rescue.

One of the most important of these bills have the assent of Senator Robert Taft, one of the principal leaders of the Republican Party and a chief contender for the Republican Presidential nomination. Mr. Taft's measure, which also has the approval of a number of democratic leaders, would dispense millions of dollars yearly in Federal aid to the various local educational authorities.

Another important bill sponsored by Republican Senator Aiken of Vermont would assure that a minimum of 100 dollars a year is spent on every school child in the country. This measure contemplates a Federal expenditure of more than a thousand million dollars a year after it has been in effect a few years.

The primary objective of these and other educational bills is to equalize educational opportunities throughout, the United States regardless of the wealth of the individual local authorities. They are also aimed at raising teachers' salary to a point where a teaching career will once more tempt a large proportion of college students. Whether or not they will be passed in their present form, or even whether they are passed at all in the course of this session, most authorities are convinced that American educational problems will eventually be solved by Federal action. They feel that the problem is too broad and too important to be left solely to local authorities, although the states and cities are certain to keep the chief responsibility in their hands even after the Federal Government has entered the picture.

In other words, most observers anticipate a balanced program of mixed Federal and local responsibility to solve this pressing national problem.



## Boys Town, The City of Little Men

#9-11

The annual crime bill for the United States is 15 billion dollars. Therefore, good American citizenship, to Uncle Sam, should certainly be worth its weight in gold, for a good citizen is a law abiding one.

The Rt. Rev. Msgr. E. J. Flanagan, founder and director of the famous Father Flanagan's Boys' Home, at Boys Town Nebraska, just ten miles west of Omaha, agrees with head G-Man J. Edgar Hoover, who says that the cradle is the starting point of much evil.

"Education and religious training, with proper guidance and kindness of heart, has worked wonders with many boys who have come to my home with twisted minds largely due to neglect in their home," says Father Flanagan.

Father Flanagan's Boys' Home is for the homeless and abandoned boy--it is a home. It was established in 1917 by an Irish Catholic Priest who believed in boys--believed that they could be taken from the streets, from reform schools, and poor environment, and be molded into good American citizens.

This kindly Priest believed twenty-nine years ago no boy wanted to be bad. Twenty-nine years of practical experience with homeless boys is justified.

Father Flanagan became interested in homeless boys by dealing with unemployed men during the years, 1914, 1915, and 1916. There was much unemployment in Nebraska and adjoining states due to crop failure during these years. Father Flanagan, in order to help these unfortunate men, organized the Workingmen's Hotel.

He had hopes of providing shelter for these men, getting them back on their feet with employment. Omaha business men assisted him with the venture. Instead of wanting work, Father Flanagan discovered, these men wanted to avoid it. He studied their cases individually. A common fact he discovered in many of the cases was they had been homeless in their youth, and had never received a chance in life.

Father Flanagan dreamed about a Home for homeless boys. He reasoned that if he could help provide a good education for homeless boys early enough in life, he could develop them into useful American citizens, with the proper guidance and direction.

His dreams came true early in December, 1917, when Father Flanagan's Boys' Home was first opened in Omaha. He opened the Home with but five charges. Over a period of years, he has cared for more than five thousand boys. Increased enrollment in the Home during the first years resulted in Father Flanagan purchasing a farm ten miles west of Omaha, which is known today as Boys Town, the site of Father Flanagan's Boys'

Home.

Father Flanagan has always favored self-government for his boys. City officials of the village of Boys Town are elected by and from the boys at semi-annual elections.

Because Father Flanagan believes the boys will develop into better American citizens if they have their own government, he requested the Douglas County Board of Commissioners to make Boys Town an incorporated village. This was accomplished in 1938. So today, Boys Town is actually an incorporated village--"A City of Little Men."

Boys Town citizens take their elections seriously. Frankly, we watched people vote in various city, state, and national elections, but never have we seen voters take their right to cast a vote more seriously than these Boys Town citizens, whose ages range from twelve to eighteen. It is a citizenship right to vote, and not one boy ever passes up his privilege.

Father Flanagan believes that the training in operating the government of Boys Town will teach each boy at the Home to be a better citizen later in life. It shows each boy the difference between good government and bad government.

For a week before each election at Boys Town the campus is truly a political hotbed. There is the usual number of political signs and political rallies, at which the various candidates make their pleas for votes.

The boys divide into two slates, one the Progressive ticket, and the other Conservative. The Progressive campaign is built on the slogan, "Build Boys Town," while the other group's platform is "Help Boys Town."

Don't think for a minute that these city officials are figure heads: they have their duties to perform like city officials of any city, and they fulfill their duties well. It is an honor with them to serve Boys Town, and each commissioner wants to do his job well.

The mayor is the official greeter of the Home. If a movie star comes to Boys Town, it is the duty of the Mayor to be on the reception committee and escort the star around the grounds.

Another task that comes to the mayor and other commissioners is writing letters to friends of the Home who write to various city officials. The mayor receives more than a dozen letters each day and answers each one of them personally. Many high school students seek mail interviews with the mayor which he gladly furnishes.

Members of the council meet every Monday evening to discuss their official problems. Boys Town Municipal Court holds its sessions on Tuesday night.

After hearing the cases the Boys Town judge decides the fate of the offenders. Penalties are restricted privileges and added duties.

The average high school student is given a course in Civics which is intended to help make better citizens out of the boys. Father Flanagan believes that the training a boy receives in practical government is sounder training than the theories advanced in a classroom. There is nothing like practical experience such as the boys receive in their governmental operations, says Father Flanagan. Speaking of schools, it might be added that Boys Town has a fine school system. Two grade school classes are offered, the fifth and the sixth grades, followed by a junior and senior high school set-up. In addition to the regular school, Boys Town offers a dozen trade school courses. Musical education for boys interested in music is also provided.

Since 1926, Boys Town has had a band. At present, the first band is composed of 45 boys, while another group of 40 are playing in the beginners band. Membership in both organizations is purely voluntary with each boy.

There is no coaxing the boys to join the band. Those belonging to the organization are required to practice two hours each day. Another voluntary musical organization is the Boys Town choir, which has an enrollment of 100 boys.

Boys in the band and choir make numerous public appearances. Both groups have been featured on coast to coast broadcast programs. Father Flanagan is a firm believer that both choir and the band help develop character in his boys.

A boy must have a strong body, believes Father Flanagan. For this activity he has a full time athletic director, Maurice Pairang, who directs the recreational program of Boys Town. Every boy at Boys Town is enrolled in the physical education program. In addition, the Boys Town high school is represented in athletic endeavors in football, basketball, and baseball, competing with schools of their classification.

In an effort to broaden the boys, Father Flanagan has an assorted number of leisure time and hobby activities. Such groups include 4-H Club activities, stamp collecting, a camera club, model plane building, leathercraft and woodcraft.

One of the outstanding features of Father Flanagan's program is keeping the boys actively engaged throughout the day. Father Flanagan believes that a boy should have his chores to perform, his school work, religious training, recreational period, and leisure time activities to round out a full day's schedule.

How is Father Flanagan's Boy's Home financed? Does Boys Town receive any aid from state or federal governments? These questions are always arising. The answer to these questions is that neither community chest fund, nor city, county, state or federal government contributes to the support of Boys Town. Boys Town is fully supported by friends of Boys Town, who like Father Flanagan, believe the homeless boy is worthy of a real home where he can receive an education and proper guidance like boys who are less unfortunate.

Father Flanagan was born in Roscommon, Ireland, on July 13, 1886. He was educated in the public school at Roscommon, and later studied at Summerhill College, at Sligo, Ireland. He came to America in his late teens, and studied at Mt. St. Mary's college in Emmitsburg, Maryland, where he was graduated at the age of twenty. He later studied at St. Joseph's Seminary in Dunwoodie, New York, and in Rome, and completed his studies in 1912 at the Jesuit

University at Innsbruck, Austria, where he was ordained.

After his ordination, he came to Omaha, and was assigned to St. Patrick's parish at O'Neill, Nebraska. On March 15, 1913, Father Flanagan was transferred to Omaha to St. Patrick's parish where he remained three years.

