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**THE TEACHER GOES A-VISITING****By Blake Clark**

Last year hundreds of thousands of American boys and girls of compulsory school age never saw the inside of a classroom. Countless thousands more came to school irregularly, or had serious maladjustments which kept them from learning as much as they could. Now, for the problems of these children a new kind of trouble shooter is at work - the "visiting teacher."

In 266 cities and the rural areas of 40 states, 1500 trained visiting teachers - far fewer than are needed - are restoring to normal school life children whose chances for further education often seem hopeless. In many instances they have replaced the traditional truant officer. Frequently their knowledge of psychology and social work has straightened out kinds of behavior beyond the skill of the classroom teacher.

When a Louisiana truant officer, for example, tried to enter Ella Mae Coates in the first grade, Mrs. Coates went after him with a butcher knife. "The woman's not crazy," he told school authorities, "but she's sure right hostile!"

A few days later the visiting teacher, Sarah Goodrich, stopped at the Coates cabin. Taking a turn at the churn while the daughter fed a pet hen, Miss Goodrich gradually brought the conversation round to Ella Mae's schooling. It turned out that the mother simply could not bear to be separated from her child.

"But you know, Mrs. Coates, you can go to school with Ella Mae if you want to."

The mother's eyes lit up. "Kin I really?" she asked. "I always did want to better up my learnin'."

For three weeks mother and daughter went to the one-room school together. When work at home finally forced Mrs. Coates to drop out, she was convinced that school was the best place for Ella Mae.

Perhaps more typical is the case of Joe Baines. Fourteen, and big for his age, Joe was conspicuous in the classroom. He whistled and stamped, pinched, kicked and spat upon the younger children. Frequently he refused to come to school at all. Lester McReady, the visiting teacher, made friends with Joe. He learned that two things mattered to the boy - airplanes and the conviction that "nobody liked him."

One afternoon McReady walked into the classroom and asked the teacher in a clearly audible voice, "May I borrow Joe this afternoon? I want him to be a judge in the YMCA model-airplane contest." Then he added, "Joe's quite an authority on model airplanes, you know."

Joe's classmates sat in awed silence. Within a week Joe's attitude had completely changed. He never missed a day at school; he had to be there to talk model plans with his now friendly classmates. McReady never revealed that he had persuaded the YMCA to sponsor the contest so Joe could act as one of the judges.

To the visiting teachers there is no such thing as a "problem child" - only a child with problems. They insist that no boy or girl is deliberately 'bad' - there are only sick children, misunderstood children, children from miserable homes, or children seeking satisfaction in mistaken ways. They believe that when a child is most unlovable he is most in need of love.

It is less easy to feel affection for some of the parents. In backwoods communities the visiting teacher's hardest job is dealing with the father who regards his children merely as so many "hands." "It don't do no good to have kids any more," one dirt farmer complained. "When they get big enough to be some use, you teachers snatch 'em to school, and as soon as they get out, the Army grabs 'em."

In Alabama educational progress in one case was halted by a mule. According to the father who owned the mule, the animal frequently went on a rampage. "And Len," he told the visiting teacher, "is the only one who can ca'n the critter. Gotta keep the boy home to handle Molly. Besides," he added, "I don't want my boy led away from the farm."

"But we don't want to take him away. We want to help him become a better farmer," the teacher replied. And she described how farm boys are taught to select good chickens and hogs, repair farm machinery and keep accounts. "If you don't want Len to be gee-ing Molly when everyone else is driving a tractor," she concluded, "You should send him where he can get some technical information."

The next Monday Len showed up at school. "Pap sold Molly," he announced succinctly.

In innumerable cases, persuasiveness and ability to judge character have proved superior to the methods of the old-fashioned truant officer. In Georgia alone, 60,000 children who previously had been kept home to follow the plow were in the classroom last year.

The real challenge to the visiting teacher, however, is the child conspicuous for his mental rather than his physical absence. Huly was an incurable daydreamer of 13. In desperation, his teacher asked Miss Yates, the visiting teacher, to talk to him.

"Everybody has a daydream now and then," Miss Yates said casually to Huly. "What's yours?"

"I have a beautiful horse. I ride him through the clouds."

"What's his name?"

"Happy."

Miss Yates asked him to talk about his airy excursions - into a dictaphone. Then she played the record back.

Huly rose. "Sounds silly, doesn't it?" he said as he left.

A couple of weeks later, Miss Yates stopped Huly in the hall. "How is Happy?" she asked.

"Oh, I turned him loose!"

This, of course, was only the first step in Miss Yates' effort to discover the unhappy reality back of Huly's daydreaming and to help him get satisfaction out of his real experiences.

Such quiet children are often more baffling than the noisy ones. Dominick was a boy teachers and principal alike had despaired of. He wouldn't say a word. He just sat, looking unhappy and sullen, and failed in all his work.

Cleo Simpson, the visiting teacher, studied the grubby, defiant little eight-year-old who sat in her office picking at his hand. She tried to get him to talk but he sat mute, his head down, intent only upon his grimy fingers.

"Those two warts," Miss Simpson said suddenly. "Want to get rid of them?"

For the first time Dominick looked up, and nodded.

Guided by the school doctor, Miss Simpson treated the boy's warts every day. By the time they were gone, the two had become good friends and she was helping him catch up in his classes.

Several weeks later Dominick dragged a classmate to the visiting teacher's office. Pushing his friend toward Miss Simpson, he said, "You can talk to her. She'll cure your warts and your troubles."