It was during his assignment at St. Patrick's parish that he started the Workingmen's Hotel, which was a stepping stone to the now famous Father Flanagan's Boy's Home.

Father Flanagan has always taken a deep interest in welfare work. He was largely instrumental in establishing the Boy Scout movement in Omaha. He served as President of the Omaha Welfare Board for ten years. At the present time, Father Flanagan is a member of the National Volunteer Advisory Panel to study the growing problem of juvenile delinquency appointed by Attorney General Tom Clark; National Council representative of Covered Wagon Council of the Boy Scouts of America, and a member of the Naval Civilian Committee appointed by Secretary of the Navy James Forrestal.

Because of unselfish efforts in welfare work, especially in the field of assistance to the homeless boy, the Omaha Post No. 1, of the American Legion, elected Father Flanagan Omaha's No. 1 citizen, an annual award, a few years ago.

On October 24, 1937, Father Flanagan was made a Domestic Prelate with the title of Rt. Rev. Msgr. and was invested by the Archbishop of Omaha, the Most Rev. James H. Ryan.

In June 1938, Mt. St. Mary's College conferred an honorary degree of Doctor of Laws upon Father Flanagan, who graduated from the college in 1908. The following year St. Benedict's college at Atchison, Kansas, conferred a similar degree upon him, and during 1939, Father Flanagan was the recipient of the Variety Clubs of America's first Humanitarian award. Creighton University of Omaha honored Father Flanagan with an honorary Doctor of Laws degree on June 5th, 1941.

Father Flanagan always keeps a bit of candy in his desk for the younger boys when they pay him a special visit. He is an untiring worker in the interests of his boys and other homeless boys. Whenever Father Flanagan makes a speaking trip, he does so with the thought that he is doing it in the interest of his homeless boys. During recent years, he has been much in demand as a speaker in all parts of the country. Father Flanagan is the first living person, about whom the motion picture industry has ever made a picture. During recent years, there has been considerable demand upon Father Flanagan's Boy's Home, and scores upon scores of applicants have been turned down because of lack of facilities to care for additional boys. In 1941 four new apartments and a dining hall were completed and opened, so that Father Flanagan can care for five hundred homeless boys, instead of only two hundred as had been the case for years.

At the present time, another expansion program is under way, which, upon completion will enable Father Flanagan to care for a thousand boys, twice the present capacity of Boys Town. A vital part of the new program is additional school facilities, particularly in the technical school field, to enable Father Flanagan to provide his boys with better training.

Father Flanagan says that no boy wants to bring sorrow to his family and friends. Every boy wants an opportunity to succeed. He says, "Give a boy a helping hand, the love and devotion that he is entitled to, and you will find THERE IS NO SUCH THING AS A BAD BOY."

HEADQUARTERS EIGHTH ARMY  
 United States Army  
 Office of the Commanding General  
 APO 343

# G-10

OPERATIONAL DIRECTIVE)  
 NUMBER 19)

26 February 1947 *AK**copy in 800.*CIVIL EDUCATION PROGRAM

1. Reference: Memorandum for the Imperial Japanese Government, file AG 350 (22 Oct 45) CIE (SCAPIN - 178), subject: "Administration of the Educational System of Japan".

2. In order to further implement the Civil Education Program, the commanding general of each corps and the commanding officers of the Chugoku and Shikoku Military Government Regions and Tokyo-Kanagawa Military Government District will promptly initiate the following projects:

a. Assistance to teachers and principals in the use of the "Course-of Study" for the 1947 school year as soon as it becomes available.

b. Encouragement and assistance in the development by teacher of supplementary teaching aids and materials and in the utilization of community resources for instruction.

c. Assistance in the establishment of the "6-3 steps" of the educational ladder when provided for by Japanese law and encouragement to individual schools, local communities and prefectures in the study and solution of practical problems involved in such a transition.

d. Encouragement and assistance in the establishment of the following:

(1) An "in-service" training program for teachers in individual schools.

(2) A program of regular conferences of teachers.

(3) Continuing workshop and study groups of specialized teachers, such as social studies teachers, English teachers, and national language teachers. It is desirable to encourage the development of professional associations of teachers in specialized fields.

e. Assistance in the development of sound and comprehensive programs of public relations with regard to the reform of Japanese

education, the responsibilities of teachers, principals, parents and communities in this regard, and reporting of progress made in educational reform at national, prefectural and local levels.

f. Encouragement of the local governments in the rehabilitation of school plants and facilities.

g. Encouragement and assistance in the promotion of a sanitation and health program, to include the school lunch program.

3. The following projects are included in the long-range planning of the civil education program. Many of them have already been started but it is desired that they be initiated in each prefecture, where they are not in operation, as soon as practicable.

a. Assistance in the elimination from public institutions of tearing of all methods of school entrance selection based upon economic status, family position, sex, creed, or political belief.

b. Encouragement and assistance in the establishment of co-education as a basic pattern in education and assistance in providing equal educational opportunities for men and women.

c. Encouragement and assistance in the selection of demonstration and experimental schools on elementary and secondary levels in each prefecture, giving consideration to the possibility of utilizing the resources of normal schools for this purpose.

d. Encouragement and assistance in the healthy professional development of teachers' research conferences established within each school by directive of the Ministry of Education.

e. Assistance to school administrators at all levels, including school inspectors, in the assumption of their new professional responsibilities in a manner appropriate to a democratic system of education and in the elimination of all expressions of arbitrary control in school administrative machinery.

f. Encouragement and assistance in the development of professional associations and Parent-Teachers associations which are democratically established and operated.

g. Encouragement and assistance in the expansion of visual and radio education programs.

h. Encouragement and assistance in the development of physical education activities in and out of schools and of sound programs of sports.

i. Encouragement and assistance in the establishment of vocational guidance and counselling facilities, both in schools and in local communities outside the schools.

j. Encouragement and assistance in the establishment of cooperative part-time training programs involving vocational schools

and local industries.

k. Encouragement of community use of school plants for evening classes for part-time students and adults, discussion forums, recreation programs, and for PTA meetings.

l. Encouragement of the establishment of discussion groups in order to provide democratic media for the expression of opinions by adults on international, national, and local problems.

m. Encouragement and assistance in the establishment of Citizens' Public Halls and inspection of them as they are established, making certain that democratic procedures concerning the establishment and operation of such halls are followed, as outlined in Ministry of Education directive Hatsu-sha #122 (Subject: "Citizens' Public Halls: An Outline of their Creation and Management", dated 5 July 1946).

n. Encouragement and assistance to college and universities to establish extension courses for adults.

o. Encouragement and assistance in the development of youth organizations, giving particular attention to the problems of training of adequate leadership for such organizations, and preventing any tendencies to revert to the prewar and wartime pattern of the Seinen Dan type of organization, and preventing the utilization of youth organization for political, nationalistic or militaristic purposes.

p. Encouragement and assistance in the development of sound country and prefectural federations of youth organizations.

q. Encouragement and assistance to private institutions of learning in the solution of their urgent problems of reconstruction and reorganization.

r. Implementation of Ministry of Education directives through interpretation in terms of democratic school practices.

s. Encouragement and assistance in the establishments of local and prefectural boards of education at such time as they are provided for in Japanese law.

t. Encouragement and assistance in the establishment of methods for furnishing financial assistance to capable and deserving students of low economic resources.



4. It is desired that military government units include in Annex E of the Monthly Military Government Activities Report, information concerning progress made and difficulties encountered in implementing civil education projects.

BY COMMAND OF LIEUTENANT GENERAL EICHELBERGER:

OFFICIAL:

SCMANZE  
G-1

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#9-9

(1) 30 Oct Memo - "Investigation, scrutiny & certification of teachers & Educational officials."

(a) All persons known to be militaristic, ultranationalistic or antagonistic to object of occupation to be removed immediately.

(b) Demobilized soldiers barred from occupying a position in Education system if employed after 30 Oct.

(c) Direct government to set up scrutiny system.

(2) 22 Oct Memo - "Administration of Educational system"

(a) Objectives & policies: Militaristic and ultra-nationalistic ideology prohibited, representative government, peace, dignity of individual & civil liberties promoted.

1. Teachers to be scrutinized.

2. Fired teachers reappointed.

3. Discrimination prohibited.

4. Freedom of discussion of issues.

5. Education of students, teachers & public on truth about War etc.

(b) Educational materials to be checked, revised etc Mombusho shall submit plan for substitute programs, plan for revising texts & teachers manuals temporary materials ready for spring term (1 April) Submit report by spring 1946 on collection of text books.

(?) 4 January 1946 - "Abolition of Political societies."

1. Prohibit formation of societies for:

(a) Resisting occupation forces & directives.

(b) Claim for leadership in area.

(c) Support of Japanese aggression abroad.

(d) Exclusion of foreigners in Japanese foreign trade etc.

(e) Opposition to cultural exchange between Japan & other countries.

(f) Military training of perpetual of ~~martial~~ spirit.

(g) Terroristic purposes.

2. Government will hold property, files in custody.

3. No party will be formed which has not registered complete information re membership & purposes.

(?) 4 Jan 1946 "Removal & Exclusion of undesirable personnels from public office"

Government must remove from Chokunin officials or above:

- (a) All exponents of militaristic nationalism & aggression.
- (b) Members of secret societies.
- (c) IRAA or IRAPS members.

(?) 15 Dec 1945 - "Abolition of Shinto"

1. State support of Shinto to cease.
2. Public supported schools for Shinto training to cease.
3. Shinto to be taken out of schools.
  - a. textbooks.
  - b. Visits, Ceremonies.
  - c. Kokutai No Hongi, Shinmin No Michi, to be prohibited.
  - d. Slogans to be deleted from official writings.
  - e. Kamidana removed.
  - f. Officials not to report to Shinto.
4. Not to apply to Sect. Shinto.
5. State Shinto may continue as private religion if followers so desire.

(?) 19 Dec 1945 - "Restoration of Electoral rights to Political Prisoners"

1. Right to vote.
2. Right to hold public office.

(?) 31 Dec 1945 - "Suspension of courses in morals, Japanese History & Geography."

Suspend courses, collect texts.

Japanese Imperial Order 263 of 19 x 6  
Re "Scrutiny Teachers"

Categories of non - acceptable persons for educational service:-

1. Career Military Personnel.
2. Notorious Militarist.
3. Ultra-nationalistic or notorious antagonist of objections & policies of allied occupation.

Memo of 22 Oct 1945 (Administation & Educational system)

Memo of 30 Oct 1945 (Investigation scrutiny of Educational officials)

Above must be discharged by Minister of Education.

Exception: When impossible to secure suitable replacement - None acceptable person may be retained until suitable replaced.

"Libereals" and "Anti-Nationalists" who were removed since 7 July 1937 for ideologies or religious reasons shall be preferably reinstated within 6 months after enforcement of present ordinance.

(1) Metropolitan Hokkaido or Ken Inquiry:

Committees set up to determine acceptability shall be organized by the local government & shall investigate teachers of elementary schools, secondary schools & school inspectors compound of representatives of teachers, 7 representatives by Japanese Educational Association & religious circles, 6 officials recommended by local Government.

(2) School bloc Inquiry Committee for teachers acceptability shall be organized by the head of the school bloc and shall investigate higher schools, & colleges within Area under jurisdiction of Hokkaido or each regional administration.

Officials { 6 Representatives of teachers elected.  
6 Representatives of Education including religious bodies.  
3 heads of schools.

(3) University Inquiry Committee for teachers acceptability shall be organized by the rector or President of the University for his faculty ( Members of University - 1/3 of faculty, ratio of 2 assistant Professors to 5 Professors.

(4) Inquiry Committee for Educational Officials acceptability - Organized by Vice Minister of Education & shall investigate heads of Universities, Koto Gakko & Colleges.

6 Persons recommended by the Japan Educational Association from among teachers.

1 Person Commissioned by Vice Minister of Education from among Officials of Naimusho.

6 Officials representing including & religious bodies recognized as suitable by Vice Minister of Education from among officials of Minister of Educational heads of schools.

(5) Central Inquiry Committee for Educational service members acceptability  
 6 Representatives of teachers recommended by Japanese Educational Association.

5 Officials representatives of including & Religious bodies.

1 Representative of Naimusho

4 Representatives of Department of Education & heads of schools.

5. Representatives of Imperial Academy.

Significant Parts:

(1) No representatives of never democratically run teachers Unions only old life.

(2) Complete Autocratic control of the old elements.

(a) officials of industrial & religious recognized as suitable by Minister of Education.

(b) Members of Naimusho & Monbusho.

(c) Vito power of Minister of Education.

If Minister of Education considers organization of Committee insuitable.

He can order the change of a part or whole.

When any member of Inquiry Committee is up for inquiry. He or she shall be excluded from Committee.

Relations of person judged may be called to attend investigation of inquiry Committee when committee decides it necessary or when person under investigation applies therefore. Provision for re consideration in case person considers his case unjustly judged.

Applies for re-investigation of central Inquiry Committee for Education Service members acceptability.

Edicts in Japanese Imperial Order #263 of 19 x 6 re selecting of teachers.

1. Committees set up to determine acceptability of teachers are unrepresentative.

(a) Metropolitan, Hokkaido & Ken Inquiry Committees (Scrutiny primary teachers)

(1) Organized by local government - same old administration Channels.

(2) The 6 Teachers on Committee must be recommended by old-line "Japanese Educational Association". No representative of never democratically organized Teachers Union.

(3) 6 Officials, heads of Educational, industrial, and religious bodies for heavy a representation of the old economic, religious interests.

(4) No representation of the women, or of the ordinary citizens.

(b) School Bloc Inquiry Committee of Teachers acceptability (scrutiny secondary and higher secondary teachers)

(1) 6 Representatives of teachers - Same old group.

(2) 6 Officials of industry & religious bodies.

(3) 3 heads of schools.

No representatives of parents groups or others democratically elected.

(c) University Inquiry Committee.

(1) Organized by the President of rector of the University from among the faculty.

A Closed Corporation - 1/3 of the faculty judges on the whole, including itself, giving use of corruption, No change.

(d) Inquiry Committee for Educational Officials acceptability. (to investigate heads of Unions Koto Gakko, Colleges)

(1) Committee chosen by vice Minister of Education.

(2) 6 teachers acceptable to Japanese Educational Association.

(3) 1 Nimusho representative (chosen by Vice Minister of Education) not necessary.

(4) 6 Officials of industry & religious bodies.

(5) 3 heads of schools, or officials of Mombusho selecting by Vice Minister of Education.

Mombusho selected by Vice Minister of Education.

(e) Central Inquiry Committee.

4 representatives of Mombusho or heads of schools.

6 representatives of teachers

5 representatives of Imperial academy.

5 Officials of industry & religion.

1 Naimusho

## THE COMMUNITY SCHOOL

#G-7

The past decade has found the world preoccupied with national and international problems. There has been little consideration about the flow of life in smaller places. We have overlooked the importance of the local community.

We are agreed that the school is a community institution, that its fortunes ebb and flow with those of the locality. We are agreed also that pupils must be led to know the community, to experience its stresses as well as its harmonies. Moreover, if we, as teachers, are to teach these realities, we must understand them ourselves. We cannot get our insight from books alone or pick them up as sightseers. We must make the community in which we live and work an object of firsthand critical study.

What do we mean by a Community School?

1. A community school uses an array of community resources in its program.
2. A community school orients its aims and purposes to pupil needs and backgrounds.
3. A community school functions as a locality service center.
4. A community school seeks increasingly to democratize the whole of life in school and outside.
5. A community school assumes a major responsibility for the improvement of life and institutions in the area it serves.

Such a definition of the community does not imply a narrow provincialism. Community must be interpreted broadly to mean an aggregation of people who are conscious of unity and able to act as a corporate group, who occupy contiguous area, and who have some common traditions and some common service institutions.