Only lack of money prevents this vital service, universally acclaimed by educators, from reaching every community in the United States. It has spread slowly since 1906, when it was experimentally developed in New York, Boston and Hartford. In 1921 the Commonwealth Fund of New York, in a country-wide demonstration, placed one visiting teacher in each of 30 different cities counties and rural communities. It paid two thirds of their salaries, while localboards of education paid one third. In nearly every instance, the experiment was so successful that the local boards voted to assume the entire expense if the visiting teachers would remain.

The visiting teacher is usually a first-rate teacher who has supplemented classroom experience by special study of child psychology, mental hygiene and family case work. Her most valuable contribution is in bringing about closer cooperation between the child's school and home. Had the classroom teacher, for instance, known Jonny Jackson's parents, she would have understood his sullen disposition and stubborn refusal to work. When Mrs. Thrade, the visiting teacher, called on Johnny's family, she found a partially para-

lyzed father, brooding in his invalid's chair. He took out his frustration on Johnny, snapping at him and ordering him about until the boy had rebelled against all authority.

Among the various community agencies, Mrs. Thrade found one which agreed to teach the invalid father to japan trays and cut jigsaw puzzles. His self-respect increased as he added to the family income, and he became less irritable. He depended upon Johnny to get pictures for his puzzles, and after a while the two began to work together as a team. The father praised Johnny for his dependability, and for the first time permitted him to join the local scout troop.

When the classroom teacher learned of Johnny's difficulties, she went out of her way to help him. Gradually the sullen, rebellious expression left his face. When finally he took home a report card showing that he had made the highest grades in his class that month, it was a triumph for four people.

The visiting teachers, pioneers in American education, sometimes travel a rough path. All too often there is no vocational school to which one can send the 14-year-old boy ashamed to sit in class with third graders, no family counsel bureau to lend expert advice and no community agency to find clothes, glasses, or hearing aids for needy children.

But there are rewards. After working more than a year to bring a particularly maladjusted little boy back to normal, a visiting teacher in Detroit finally told him that she wouldn't be seeing him any more. "Others need me," she explained.

"Gosh, that's right!" he agreed, almost triumphantly. "Are they really as dumb as I was before I was 'me'?"

**SOME EDUCATORS DEFINE THEIR GOALS**

. . . to develop . . . to equip . . .

**General:** to give the inherited powers of mind and temperament the chance to develop so that they will help rather than hinder the life of the individual in his society.

**Specific:** to arouse interest in and understanding of the factual world, including the student himself; to arouse interest in and understanding of the potential world, including the student himself; to equip the student with the tools of communication, exploration and invention; to develop habits of thinking, working, and playing together; to develop appreciation of beauty and sensitivity to suffering; to develop habits of initiative and self-help; to awaken a thinking consideration of conflicting points of view; to develop a habit of suspending judgment until the facts are in. - H. A. Overstreet, Professor of Philosophy, College of the City of New York.

. . . self-sustaining persons . . .

Our founders believed that self-respecting, self-supporting, independent, educated citizens with well-established local responsibilities for government could be united together into an effective national organization. We want self-sustaining persons who with maturity will become responsible for the building up of families, who will add to the accumulated material and cultural wealth which has been stored up by the labor and intellectual and spiritual endeavors of our citizens and which becomes a possession of the nation. This is what we are driving at in education from the standpoint of the individual and of our democracy. - Ray Lyman Wilbur, President, Stanford University.

. . . individual mind and character . . .

In view of the democratic belief in the worth and potentialities of the individual, it seems to me that education in a democracy should more than elsewhere devote itself to the development of the individual mind and character, with especial reference to the positive and creative qualities. Under present conditions - and perhaps for as long a time as we can foresee - the individual also needs certain means of defense. He needs to be taught to analyze statements, to be skeptical of authority which will not reveal the bases of its pronouncements, and to be able to recognize reliable sources of facts. - Ada L. Comstock, President, Radcliffe College.

. . . individual responsibility . . .

If the American people - youth and adults - are to understand and

appreciate democracy and be able to participate effectively in its functioning, education must recognize the following goals: the attainment of educational opportunity for all; continuous education on the part of all people; an appreciation of the democratic values involved in the civil liberties; a recognition of the futility of war as a method of settling disputes within a nation and among nations; a recognition of the value of facts and the habit of facing them realistically; the necessity for practice in using the democratic procedure, in educational institutions as well as in public life; complete observance of all the principles of civil liberty when conflicts of opinion occur. Finally, democracy postulates individual responsibility. Education must prepare individuals to accept that responsibility willingly and effectively. It must see that the average citizen has an appreciation of the value and significance of democracy, and the knowledge and ability necessary to understand the problems of democracy and to solve them intelligently by the democratic method. - John Rockwell, Minnesota State Commissioner of Education.

. . . a habit of tolerance . . .

The citizen ought to know something of the national life and the part he could play in it. He should have an understanding of cultural background and racial heritages, of government and the social order. In school and in college he should become acquainted with the procedures and attitudes of democratic usage. Along with this there is the need to establish in the heart and mind of the student a habit of tolerance and consideration for others. The maintenance of health is another goal. In pursuing his studies, the student should develop skills in the use of books, libraries, and laboratories.

What I have been saying deals with the matter of college instruction. From the standpoint of democracy, educational procedure for a considerable number of people ought to provide occupational schools and opportunity for training in them. In the long run, the people should learn that a greater growth of opportunity, and an adequate standard of living for the lower income groups must be included in any real plan for democracy. This is a process that requires some idea of the economic conditions and the social forces at work today, so that these objectives may be attained in an orderly way.