If the school is to serve the social needs of our times, children must be led to an understanding of the activities in which the community engages to satisfy basic human needs; they must be conscious of the social interrelations within the community and with the wider world; they must understand the social, economic, industrial, political, and recreational institutions in the community, and they must be conscious of the problems that emerge out of group living. The school must expand the power and accuracy of youth in the observation of natural and social phenomena. It must increase the willingness of youth to seek information, secure accurate impressions, and verify conclusions from direct and authoritative sources. The school must, moreover, contribute to the ability of youth to live effectively in a wider social environment through the

development of the attitudes of co-operation, self-control, self-direction, promptness, initiative, courtesy, and consideration for the rights of others. The school must give youth the basis for making intelligent choices in social situations. Only as the school serves personal and social needs in these ways can it justify the name of community school.

Learning through experience is a basic tenet in the philosophy of modern education. Great educational leaders have long recommended firsthand contact with the actual things of life as the best way to provide genuine education. Modern psychology has reinforced the validity of the age-old concept that experience is the best teacher. In sound learning situations, experiencing always plays an important part. Book learning without experience is useless verbalism.

The most realistic experience an individual can have is the actual handling of an object, the actual observation of a process or an event, or experimentation with materials in creating new, or more usable, or more beautiful objects. Teachers are increasingly coming to realize the advantage of learning through well-selected experiences. Experience is enriched and interest is expanded through direct contact with the world. The concept of the school environment has expanded far beyond the walls of the school building. Education may profitably go on whenever a situation affords experiences which deepen the understanding of man and his activities or of natural phenomena.

In John Dewey's Experience and Education this great philosopher points out the responsibility of the school in the selection of experiences likely to prove most valuable in providing a foundation for effective social living. He says:

... select those things within the range of existing experience that have the promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience.

Social insight for the learner must grow not only out of observation of the conditions under which society must live and work at the present time, but, if it is to be truly functional, major consideration must be given to those areas in which new adjustments are emerging in response to contemporary needs. The children and youth now in school will live in a world determined by these emerging patterns; education must project experience as much as possible into the life of the future. The lives of industrial workers for example will be materially changed by social legislation designed to provide decent housing, unemployment insurance, old age pensions, and the like. The future of farm life will be determined by the extent to which machine methods may be applied and by the extent to which agricultural cooperatives can be made to function. The cultural future of any people will be largely influenced by



the increased attention to music, art, literature, the drama, in the schools and in community life.

It is into the areas of such promise of a better life for all the people that the experiences of children and youth should be directed. They will extend and augment through their lives these activities which are rich in possibilities for the extension of the good life to all the people.

The Community Survey of Educational Resources.

One of the most profitable activities that any group of educators could embark upon would be the development of a useful outline which could be used by teachers in analyzing the educative resources of a community.

Any outline of this sort would include the following:

1. Occupational activities
2. Political and social institutions
3. Commercial activities
4. Recreational opportunities
5. The historical background
6. The cultural heritage
7. The nature of the environment
8. Plant and animal life of the natural environment.

The U.S. Office of Education recently published a bulletin; KNOW YOUR COMMUNITY which organizes community study around significant topics such as

1. The size of the community
2. Location
3. History
4. The People
5. Making a Living
6. Community Organization and Government
7. The Community's Health

8. Recreation and Cultural Opportunities
9. Housing
10. Welfare Services

Surveys of community resources reveal possibilities of experiences in field, orchard, or forest; at seashore or mountain; in mines, in sawmills or factories; at points of vantage to see geographical features, such as mountains, lakes, ponds or creeks; at wharf or railway station; at construction project; at reservoir or power plant; at the telephone exchange or the fire department; at the market or the bakery; at the post office. The list of resources varies from community to community but in any locality there are available many experiences which will provide the basis of understanding of the natural and social environment.

#### Teachers Study Community Life.

Teachers need opportunities to secure firsthand knowledge of community resources in order to increase their own social understanding and also to utilize these worthwhile experiences in excursions with children.

In one school system the teachers explored the environment for valuable learning experiences. They visited various industries including a printing plant, newspaper office, a dairy, a packing plant, wharfs and docks, a soil conservation project, a radio broadcasting station, post office, telephone office. They visited museums, observatories, art galleries, and botanical gardens. Even when it was impossible for the children to visit some of these centers of community activity, the firsthand knowledge of the teacher made the vicarious experiences of the children more realistic.

In the past, utilization of community resources has been somewhat haphazard and sporadic. A recent course of study made specific suggestion of the following experiences: trips to neighborhood gardens, specialized farms, general farms, orchards, groves, nurseries, florist shops, truck gardens, wholesale markets, retail markets, warehouses, freight yards, boats, docks, train and bus terminals, airports, harbors, post office, library, zoo, beach, museum. These community contacts are considered an indispensable part of the educational program in providing for elementary school age children, experiences in conserving and improving human resources, experiences in conserving and improving natural resources, experiences with simple industrial processes, and experiences with transportation and communication.

#### Firsthand Experiences Through excursions.

The success of the excursion as a learning experience

depends largely upon the careful preparation made in advance. The children should have a part in determining where to go and what specific questions the excursion is designed to help answer. They should have a part in planning how the excursion is going to be conducted, the route to be followed, the necessary arrangements and permissions to be secured in advance, the observance of safety rules coming and going, the necessity of a work spirit rather than a play spirit on excursions, and the importance of acceptable social behavior.

The excursion need not be elaborate or involve a long trip on crowded transportation facilities. A walk to a near-by farm, to the local postoffice, or a factory in the neighborhood can yield valuable firsthand experiences without too great an expenditure of effort or time.

Each excursion should be carefully evaluated. The information gained should be recorded, the answers to specific questions discussed, letters acknowledging courtesies should be written, interesting events incidental to the trip should be discussed, and new problems which might lead to further exploration of the environment should be listed. If the excursion has been successful the need of reference reading to settle points and verify conclusions should emerge.

Some of the evidences of the value of the excursion will emerge in newly awakened interest, a desire to investigate further, and spontaneous creative expression in words or in art forms. As the teacher observes any of these activities going on, he may know that thinking is going on and that the child has been stimulated by the experience.

#### Other Types of Firsthand Experiences

Ordinarily the concept of wider utilization of community resources has been limited to the excursion taken by the children into the community. Many other types of experience however, can be provided which enrich the lives of children, stimulate their growth, and help them to make satisfactory adjustments in their environment. Such experiences as interviews, direct experimentation, manipulative and creative activities, and the collection and classification of exhibits provide the reality of experience which results in growth for the child.

Many values are gained by encouraging children to utilize the human resources of the community in securing information. The interview or individual conference is often an important part of the excursion, but it can also be carried on by an individual child who reports to the group the information he has acquired. The children in the upper grades of one rural school collected much of the material for a pageant based on the history of the area by interviewing the adults of the community concerning the stories of early days. The information was brought together in their class discussion and was woven into a presentation of the history of their community which they gave with distinction.

A child in one rural school, where the group has centered their attention on the general theme of foods, accepted the responsibility of interviewing a neighboring beekeeper. The child surprised the group the following morning by returning with the beekeeper himself. The beekeeper installed a beehive in one of the windows so that all the children could observe life inside the beehive. The beekeeper gave generously of his time to discuss with the children the problems of bee culture. His investment of time yielded permanent dividends in friendly greetings and interested inquiries about the welfare of his bees from all the school children in the district.

Education has long recognized books as indispensable tools in the learning process. More recently the need of other objective materials is being realized. Such equipment as a microscope, a telescope, an aquarium, window boxes, cages and pens for live animals, and simple apparatus for science experiments are being considered of equal importance in providing worthwhile educative experiences for children. Such equipment is necessary if education is to escape the criticism of being too bookish.

School gardens, simple improvised laboratories, and workbenches are within the reach of almost any school in which the teacher sees the value of objective materials in genuine learning experiences. Collecting seeds, planting and caring for a garden; planting bulbs; experimenting with different kinds of soil; drying, canning, and cooking various fruits and vegetables; arranging flowers, making jelly, making cages and pens, caring for animals, are but a few of the activities in which learning by doing is possible in almost any school.

We have presented, today, ideas concerning one aspect of the community --- namely the utilization of community resources in the program of the school. Other aspects of the community school idea merit equal study.

There is a service that any group of educators could render to all teachers in Japan --- namely the preparation of a community survey form which would help teachers to discover the community resources of their own communities. The form should be simple so that every teacher who recognizes the importance of using community resources in the program may use it.