There is great danger that in a welter of confused ideas, group propaganda, and ignoble purposes, the student will not be sufficiently well grounded to know truth when he sees it. Consequently the importance of backgrounds and a knowledge of fundamental principles.

The future of democracy rests upon the well-being of the people, which can be attained by emphasis upon right living, unselfishness, and an appreciation of the dignity of human life. - Frank L. McVey, President, University of Kentucky.

. . . every child . . .

1. To develop in every child physical and emotional well-being.

2. To guide every child to a personally and socially satisfying fulfillment of his own individual development pattern.

3. To help every child to acquire adequate mastery of the means of social intercourse, means which include the functional parts of the three R's, and the most commonly used knowledge and concepts of our culture.

4. To give to every child a realization that his well-being is inextricably bound up with the well-being of his community, his state, his nation, and humanity the world over. - Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois.

. . . making democracy work . . .

It is, of course, much easier to define the objectives of education in a totalitarian state than in a democracy which gives full rein to individuality. A synthesis at a higher level is required for democracy.

In my judgment the ideal of a liberal arts education as envisaged by the founders of the colonial colleges is valid today; the release of the full powers of the individual in acquaintance with the three great divisions of human experience, the humanities, the social sciences, and the natural sciences, so that the individual may bring to bear upon the problems of the day the techniques and knowledge of these fields of learning.

The liberal arts education has suffered because the objective as usually expressed has been too vague and pedantic to mean much in practice. The teaching of the subjects, which in reality bear directly upon life, therefore tends to become academic in the worst sense of the word. I propose that the objective of the liberal arts education be sharpened and tied more directly to life by defining it in more concrete terms than is usual.

This goal I suggest be preparation for making democracy work, democracy to be defined in its widest sense. This definition would not exclude any of the major fields now embodied in the curriculum. It would give direction to instruction and study, and would greatly increase the effectiveness of education by compelling more attention to using one's education in solving the problems of life. - Harold W. Dodds, President, Princeton University.

. . . intelligent participation . . .

Democracy is founded upon the assumption that there are certain values in life that are inherent in life itself. The Charter of our Democracy asserts that these values are three in number: life itself, liberty to live that life according to one's own judgment, the enjoyment of the fruits of one's own labor. Since the individual is also a member



of a social order, conflicts in interpreting these values necessarily arise. The function of government such as ours is therefore to secure justice for each individual. In educating boys and girls for intelligent participation in the democratic order, it is essential that they be given an understanding of these principles themselves, as well as the knowledge that bears most clearly on these principles. - James Madison Wood, President, Stephens College, Columbia, Missouri.

. . . the right method . . .

Education no less than training is requisite for preparation for leadership in our democracy. A military analogy is, unfortunately, timely. We train millions of men in the so-called art of war to manipulate the engines and accouterments of war, but we need to educate relatively few men in military science as officers possessing initiative, flexibility, self-reliance, and originality in meeting new and unpredictable situations. I attach great importance to the education of our young men and women without in the slightest degree depreciating the value of training. But the trouble is that, though we have sent out battalions of trained college graduates, few have shown the capacity to maneuver beyond the confines of the drill ground.

I assume it is unnecessary to prove that the democracies require leaders even more acutely than do the dictator countries. Democratic education must therefore aim to produce these leaders and, in the process, enable them to acquire wisdom as well as techniques.

The goal of American education, it seems to me, has been almost exclusively the enlargement of vocational content at the trade school as well as at the professional level. In bringing about a better balance, the pendulum must not be allowed to swing to the other extreme, for to exclude technology from education is just as unsound as to exclude liberal arts from vocational training.

The solution lies in more emphasis on method rather than on subject matter. Anyone who has studied the history of science has wondered why throughout the ages the world virtually stood still in the realm of natural science. It was not through lack of intellectual power, for no one can fail to recognize that there really were giants of old. The impasse resulted from attacking civilization's problems by the wrong method. The right method is the scientific method which, if coupled with sensitivity to the human values of freedom and individuality, will save our civilization from the irresponsible technologists who lend themselves all too readily to exploitation and dictation. Scientific humanism, as this doctrine has come to be known, is an unfailing resource of the democratic state. - Edwin S. Burdell, Director, Cooper Union.

. . . understanding, appreciation, knowledge, ideals . . .

Education in our democracy should seek to develop understanding,

appreciation, knowledge, and ideals.

1. Education should give pupils an understanding of the world in which they live; their relations to other people; democracy both as a theory of government and a way of living.

2. Education should encourage appreciation of the meaning of liberty and its proper exercise; the feelings and the rights of others; co-operation with others as essential to the advancement of the general welfare; the consent of the governed as a basis for the acts of government.

3. Education should provide knowledge of the events and movements in history; the problems of today; the essential facts on which the solution of these problems will ultimately rest.

4. Education should help pupils to set up worthy ideals; a society in which none shall be so rich or so poor as to be above or below a reasonable standard of comfort and culture; a political state of mind in which all voters and social groups seek the general welfare rather than selfish advancement; a situation in which every person with sufficient training and experience desires to support himself and those dependent upon him and is able to find opportunity to do so; a world in which disagreements between nations are settled by conference and agreement rather than by bluster and war. - Ben G. Graham, Superintendent of Schools, Pittsburgh, Pennsylvania.

. . . along class lines . . .

The democratic way of living requires free and full communication and association among all citizens. Class restrictions or discrimination along economic, racial, or social lines are regarded as undemocratic. A truly democratic society is like a single-class steamer that does not divide its passengers into first, second, and third class. Recent sociological research indicates that the United States, like England, is becoming more and more class-conscious and that the lines between the upper, middle, and lower social classes are becoming more sharply drawn. There is ample evidence that these class distinctions have invaded the schools. For example, high school pupils who are enrolled in the trade and vocational courses are often regarded as socially inferior to those who are enrolled in the college preparatory courses.

This situation suggests that education for democracy should include not only training for political democracy (citizenship) or economic democracy (opportunity for the employment of talent), but also social democracy (complete freedom of social interaction). - Mark A. May, Institute of Human Relations, Yale University.

. . . to make free men . . .

We liberals have erred, I suspect, through asking too little We

have asked what animals and small children want, but not what free men and women require. We have not demanded, as our ancestors did, both for themselves and their children, a mind free from ignorance, an awakened imagination, and a disciplined reason, without which we cannot effectually use our other freedoms or even preserve them.

Fortunately, there are books that record for us the deliberations of men who outgrew childhood, who knew how to weigh, to balance choices, to decide. These books are models of analysis, in which issues are clarified so that real choices, deliberate choices, can be made.

And there are laboratory instruments which teach us to measure, to compare, to discriminate, to combine, to understand. The intellectual arts that liberate the mind liberalized and humanized our fathers, and their fathers before them. They can make free men out of our children, teach them to live in a liberal democracy, and to make real choices after due deliberation. - Stringfellow Barr, St. John's College, Annapolis, Maryland.

. . . civic responsibility . . .

Educational objectives may fall into four great groups: the objectives of self-realization; the objectives of human relationship; the objectives of economic efficiency; the objectives of civic responsibility. . . . The school is only one of the many educational influences in these various fields of human life. Its responsibility extends to all of these areas, but in some areas the weight of education rests on the school more exclusively than in others. The role of the school is especially definite in preparing for civic responsibility. It must concern itself with loyalty to society as a whole rather than to the political manifestations of society as revealed in any single institution. Vested control of this function by the political State leads to dictatorship. The field of human relationship is shared by the school, the home, and the rest of the environment. Education in the field of self-realization or personal development is coming to be more and more a duty of the schools although much of this responsibility necessarily inheres in the home and the church. Under modern economic and industrial conditions, preparation for economic efficiency is largely a function of the school. - From "The Purposes of Education in American Democracy," prepared by the Educational Policies Commission. - Suggested by John W. Studebaker, United States Commissioner of Education.

"The community Department" is this kind of study

The "course of study" for teachers for the guidance of new education on Community (Social Science) Dept, English, Arithmetic and Home Economics for the use of primary and middle schools has been completed.

As we told you before, the Social Science Dept was begun in 7 places, including Tokyo, in the whole country. Besides these, it is being studied in the attached primary schools of the Normal Schools in the various districts. We had Mr. Seishiro Aoki of the Education Dept. who compiled the course of Study for the Social Science Dept to explain it to us.

"Social Science has brought the former morals, civics, geography and History together and was made with America's Education method as its foundation. The aim of this subject is to have everyone really understand the actual circumstances of the community and teach them the connection between "Human beings and nature," and "the individual and the community so that he may be useful after going out into the world. Now I shall tell you how each grade studies."

**First Grade:** As the children of this age are going to school for the first time, it is important that they get used to community life as soon as possible have them think of "how to be good children at home and school" or "how to manage to live happily" and guide these children who are at the age what they're interested in everything they see or hear to take a wider and deeper interest in the world.

**Second Grade:** As a continuation of the first grade have them know the actual things of the world even better. For instance, in running errands, have them think of "what is the most useful way of using the goods we use everyday?" Or give out other questions on the use of various things, and guide them so that they will learn how the articles are made and see the various things in reality. In teaching them about communication, teach them "what kind of ways to correspond". "How to correspond" etc. and make them understand what communication is.

**Third Grade:** Teach them "how a house is build", or the connection between human beings and animals, how to use water, electricity and gas, transportation, and also how festivals and various ceremonies are carried out; botony and zoclogy, the connection between mankind and his surroundings and how various forms of social life become changed.

**Fourth Grade:** Teach them the connection between their ancestors by teaching them how their ancestors lived. Guide them in really knowing the temples and shrines of their towns and villages; the connection between them and the people who live in a different community, also teach them how the whole world is united.

**Fifth Grade:** "What is a good system of study?" "How can we become healthy?" "The home, school, town or village and I," "What kind of wealth does our country have and how is it protected?" How was industry developed?" "How

much better was our life made because of inventions and discoveries?"  
Have them develop a broad view of the community by giving out problems like these.

Sixth Grade: In this grade, teach them that they are ready to be useful in the community and turn their interest to the problems of the countries of the world. For instance, give out a problem like "how can the peoples of the world be friends?" and make them make wise decisions about the affairs of the world; make efforts to develop their personalities, and show them their responsibilities and make efforts to make co-operative life better.

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CLASSROOM PROCEDURES IN THE  
ELEMENTARY SCHOOL

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 the precious to put to the service of children. What any nation or what the world of the future will be depends upon the quality of education being provided for children in the 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

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.

PUBLICATIONS ANALYSIS, 23 June 1947

Japan Looks at the United States

The national life of the United States -- from the highest level of foreign and domestic policies to the home life of the family and the individual -- is under close scrutiny by the Japanese.

American customs and ways of living are described and explained by Japanese who have lived in the United States and now have the opportunity to capitalize on the curiosity and interest of the people of Japan in all things that are American.