Such a survey might be organized around the following headings

An Analysis of Educative Resources in the Community

1. Opportunities for Experiences with the Physical World
2. Opportunities for Experiences with People.
3. Opportunities for Experiences with the Work Life of the Community
4. Opportunities for Esthetic Experiences.

## MINISTRY OF EDUCATION PRESS RELEASE, 5 Feb 1947

Recently the J.E.R.C. decided on the 6-3-3-4 plan as the basis of the Japanese School System and reported this decision to the Prime Minister (Note: the titles of the 6-3-3-4 schools will be mentioned as 6- Shogakko, 3- the new type Chugakko, 3- the new type Kotogakko, 4- the new type Daigaku). However, the new Kotogakko may be of 4 or 5 years; the new Daigaku may be of 3 or 5 years and in addition to this the Daigaku will establish a Daigakuin or an Institute of Research.

The above revision is to be formally decided and brought to realization after the following three procedures have been taken: the approval of SCAP, the decision of the Cabinet in connection with its policy, the consent of the Diet. However, considering the many complications, the Ministry of Education is proceeding gradually with the following plan at the present: the new type Chugakko is to begin in 1947, the new type Kotogakko from 1948, the new type Daigaku from 1949. Although there are many difficulties in carrying out the 6-3 plan of Chugakko, the Ministry of Education is making every effort to make the necessary arrangements to carry out this plan from the new school year of 1947.

The fundamental aims of the new type Chugakko are that it will be a public school, the three years compulsory and free of tuition, that it should take the school district system and be co-educational if desired by local community. However, it is much to be regretted that because of the lack of financial means, materials and other necessities, it is impossible to completely carry out this plan in all of the whole 9 compulsory years at once, so we expect to realize the plan gradually, establishing the 3 year new type Chugakko from 1947 but making only the first year compulsory. The entrance to the first year is the same as the present Kokumingakko, that is to say, without any entrance examinations.

Concerning the enforcement of the above plan, there are many misunderstandings and mistaken rumors. Therefore, we would especially like to call attention to the treatment of the private secondary schools.

The present private middle schools have the following four ways to take: (1) to continue their autonomous management as the new type Chugakko, (2) to stop the enrollment of pupils to Chugakko this coming school year in order to become the new type Kotogakko, (3) to be entrusted compulsory education by public bodies (such as, cities, towns, villages) and receive a subsidy, (4) to become a public Chugakko. The private middle school from its own standpoint may choose any of these ways, after it has consulted with the prefectural governors and other authorities

concerned. As for the Ministry of Education, considering the shortage of time and materials we see that there will be many districts in which this plan will not be able to be carried out in time, we earnestly wish that the private schools will be entrusted the compulsory education of such districts and cooperate as much as possible in the enforcement of the 9 year compulsory education.

In the case of autonomous management of private schools tuition may be collected, but the new curricula should be taken so that the pupils may be treated as public school pupils. In such a case the school district system is not applied to the school, and private schools shall be free to select their own students. Coeducation is to be of its own free choice. It is probably the best way for religious schools to take such an autonomous management.

COMMENTATORS DIGEST

2.19.47

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D1

DEMOCRACY: FRANK KINGDON - WOR, NEW YORK  
NYUN 17

# G-5

Mr. Kingdon gives his opinions as to the application of democratic principles to domestic problems.

BETTER SOCIETY THRU DEMOCRATIC PROCESS Following last Sunday's talk about Lilienthal and his declaration of faith in democracy, I received several letters criticizing me for saying that our democratic society had no choice. Naturally, I didn't say any such thing. What I would say it was, that men have a better chance to build a just and humane society through the democratic process than through any other. But we can't help the democratic process unless we have fought through the democratic idea and are fully committed to it.

This is why I began with a reference to Carl Sandburg's statement about Abraham Lincoln. What Sandburg said was, that Lincoln was not only the man of public affairs: he was also the solitary inquirer weaving his abstractions related to human freedom and personality. In other words, all that Abraham Lincoln accomplished as a practical statesman was the outward manifestation of his deepest inner conviction that all men are entitled to equality and freedom. He had to be a believer in democracy inside himself, in the solitude of his own spirit before he could be ready to make the democratic idea come to life in the practical ordering of the nation's business.

What becomes explicit in any man's words is inevitably what is implicit in that man's mind and spirit. As a man think it in his heart, so is he.

Last week I was suggesting that we refresh our faith in the democratic idea. Now the correspondents come along with what I think is another question. They ask, what are you going to say about the injustices and evils which are present in our democratic society. My answer to this question is very simple. The cure for every ill that exists in a democratic society is a more far-going application of democracy itself. I think that I can prove from our history that every black spot in our national story has resulted from failure to live up to democratic professions. We've never created a social problem or a national crisis by thoroughly applying the democratic idea to any situation.

The Osaka Nichinichi

Feb 16 1947

# G-4

Present to angels with dirty face. Recreation ground in the dream, and park of brighter atmosphere Chief of Social Department of Osaka has welfare plan for children.

There are no places to go for playful children in the ruins of burnt down areas in Osaka city. They are apt to be indulged in evil plays. They play on risky roads, imitate blackmarketeers, get on congested street cars and play "murderer's play." Is this the right way of education? Osaka has been a realistic city since of old but we want to realize a bright dream and "utopia" at least in the children's world.

Let us listen to the plan of "paradise" for children designed by Mr. Chuma, Chief of the Social Department of the Osaka City Office.

Children's recreation ground - We want to make a recreation ground where a play ground and a resting house may be available for children by reconditioning a part of the burnt down area as soon as possible. This is a separate plan from school education. We wish to provide 20 or 30 volumes of books and magazines in the resting house. It will be made in a cottage type in order that children may take exercise on the recreation ground and study here after school.

Riverside Park for children - When I came to this city to take my post twenty years ago, I had a young dream. In Osaka, the city of rivers, I wanted to have a park at the riverside for children, and a complete library in its neighbourhood. But the dream ended in a dream. We want to realize this plan by all means and make it a feature of Osaka.

Friendly club - We believe children's clubs we can find at various citizen's assembly halls will become the foundation of the democratization of Japan in future. We are sure of reforming Japan's nationality by this method which lacks in sociality. By enlarging this system we wish to set up a friendly club at various districts in the city.

Public nursery and orphans - We can not build the first class public nurseries as we are short of materials, but we wish to make efforts for the expansion and the cleanliness of the existing 20 public nurseries managed by the city.



At present some boys of superior quality are being accommodated in the Sukematsu dormitory to give them talent education. There are several boys among them who now attend middle schools and are showing very good results. We intend to let them advance to university. As there is no reason why more number of excellent boys cannot be found from among the orphans in so large a city like Osaka, we are trying to gather orphans prowling about amusement centres and with to render genius education to those chosen from them by making character test.

Translated by K. Koshi

## STATE AND LOCAL EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES. #9-3

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. Those 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 deleg to 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 deleg to assembly.

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. State-wide 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 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 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 educational 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 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 school is functioning to help people to do better these 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 teachers (3) to improve the professional status of teachers through inservice 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.

HELEN HEFFERNAN  
Elementary School Officer  
Education Division, CI&E

PUBLICATIONS ANALYSIS, 12 March 1947

No. 94

## Teachers and Teaching Methods

There seems to be no more enthusiastic group of Japanese writers than those who appear in educational magazines or discuss educational subjects in other publications. Most of these writers are themselves teachers or educational officials. Articles on the general subject of education are noteworthy, for they show considerable comprehension of the responsibility of the schools in creating a democratic nation. In the more detailed writing, teachers seem inclined to discuss their particular fields -- especially their own theories, methods and projects -- in a way which indicates considerable individual thinking and enthusiasm. Because of the abundance of material dealing with the field of education, it has seemed advisable to limit this report to the subject of teaching and teaching methods and to matters which are closely allied.