United States foreign policy is viewed more objectively in the Japanese magazines of late than previously has been noted, although writers eagerly continue to pick up any hint of American policy favorable to Japan. Developments in politics, economy, business and labor in the United States are examined with an eye to their effect upon world conditions, although writers usually stay clear of controversial interpretations.

In writing of American culture and customs, magazine authors frequently stress the need for learning more than mere superficial characteristics, in order to understand what makes democracy work in the American community.

Understanding the United States

JITSUOYO NO SEKAI recently devoted an entire issue to the presentation of material concerning America. Explaining his aim, the editor writes: "It is essential for defeated Japan to see and understand the United States anew. In the past our people saw only the surface of America, and did not attempt to read the substance of democracy which lay beneath the outward form. This special American issue is designed to assist the readers' study of America."

Hideichi Noyori, president of the magazine, briefly praises the American way of life and such American characteristics as cheerfulness, humor, unselfishness honesty (especially that of merchants), love of work and religious and philanthropic feeling.

The lead article, written by Masatoshi Matsushita, is entitled "American Democracy and That of Other Countries." In Japan, he says, "the opposition to democracy has been cleared from the political world by order of the Supreme Commander for the Allied Powers. Strong resistance to the democratization of Japan has not shown itself on the surface, but democracy has not yet gone through a true ordeal." The Japanese people are accustomed to accept inequality, loss of freedom, and other hardships and injustices philosophically, and rationalize that it is useless to strive for perfection in this life, which is fleeting and temporary, he explains -- thus they often fail to show enthusiasm in seeking improvement of their lives. Americans, while they, too, are religiously inclined, "seek to build the kingdom of God on earth." They "are not preoccupied with thoughts of freedom and equality in the next world; they seek freedom and equality in this. \* \* \* The Americans have democracy in this world and at the present moment."

Americans recognize some of the defects of capitalism, Matsushita reports, but instead of discarding it for Socialism or Communism, they try to rectify these weak points by such regulative means as anti-trust laws, heavy taxation on large incomes and inheritances, government protection of farmers, and so on. He says that the labor movement fits into the same pattern. "Labor disputes in America are strife against the capitalists, but are not in any sense strife against capitalism."

Russia, he continues, "sacrifices freedom and equality at the present moment for the sake of future freedom and equality," and an anti-democratic present is considered justified by the promise of a freedom-filled future. "The five-year plan, proletarian autocracy, oppression of religion -- such things are by no means considered democratic, but the Communists affirm their necessity with confidence."

In concluding, Matsushita declares that "the limited power of such thought as seeks freedom and equality only in the next world was made clear by the recent war. From which should we learn more, American democracy or Russian democracy?"

Tetsutaro Ariga, Kyoto Imperial University professor, also calls for a new understanding of America in ASAHI HYORON. The Japanese formerly thought that Americans were egoists and epicureans, he declares; they received this impression because "Japanese cultural leaders looked at the United States through the eyes of Europeans," who, he believes, were still inclined to regard America as an upstart colony. The United States has its own history and spirit, Ariga emphasizes, and those who seek to understand America must not overlook the "front spirit."

In round-table discussions, people who have been to the United States often talk at random about American qualities. A JITSUKOYO NO NIPPON round-table begins with Iwajiro Noda, who says that Americans "make progress because they take new ideas and adapt them to their uses," in contrast to Japanese, who are still "shivering in their steamless houses" just as they did several thousand years ago.

"The general ideal of Japanese salaried men is to devote their lives to some big company and rise to the position of director or president," says Kiyoshi Miyazaki. "But the ideal of the American is to create something for himself."

Mikitaro Miho contributes: "In America, when a child tells a joke, adults listen with attention, and if it is a good joke, they clap their hands. This is because there is a strong respect for the ideas of another."

The discussion next goes to business matters. "In America," declares Noda, "stock dealings are transacted very smoothly, and people can participate very easily in finance." In Japan, Miyazaki contrasts, "people have looked on stock as objects of speculation -- not investment." The Americans, says Miho, "use checks frequently and freely"; but in Japan, Seiya Kitashiro contends that, as the "general Japanese commercial morality is low, we cannot yet put our confidence in them."

Other opinions expressed are: "Every company has (in America) its own research department. \* \* \* These exchange ideas with each other. \* \* \* Every capitalist must strive for works which will promote the social welfare of mankind. They make as much profit as they can for themselves, and benefit others at the same time. \* \* \* The salaried men of America have a great interest in politics. \* \* \* Bachelors have girl friends, and they find great pleasure in going to resorts during summer holidays. Young men save as much money as they can for their marriages. Married men aim at owning their own cars."

#### United States Foreign Policy

United States foreign policy and its spokesmen are considered with interest. A SEKAI NO UGOKI article comments on the appointment of a military man as Secretary of State. "While the world has such difficult problems as the military occupation of many countries, the stabilization of international power, and the completion of the major peace treaties, it is quite natural to have many soldier diplomats. \* \* \* Military men always lead the political world after wars, as the result of their hard-earned wartime experience."

SEKAI SHUHO hazards a few forecasts on the nature of Secretary Marshall's diplomacy. "It is believed that the new Secretary of State will appoint a few soldiers -- as his confidants -- to important posts in the Department of State." Several changes in ambassadorial ranks are predicted.

Existing policy toward Russia is expected to be maintained. "Mr. Byrnes too a firm stand against Russia, with the strong support of the Republicans. In view of this, it is believed that General Marshall will follow in Byrnes' footsteps and be firm against Russia."