A Chiba primary school director, Kanzo Komura, declares in the educational journal KOKUMIN KYOIKU (Kogakunen), that "Education Must Reconstruct Japan." The Japanese must "set a far-sighted policy in the present chaotic circumstances. This must be based on experience and actual practice as well as on science and philosophy.\*\*\* Our education, having been set free from its wartime status, must be reappraised from the viewpoint of world civilization. We must establish a reliance upon historic facts and . . . we must find the spirit with which to develop individuality and create a refined people capable of making their contribution to humanity."

The Japanese educational world "at present needs most the spirit of independence and freedom from narrow-mindedness," Takeshi Koide, a primary school principal, states in KOKUMIN KYOIKU (Teigakunen). The lack of a spirit of independence is manifested in many ways at the present time, and is the result of the years of oppression; but henceforth the Japanese must cease casting recriminations and must be anxious to join with other nations in contributing to world civilization. To illustrate the new outlook which he feels should be purveyed through the schools, Koide asserts that the Pacific Ocean should serve to join Japan with the rest of the world, rather than to keep it secluded.

Advice to the younger generation is offered by Professor Kenko Kimura of Tokyo Imperial University, in SEKAI. Establishment of a democratic system is not all that is required, he writes. "If people know only how to submit, and do not know how to think and act on their own volition, a democratic system will turn out to be worse than useless." What is most important, declares Kimura, and what must be achieved through education, is "the spirit of independence--the ability to act on one's own initiative without compulsion from outside and with the spirit of self-responsibility." In a NIPPON KYOIKU article on "The Constitution and Education," Toshiki Sano, president of The Japan Educational Association, describes the Preamble as a practical expression of democratic politics, and avers that promulgation of a sense of the social responsibility of the individual citizen is one of the foremost tasks of Japanese teachers. This must be spread not only in the class room but

through the daily school and social life of students. Much educational effort must be exerted, Sano feels, before true democracy can be displayed by the Japanese.

### The Students

A dialogue between the previously quoted Kenko Kimura and Masao Maruyama of the law department of Tokyo Imperial University appears in BUNGEI SHUNJU. Both men agree that older students have generally become reflective, and that in many cases the war has led them to be skeptical. Feeling that they have been misled once, they are overly precautious lest this happen again. "They are becoming experimental," says Maruyama. "They must see and hear things for themselves before they will believe. Many students hold jobs in order to meet their school expenses." This is worthwhile, Maruyama feels, for it enables them to combine theory with actual practical experience. Women college-students, he believes, are more idealistic than the men -- they do not associate the subjects of their classroom studies with their daily lives. Young men of rural areas, who are not students, are less skeptical and more self-confident than their city brothers, according to Kimura, and they often participate actively in village affairs. But they behave without a guiding aim or objective and, though they read desultorily, they lack unified knowledge.

Further ideas on this subject are presented in TAIHEI by Naotaro Oki, a Meiji University professor. Students appear just about the same as they did one year ago, this writer finds, but judging from the letters they write to periodicals, their spirits and ideas must have changed. Last April, Oki declares, when students arrived from entrance examinations, they seemed to have a war-born feeling of inferiority; they had lost their independence of mind and initiative. The spirit which had been utilized to uphold the militarists had become shameful with the close of the war. But now Oki finds himself surprised by the sharp and strong statements of opinion written by students to subventions, and he thinks that these must especially astonish those teachers who beat their charges into a state of submission in wartime. Oki is glad that students are being given the opportunity for self government and self expression guided into proper channels.

### Teaching Methods and Media

In ASAHI HUORON Teiyu Amano, director of the First Higher School, surveys the educational field, and points out certain shortcomings of the old systems: (1) education had no independence and was under the continued sway of the politicians and the militarists; (2) the formality of education was considered more important than the subject matter and the effects of the teaching; (3) it was felt that the object of education was simply to prepare one for worldly success; (4) it was commonly believed that the studious attitude should be dropped upon graduation from school or college, rather than that education should furnish the foundation upon which one could continue to study and build further knowledge; (5) it was difficult for students to transfer from one school to another, and the differences between government and private schools were such that boys were discouraged from attending private institutions. Amano urges that education be given its independence - with the management of educational matters left entirely in the hands of educators, that prefectural schools

be freed from central control, and that the authority of the directors and principals of each school or college be extended. He would standardize all education through the middle school years (he advocates a six year primary school course and four years of middle school) with a general preparatory course from which students could embark easily upon a more specialized higher education.

A comprehensive article by Shuhei Ishiyama explains the discussion method (to be applied in Japanese schools) to NIPPON KYOIKU readers, and says that this is one of the favored methods of democratic education. Ishiyama declares that classroom discussions aid in the formation of independent, responsible character and demand originality in thinking and expression. The practice builds good social habits by causing children to listen to the opinions of others and either agree or disagree, while frankly expressing their own opinions. - The most suitable subject matter is that which is closely related in some way to the lives of the pupils and yet upon which a reasonable difference of opinion can be expected. The determination of facts is held to be less important than the exercising of judgment in carrying on the discussion. Next, Ishiyama gives rules for successful discussion, and says it is desirable to give the students access (through magazines, books and newspapers) to information on the subject to be discussed. Seats should be arranged so that all participants can see one another, and the chairman should be able to look over the entire group. The chairman should be selected by the students themselves or the chairmanship rotated within the group; but in some cases it is necessary for the teacher to preside. The teacher should make the children fully aware of the exact point of the discussion, and they should follow its progress closely in their own minds. Therefore the room must be kept quiet and the discussion must be kept from lagging. The expression of opinion must present accurately the true beliefs of the speaker and, at the same time, be intelligible to all the participants; and the children must listen respectfully to each speaker, honoring opposition or minority opinions. The participants must feel that they are taking part in a joint enterprise, and they must guide themselves by reason. Finally, Ishiyama writes, the discussion must be brought to a clear conclusion, with a summing up, so that the children will know what has been decided by the majority and what points are left unsettled.

"Asking questions is one of the most important means of learning," asserts Shigeichi Douchi in KOKUMIN KYOIKU (Chugakunen), introducing a treatise on the value of questions and how they should be handled by teachers. To his mind, questions show two things: either that the student has not read or understood his lesson, or that he actively and energetically seeks to learn more than his lesson gives him. As the students' interest increases, more questions are asked. Teachers can find in the questions of their students an index of how thoroughly their instruction has been comprehended. When the answer to a question is not immediately available, Douchi emphasizes that the teacher should make a point of consulting suitable sources to find the desired information.

The methods of democratizing classroom procedure employed by eight primary schools in different parts of Japan are presented in a KOKUMIN KYOIKU (Teigakunen) survey in which each school gives its own answer to the question put to all. The Hokuto primary school in Nemuro District, Hokkaido, seeks "the cultivation of the attitude of spontaneous study"



through "respect for individuality" and by "encouraging the pupils to question the teachers." In addition, "school administration is based on class self-governing bodies and we try to encourage their activity." The Kita Primary School in Kiriu "provides pupils with the opportunity to express their opinions and to discuss the school administration, and encourages questions." Class officers are elected, not appointed, and teachers have adopted an "understanding" attitude.

Among the accomplishments of the Kamona Primary School Tokuyama City, are the "readjusting of formal classroom manners," and the adoption of teaching methods which involve more individual guidance and individual study, rather than the teaching of the entire group together." The primary division of the Oita Normal School responds that "the teachers are trying to study and improve themselves along with the pupils, and are giving up their imperative attitude. \* \* \* We provide class libraries for the students' own study. We try to avoid dry treatment of subjects and to provide enough materials to make the subjects come to life." The Fukui Primary School statement reads, in part: "On Friday the teacher draws up a teaching plan for the following week, consults with the pupils, and posts it in the classroom, making advance preparations both with material and in mind. \* \* \* On Saturday the pupils express their wishes and ideas through a meeting of their organization. \* \* \* We organize each class as a social unit, selecting the monitor, the vice-monitor and various other positions, and divide the class into several smaller groups. We arrange the desks so that it is convenient for the children to engage in mutual study, common research, and discussion."