The writer believes that the "Democrats and Republicans see eye-to-eye in the field of European diplomacy. But the case is different with the problems of China and Argentina." Washington officials are thought to be doubtful whether the Chinese Nationalist government will be expanded to include all elements, and they "even go so far as to observe that all-out civil war cannot be avoided in China. If this be the case, there is every possibility that General Marshall will be obliged to give up his non-interference policy."

SEKAI NO UGOKI also attempts to fathom the future course of American diplomacy -- this magazine's observer feeling that Secretary Marshall may have some difficulty in persuading the Republicans of the wisdom of his policies. American-Russian differences are recognized: "During the war they maintained an attitude of compromise to some extent, mostly through President Roosevelt's personal efforts, but now we cannot deny the existence of a dark shadow rapidly growing between the two countries. \* \* \* Not only do they differ in their ideologies, but they also have crossed sharply in negotiations since the war." The writer goes on to survey in some detail the pronouncements of Marshall and Vanderberg concerning Europe, the United Nations and the Far East.

#### The Republican Victory

The revised make-up of the United States Congress is expected by the Japanese to signal a return to a freer domestic economy, but little change is foreseen in American foreign policy. After great wars, a SEKAI NO UGOKI writer states, political power has traditionally shifted to the opposition "in

accordance with the popular desire to revitalize government." More specifically "such recent conditions as the gloomy specter of inflation appearing soon after the end of the war, the wave of walkouts all over the country, the rising spiral of prices and wages, the clumsiness of the Governmental measures against these problems, and especially the collapse of the planned economy -- these things spurred the popular feeling." The author quotes a New York Times editorial, that "with all the world rushing toward the left, the United States has turned to the right." He also is concerned with "how internal policy -- especially economic policy -- will be changed, and how the national economy will affect international relations."

Similar to this is the comment of SEKAI SHUHO. "The complete defeat of the American Democrats, who have been in power for 16 years, means that the people do not want the New Deal and economic control any more, but hope to return to freer economy. \* \* \* Price control has been abolished, and the people are now faced with a fundamental problem whether the inflationary trend thus begun can be checked. And a still greater question is whether the see-saw increases of wages and commodity prices will lead to a boom and subsequent reaction."

A TOYO KEIZAI SHIMPO staff writer is particularly concerned with price levels and maintains that Japan may well benefit by watching to see what happens in America. "The future trend of commodity prices in America deserves our close attention," he says.

President Truman's January address to Congress is "examined and interpreted "The most outstanding characteristic of this message," declares a SEKAI NO UGOKI commentator, "is that the New Deal is brought to an end, and the original American program of free economy is going to be carried on by the people." The writer warns that "capital and labor will be in opposition; therefore the president lays stress on a policy of cooperation between the two parties." As far as diplomacy is concerned the writer considers that "the message emphasizes the obligations of America as a world leader. \* \* \* The principal object of American diplomatic policy is to promote the United Nations' power, in order to achieve real world peace."

SEKAI SHUHO draws similar conclusions, but finds several points where the two political parties disagree. The writer expects Republicans to seek high tariffs on imports, reduction of taxes, and a stronger stand toward labor than that desired by the president.

The same magazine, in an earlier issue, offers a detailed factual account of the history and structure of the United States Congress, which is believed to have "achieved its present power because it embodies a thoroughly democratic spirit."

#### Business and Economy

Viewing business prospects in the United States, a SEKAI SHUHO writer sees "short term pessimistic conditions," but predicts "optimistic conditions"



over a longer range. "In the near future, a short and slight decline will be experienced, but there will be quick recovery and employment will reach a high level, because there is no unsound financial element such as existed in 1921. \* \* \* Durable-goods industry (automobiles, building materials, etc.) will remain comparatively prosperous, but consumer-goods industry will experience a slump in the near future.

TOYO KEIZAI SHIMPO tells the findings of an American survey in which all but one of 14 economic experts forecast a slight depression in the near future. "The biggest question is how, and at what point, the inevitable transition from prosperous wartime conditions to the postwar sluggishness shall be stopped, and what attitudes the Democrats and Republicans will take on this question."

Another TOYO KEIZAI SHIMPO article explains that business conditions in the United States influence the economic and political conditions of all the world. "I am forced to the conclusion that American business is clearly on the downgrade," he continues. The movement of population from industrial to agricultural zones already has begun, and this, coupled with the high degree of agricultural mechanization achieved in wartime, is expected to produce increased agricultural unemployment, he says. Likewise, a bumper crop last fall is lowering agricultural prices; these two reasons are given by the writer to advance his contention that the buying power of the farmers is decreased. Industrial employment was at its highest level last year, with all companies increasing the number of their employees on the supposition that prices would continue to rise, he continues. But if prices fall, the level of employment cannot be maintained -- and already it is becoming more difficult to secure a job, he says. While hourly wages are increasing, he reports, total wages are falling because the working hours are being cut by employers. "Thus economic trends since last September show clearly that an important change is taking place in basic business conditions," the author asserts.

Much of America's prosperity is attributed to the large volume of exports, the greatest in history. But continuation of these exports is dependent upon both imports and foreign loans; and imports last year were not equal to half the shipments out of the country. "If the United States wants to increase her exports, she must give more and more loans, but there will be a limit to this -- while to increase her imports obviously would prove harmful to the prosperity of America herself. Thus America is brought face to face with a great dilemma."

#### American Labor

Japan's labor movement is patterned largely after the American example, and thus there is considerable interest exhibited by Japanese in the labor developments and trends in the United States. In this field, there seems to be more speculation and interpretation of meanings than in others. A thorough study of American labor is presented in a recent issue of SEKAI SHUHO. A great lesson has been learned from the failure of the coal miners' strike in December, the writer declares -- the lesson that no strike can succeed which ignores the public welfare, disregards public opinion, and lacks public support

The writer then tells of the action of the CIO in requesting a paid study of basic wage-price structure by Robert Nathan. "Without increasing the price of products," the report is quoted, "it is possible to raise wages 25 percent out of existing profits." The writer then points out what he calls the poor balance existing between current wages and profits. "If wages are not raised or general prices drastically reduced, the national life is sure to come to a crisis." \* Capitalists are of the opinion that wage increases must be accompanied by an increase in the prices of their products," the article continues, but recently there has been a tendency for large manufacturers to seek to cooperate with labor for the sake of the national welfare, the writer notes. Finally, the writer says, it has been shown that strikes represent a loss to labor, capital, and the nation alike, and it is realized that the Government has insufficient power to take a strong position in strike settlement; hence this study predicts that several labor bills will be passed by Congress later this year.

Another SEKAI SHUHO article comes to the conclusion that wages cannot be raised in America without an accompanying advance in prices, "as production costs still tend to increase, and the value of materials is being raised." A reaction to the many labor disputes was seen in the defeat of the Democratic party, which had given strong backing to labor. The writer predicts harder times for the labor movement. "The present economic situation will last until about the fall of this year. Increased prices will mean that consumers will purchase fewer goods; accordingly there will be more goods store by manufacturers, wholesalers and retailers, bringing about a decrease in production and a decline in employment. A shake-out is expected in the near future."

A number of observations on American labor trends are made by a SEKAI writer. "Disputes between capitalists and workers have occurred in key industries. Not only do the workers demand higher wages, but they also seek to prevent the raising of commodity prices. They also demand the right to investigate capitalist profits by examining the account books." It is further noted that in several recent disputes both major national unions took part jointly, thereby giving impetus to a unification of the labor front. In addition, "the working class has behaved discreetly, in order to gain public support." And finally, "the contradiction between the enormous productivity of American capitalism and narrowing consumption will be felt more and more; therefore strife between capital and labor will be so severe that it will gradually become a political struggle. American capitalism cannot control the strengthened labor movement without direct intervention of the State."

In contrast to this impression of increasing political consciousness in American unions, there is a SEKAI SHUHO article which says that "American laborers are not concerned with ideologies such as Communism or Socialism, pay little attention to political problems, and concentrate their interest upon economic reforms dealing with wages, work hours, and collective bargaining."

A SEKAI NO UGOKI account of the coal mining disputes emphasizes that the strong position taken by labor invites retaliation in the form of potent labor

legislation by the Republican-dominated Congress. The writer quotes as "noteworthy" the implied advice of Judge Goldsborough that unions refrain from acting in such a way as would cause Congress to enact legislation which would set the labor movement back for many years. "There is no doubt that these words underline the great problem which the present labor movement faces in America," the writer said.

#### Education in America

Democratic education in the United States is discussed in SANDEI MAINICHI by Tsunekichi Kato, who studied at the University of Toronto and Columbia University. College life is described as pleasant, study is said to be spontaneous, and Kato believes the student is not advanced too rapidly. The value of discussion and debate is especially recognized, and "the professor never fails to praise a student who gives an excellent opinion." This recognition of the individual opinion is the very basis of democracy, Kato asserts. A student majoring in a specific field has opportunity to take courses in other fields which are related to his principal subject. Then the writer discusses the "tea parties" of American students. "No people in the world have so many tea parties as do the Americans. We might say that their tea party is, in a sense, the symbol of their democratic social life, because those who attend can talk quite freely, regardless of whom they are addressing, using no honorific expressions for the seniors, sitting in seats which are not assigned or ordered. How pleasant it is to sit and talk in such a manner, and this has a good deal to do with instilling democracy in student minds."

#### Life in the United States

All sorts of minor and unrelated matters are singled out for examination in Japanese magazines as representative of various facets of American Life. For instance, Christmas in America is characterized by Yoko Matsuka in FUJIN GAHO as the happiest time of the year, and such phenomena as Christmas trees and decorations, presents, turkey dinners and mince pies are described.

This women's magazine also carries an article on Emily Post and her unique position. "Etiquette," she is quoted as saying, "is a delicate consideration for others . . . cultivated in good childhood environment." According to author Aya Ishida, Mrs. Post advises parents to "respect each other, speak politely about refined topics, and reject crude and nasty things in human nature." Mrs. Ishida urges that the Japanese follow this example -- creating a good society and a new code of etiquette.

The social education of American youth is also the topic of Shio Sakanishi, who writes in FUJIN ASAHI. Boys and girls are brought up together in the United States and are not conscious of sex distinctions. When they reach teen age, their parents try to provide them with a wide circle of friends so that they will not become too strongly attached to any one, the writer reports. The process of dating, with the boy calling for the girl at her home and bringing her back at the end of the evening, is described. American parents, says Sakanishi, respect the individuality of their children and allow them freedom, but at the same time keep careful watch over them and guide them wisely toward correct behaviour.

The social security system and its aims are elaborated in a SEKAI NO UGOKI article, with explanations of how the plan aids in circumstances of old age, unemployment, disability relief, orphanage, and so on.

EKONOMISUFO considers the present clothing shortage in the United States, and repeats statements that it will not be alleviated until late this year. The shortage has occurred "partly because the industry is still in the process of reconversion from military to peace-time production, and partly because the demand for clothing has suddenly increased with the return of millions of GI's to civilian life." The steps that are being taken to meet the demand are outlined by the writer.