A KOKUMIN KYOIKU (Kogakunen) article by Shuhaku Kondo gives the views of another writer on methods of encouraging and conducting individual self-study and research for younger students. Kondo Third Normal School. The afternoon is thought to be the best time for self-study, and in Kondo's school the advanced classes are dissolved from one until two for individual research and study. With this procedure "the pupils can apply themselves to study in a settled frame of mind." Any subject will do, though Kondo favors science; but both choice of subject and the plan of study should be carried out by the student. By giving exhibitions and expositions and by creating a sympathetic atmosphere, the teacher should encourage those who cannot select their own subjects. While the results of this individual study will show in the regular schoolwork, it is desirable to afford some opportunity for publication and for recognition of the pupils' accomplishment through class meetings and exhibitions. This, Kondo finds, "will give the students fresh topics and an active life."

An article on educational broadcasting is published in KOKUMIN KYOIKU (Chugakunen) by Masao Yamashita. The small amount of educational broadcasting since the termination of the war has not been the result of disinterest, but was caused by the nation-wide shortage of receiving sets for school use. Now that the schools are better supplied, more emphasis is being given to the presentation of educational programs by radio during the school hours. Last year's temporary interim programs, Yamashita explains, were concerned with the principal aims: (1) to stress individual dignity ~~emphasized with the principal aims~~; (2) to cultivate a questioning attitude; (3) to create a cheerful atmosphere; and (4) to teach simple English words. For the present school term, a more com-

prehensive program has been worked out and put into operation. One program aims at familiarizing younger children with natural phenomena and subjects connected with daily life - electricity, water, radio, houses, the press, mail, etc. Another program takes the listener by train on main rail lines through Japan, teaching the history of the railroads, their operation, and their influence. Current events, discussions, and programs featuring children's activities constitute another portion; while in the field of literature the Broadcasting Corporation offers fairy tales of many nations, and drama based on civics courses, on science and mathematics, and on music appreciation and the national language. Children should not be compelled to listen to the radio, Yamashita says, but their interest can and should be guided in that direction. With the Broadcasting Corporation and the Education Ministry working together to present good educational programs, Yamashita urges the cooperation of all teachers to make the project a success.

A roundtable on the education of superior and backward children brings three educators and a doctor to meet with Kenichi Ozawa, editor of NIPPON KYOIKU. Ozawa states that "Japanese education in the future must advance along the lines of democracy, and one of the principles of democratic education is full recognition of individuality and individual variations." Yoshizo Nogawa, a National School instructor, admits that "the present system impedes the progress of superior children, and it is desirable to ... organize classes according to the ability of the pupil, or to form units within the class according to these abilities." The need for educating backward children "specially and individually," Dr. Tsuneco Muramatsu considers "beyond question. \* \* \* But as regards special education for the superior child, we have entertained many doubts over the possibility of success under the present educational system. It is feared that this may exert a bad influence upon the development of the personality." Dealing with superior children, Yukio Togawa says, "It is thought to be a good idea to relieve children of complexes by awakening their special talents and by deciding scientifically which abilities should be cultivated at an early age." In his school, continues Togawa, "Pupils above the fourth year are allowed free time during the afternoon to study natural science, take group tours, and see whatever performances are available." In this field of education, Ozawa cautions, "society must cooperate with the school." In dealing with backward children, he declares later, "Care must be taken not to create an inferiority complex." The contents or subject matter of their education should be specially adapted, says Togawa, and the teacher "should manage to be specially adapted, says Togawa, and the teacher "should manage to make them understand intuitively what they cannot understand through reason." Furthermore, Ozawa adds, "in this special education it is important to get the right teacher; and he should be paid well."

#### Textbooks

The Japanese have relied too heavily on textbooks, Muneomi Kaigo of Tokyo Imperial University maintains in NIPPON KYOIKU. "Once the character of textbooks was established, a tradition developed, and revision has been difficult," he declares. "The character of text books has a close relationship with the prevailing educational methods." In Japanese education, the method of teaching always has considered the convenience of the teachers, not the students. What the teachers presented was strictly limited to what was found in the book, and this the students learned by heart,

"neglecting not one word from start to finish." Now the approach must be radically changed, Kaigo writes, and Japan must have "not books for teaching, but books for learning." Workbooks and books for self-study are proposed by the writer, who explains that such books would have passages of description, followed by questions, and that answering these questions should occupy much of the student's study effort.

The writer then divides the educational process into three stages. In the first the student acquires the means for mastering the contents of the second stage; in the second he learns such subjects as civics, geography, history, etc.; and in the third he applies his knowledge to living materials. In the first stage text books are necessary and the teacher's work should be closely related to these books. In the second stage, the student should use textbooks designed for self-study -- "textbooks for learning, not teaching"; and in the third, "liberal study through living subjects" involves the use of materials and as many reference books as are available. Kaigo also holds that teachers must be provided freedom to bring their own experiences and ideas into play and to compile their own material.

In KOKUMIN KYOIKU (Kogakunen), Torashiro Ozaki of the Education Ministry discusses the newly prepared geography books, pointing out that they were compiled hastily and necessarily are incomplete. "There are many places where teachers must teach with special care," and teaching aids, such as globes and sketch maps, must be used as supplements. The content is a complete revision from the old and quite satisfactory, Ozaki believes. "The new books have no political aim. Teachers must teach a fact as a fact and be mindful that the books aim at world peace and international friendship."

#### Teaching History

An article by Motokichi Kyoguchi attacks the false historical doctrines of Japan in BUNGEI SHUNJU. Japanese history gave up its historical accuracy under political pressure during the Meiji, Taisho, and Showa eras; Japan and the Japanese people were then made holy and heroes were worshipped. Now at last, says Kyoguchi, the Japanese have realized the consequences of pretending to be descendants of gods. Now they must realize that their ancestry goes back simply to primitive man, and that all their national history must be reexamined. This history actually may be found quite ugly. "We should not seek to bring this ugliness to light simply for the sake of exposing it, but in order to correct our unreasonable self-praise and avail ourselves of sober-minded reflection, so that we may be able to construct our future very carefully."

Kaname Hayashi discusses the revision of the history books in HIKARI. The chairman of the Textbook Bureau of the Education Ministry is quoted in this article as stating in the Diet that the revision would (1) "abolish the propaganda of militarism, nationalism, or anti-foreign ideas; (2) commence the description of history with the Stone Age instead of with mythology; (3) stress the changing circumstances in the living conditions of our nation, instead of placing primary emphasis on political history and respect for heroes; and (4) examine history from a world historical standpoint, rather than from a selfish and ultra-nationalistic view." Hayashi finds points one and four highly satisfactory, but questions the second and third. He would have the teaching of history commence with the evolution of man from animal; he says "some may hold that history should be begun with the first appearance of the amoeba." He would broaden the third point, which he feels does not take in a sufficient cross-section of the life of the nation.

Certain specific criticisms of the new history textbooks are voiced in CHUTO KYOIKU by Seidai Fujima of the Urawa Middle School. This writer complains chiefly of the impersonal method of presentation and fears "that the rich quantity and complex contents, lacking any deep emotion or charm, will give the teachers trouble in mastering them and make it difficult for students to memorize great amounts." He believes that mythology should be utilized, and objects to the completely scientific way in which myths are approached and interpreted. The effect of Japan's mythology upon the political and economic life of any period should not be disregarded, he asserts - maintaining that true history does not have to be dry. In the modern field, the writer says, the new text fails to explain why the new Constitution was necessary; but he praises the treatment of capitalistic exploitation, the enslavement of labor, and the difficulties of the farmer. He finds no unity, despite the impressive compilation of facts. He seems to desire further interpretation and evaluation to go with these facts.

#### Teaching Science

Placing all education upon a scientific basis is advocated by Masao Kuroda in NIPPON KYOIKU. The first step in the reconstruction of Japan, he says, is to restore pride and ideals to the people through reeducation, by means of liberal philosophy, accurate historical research, study of natural science, physical training and art. Kuroda would give spiritual orientation by teaching liberal philosophy and letting youth thereby generate sound morals for itself. History, he states, should be the science of searching for standards on the basis of known facts. Science is not simply knowledge of natural phenomena, but the method of induction of general laws from individual facts. "It is to abstract, to induce, to organize, and then to analyze complex phenomena, to penetrate external factors, to search for causes, and to extend the applications." As such, it should be studied and applied through all levels and branches of society. In conclusion, Kuroda declared that "physical training and artistic education are the fundamental nourishment by which the nation is made healthy and bright."

An enthusiastic supporter of the scientific approach to education is Moriyoshi Takano, principal of the Takahama Primary School in Niigata, who is represented by four articles in recent educational magazines. Takano's school has been commissioned by the Ministry of Education to lay special emphasis upon scientific method, and Takano is at some pains to describe his ideas and practices. His general policies, he reveals in NIPPON KYOIKU, are: (1) increased accomplishment through scientific methods; (2) cultivation of the fundamental scientific technique, spirit, and manners; (3) making the daily life scientific and applying rational practices; (4) spreading knowledge of the wide applications of science and creating spontaneous interest; (5) encouragement of scientific observation and research concerning one's native land. Every child in the school takes part in Takano's self-study program with the guidance of the teachers. Laboratories, projection machines, radios, and other equipment are made available. Discussion groups examine the old traditional habits of the land and determine which are good and which are not.

In KOKUMIN KYOIKU (Kogakunen), Takano declares that "science should be made practical by study in the open fields, in the mountains, on the sea and in the streets." His classes are split into six groups to study agriculture, fishing, salt manufacture, stock raising, meteorology, and natural science, utilizing Friday and Saturday of each week for this purpose. In KOKUMIN KYOIKU (Teigakunen), he elaborates on the same subject, explaining again that he believes in taking his pupils outdoors as much as possible in order to bring them into direct contact with nature. "I let my pupils sow seeds in the open field. If rain falls, the seeds will sprout so much the earlier, and if they put forth buds, insects will eat

them. What are the names of these insects? What should be done to kill these insects? When the flowers bloom, butterflies will come. How do these butterflies suck honey? I seek to have observation and study intimately connected with the organic structure of nature." He then goes on to describe his methods of arousing and maintaining the children's interest, associating science with daily life, teaching scientific thinking, and utilizing the discussion method.

Toshio Hosoya, discussing technical education in NIPPON KOIKU, uses a report from the Central Unemployment Committee to the Welfare Ministry to bolster his argument that past education has laid too much stress on business pursuits, and too little on technical training. "The school of thought which discriminates between mental and physical labor must be abolished, and the intellectual class must be led to engage in physical activity with pleasure," the report is quoted as saying. During wartime, Hosoya writes, workmen were necessarily given only basic training in a particular job. Now a more thorough schooling should be given. "The cardinal principle of technical education is to give the technician the ability to change from one job to another and adapt himself to his new work. \* \* \* A trained worker engaged in modern industry should have not only a skillful technique, but also a good rational knowledge of the principles involved." Present-day Japan has need of many skilled technicians; and Hosoya wishes to see students familiarized with principles of production, machine operation, and scientific technique as early as the primary and middle schools claiming that this will provide both intellectual and practical training. He also would create closer ties between school and factory, that each might learn from contact with the other.

#### Other Subjects

Closely allied to the foregoing articles are several which advocate precise and mathematical habits of thinking. In an article in KOKUMIN KYOIKU (Chugakunen), Moriyoshi Takano, appearing again, argues the need for teaching principles of calculation to children at an early age. "Calculation provides a scientific basis for making life rational and efficient." Children are trained in his school, Takano writes, to think of things in terms of their measurements or figures. They are taught to observe the length of poles and windows, the weight of stones, the capacity of water vessels, the area of flower gardens, classrooms or play yards, and the angle of stairways; and in various other ways they are familiarized with thinking in terms of figures. "The Japanese are generally lacking in ability to calculate accurately and to view things scientifically," he asserts. "It is essential to give youngsters a statistical and scientific education."

A KOKUMIN KYOIKU (Teigakunen), piece by Kichie Iwashita, principal of the Matsue Primary School in Tokyo, opens with a reference to "dollar-and-cents thinking," which means, he declares, "minute and careful thought based upon concrete figures." This is called one of the national characteristics of the Americans, who lay much stress on concrete mathematical data. As for you Japanese he criticizes, "we have only vague notions about everything in our daily life. We do not seek concrete facts. We do not carry out experiments. We are satisfied only with guesses. \* \* \* We must try to be more interested in observing, thinking about, and treating things from the mathematical point of view." Iwashita suggests such school methods as those advocated by Takano in the foregoing article, and offers the idea of textbooks adapted to the local characteristics and surroundings of each school.

Two writers discuss children's drama, in KOKUMIN KYOIKU (Teigakunen) and KOKUMIN KYOIKU (Chugakunen). In the former journal Katsuyoshi Ichibori maintains that primary school students are keenly interested in activities which imitate family life, social life, and school life, and, therefore, that simple drama is one of the best means of properly guiding their interests. Drama, he asserts, is also an excellent means of teaching good diction, pronunciation, proper expression, and principles of behaviour. Mitsuaki Yasui of Kanagawa Normal School stresses the slogan "learning by doing" in an article in the latter magazine. "To develop the boy's ability as much as possible is the requirement of today's primary education. One should study how to see, how to taste, how to express himself, through observation of actual human nature. It would be worthwhile to take up the drama as the driving power for our new education."

A well known sculptor and art critic, Arata Hongo, writes on art instruction in KOKUMIN KYOIKU (Chugakunen). There is no unity of instruction or agreement over methods of teaching art, he claims, because the original and fundamental characteristic of art -- its connection with life -- has been lost. He deploras over-emphasis on formality of design and strict utilitarianism and the method which has taught children to copy from pictures placed before them rather than directly from a model or from nature. Art instruction must return, he maintains, to the fundamental principle that art is the expression of one's heart and soul. The study of art must be associated with the surroundings of the pupil's daily life, and should be combined with the study of other subjects, especially science and mathematics. Pupils must be given freedom to express themselves and develop their own individualities. "Art must always be a part of our lives and must be a vivid expression of the varied yet fundamental, daily living circumstances," he concludes.

Another artist, Chozo Saito, writes of art education for young children in NIPPON KYOIKU. He deploras the school of "free-hand drawing" which was in vogue not long ago, maintaining that it depends too much on a child's won artistic sense, which is yet undeveloped and unstable. On the other hand, he admits that this method gives freedom for development of originality. Saito then attempts to establish the source of all artistic expression in "ardour" -- ardour for beauty and truth, which is the most important component of art. "If the teachers have it, the children's poet-like intuition is sure to accept it. When both teachers and children pursue beauty and truth together, a way will naturally be found. The use of the wartime drawing copy book "E-No-Hon" fails to convey this "ardour" to the pupil, Saito says, despite its completeness.

Physical education is the topic of a KOKUMIN KYOIKU (Chugakunen), piece by Kiyoshi Shingyoji of the primary school attached to Chiba Normal School. The reconstruction of Japan depends upon education, the writer asserts, and especially on physical education, because a healthy mind accompanies a healthy body. "Physical education serves not only to promote health, but also to put people in a condition which facilitates the mental processes and makes possible the rational handling of the daily tasks." Shingyoji is concerned especially with overcoming the obstacles set by cold weather and declares that "the strong capacity and will be cope with intense cold must be developed." He then lays out a proposed program of rigorous cold weather training, devoting special attention to making the program attractive to children and the relationship between proper nourishment and physical exertion. He thinks that a school lunch program should be instituted as quickly as possible.

The Director of the Physical Training Promotion Section of the Ministry of Education, Yoshihiko Kurimoto, writes on the management of athletic meets in

KOKUMIN KYOIKU: (Teigagunen). These events he declares, can give the students a sense of pleasure and satisfaction which is especially necessary in the present dark days. He says that management should be taken from the hands of the teachers and given to the students, who will form good habits by assuming jobs, taking responsibility for them, and carrying them out by individual initiative. This can be an important part of democratic education, Kurimoto holds, and he follows with concrete suggestions for successful management of group meets.

#### Conclusion

It is easy to perceive the enthusiasm, sometimes approaching fervor, which animates most of these educational writers. It might seem especially encouraging to note that most of them are persons actually in direct contact with the youth of Japan -- the teachers themselves, who know the problems firsthand and arise to meet the challenge. It is evident that progressive thought is stirring in Japanese educational circles.

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\* Where available.