Chiye Washizuka writes on "American Homes" in JITSUGYO NO SEKAI. She says that in American homes the children are made to feel their duties and responsibilities and thus are readied for a place in society. The father, Mrs. Washizuka asserts, is respected and obeyed by all members of the family and in turn takes an active part in home management. The writer describes the "ladies first" principle as practiced in the United States and describes how the American housewife manages her home -- pointing out particularly the economical and efficient methods which are employed and the uses to which housewives put the leisure hours thus afforded.

#### American Women

"American women never forget that they should be 'ladylike' at all times," Diet member Yoshie Oishi informs JITSUGYO NO SEKAI readers. Since the education of the children is their concern, mothers are said to be very earnest about broadening their own knowledge by attending exhibitions, lectures and meetings. They bring up their children in an "intellectual" way and do not become emotionally excited as do Japanese mothers. American girls are accustomed to masculine companionship, and Mrs. Oishi thinks that the soundness of their judgment keeps them out of awkward situations. Other generalizations voiced here include: American women never show anger; they have a strong feeling of responsibility; in contrast to Japanese women, they prefer comedy to tragedy; and they take an active role in political life and in education.

American women have not been overly successful in political ventures, according to a SEKAI NO UGOKI staff article. "It is true that American women have more freedom and equality in various fields than the women of other countries; although they are not completely emancipated." As for the feminine politicians, "sometimes they voice wonderfully clear opinions on major matters, and on the other hand, they often indulge in unnecessary sophistry on trifling problems." Women's lack of serious interests, the writer considers, is partly the fault of the women themselves, and partly the fault of the social position in which they are held. "American women do not like to be confined in the house occupied with household cares." But, he continues, "neither are they satisfied by spending their days at play, leaving household cares to a servant."

In a different vein, another writer in the same magazine reveals some of the "secrets" to be followed by the American girl in husband-hunting. Such considerations as selection of vocations which are most likely to afford contact with men, and of geographical locations where men predominate, are pointed out. The writer then explains how to meet a man socially and how to arouse his interest, once met. "Don't dress too gaudily; . . . don't be too aggressive; don't joke too much or poke fun at him, for flattery is more

effective."

"Americana"

One of the most vocal interpreters of American culture and customs to the Japanese is Goro Nakano, former New York correspondent for ASAHI. While Nakano at present seems to have an appreciation of the American way of doing things, it is to be noted that in the early days of the Occupation he seemed to be concerned lest the Japanese undergo a precipitous imitation of American democracy (Publications Analysis No.2).

In one of a series of KAIZO articles, Nakano describes the system of "checks and balances" which ensures the social and political freedom of the individual in the United States. "Liberal democracy is America's pride; it respects the opinion of the minority and protects the rights of the weak; at the same time it controls the arbitrary decisions of the majority by the working of 'checks and balances.'" An account of Earl Browder's trip to Moscow and the subsequent printing of his articles by the magazine "New Republic" is used to illustrate the American principle of allowing and respecting the publication of even those opinions which are most violently opposed by the majority.

Nakano's next article is concerned with American journalism and covers the history of freedom of the press, the style of American writing, the characteristics of leading publications, and brief pictures of leading columnists and writers. The inevitable comparisons with the Japanese also are included.

In another article, Nakano mentions the GI Bill of Rights and the encouragement which it gives to education. "In this harmony of education and military service, I perceive the ideal of human civilization," he declares. He then calls to mind the part that the rigors of national development have played in building the contemporary United States. "Whenever I read American history, I feel that I am reading a great epic written by human blood, sweat and tears." Nakano is impressed by the strength, ambition and spirit of the American people. "The new Japanese history also will be written henceforth in the blood, sweat and tears of the people. I believe that it is more than simply an understanding of American culture that we must get from the study of American history."

The editor of SHIN JOEN asked Nakano to write something about social dancing in America, which caused the ex-New York correspondent to write: "There is much for the Japanese to learn from America, but we shall be the laughing stock of the world if our young girls learn only of dancing and kissing, paying no heed to the stern reality of our defeat and its causes." He explains that dancing is, in America, part of a normal, rounded social life, but "dancing should never be introduced by way of the dance hall. It must originate in the home. We must not forget that a happy home will foster happy dancing. \* \* \* The Americans' love of dancing is part of their enjoyment of freedom, a principal element of democratic life. Their enjoyment of pleasure is a relaxation which helps in the struggle for life and encourages efficient work."

The American Attitude Toward Japan

The Japanese are anxious to know how the American people feel toward Japan but have little concrete information in this field. Thus, it is perhaps natural that Hachiro Yuasa should appear in the pages of CHUO KORON to present his views almost immediately after his return from the United States. Yuasa, a Christian, had been in the United States since the start of the war -- turning down the opportunity to be repatriated in order that he might work toward future friendly relations between the two countries. He points out that the treatment of Japanese in America during wartime varied according to geographic location and individual circumstances. In New York, he declares, the treatment was generally good. Up until the time of the Pearl Harbor attack, the Americans were anxious only for peace, although they resented Japan's aggressive attitude; but after that, says Yuasa, Americans came to hate the Japanese as being fanatic and "sub-human." More recently, he noted a gradual change of feelings finding Americans to have a sincere interest in the building of better relations between the two countries, and his own speeches on the reconstruction of Japan were said to have been heard attentively. As primary causes for this turn in feeling, he cites a) the war service of the Nisei, b) the cooperative attitude of the Japanese Government and people under the Occupation, and c) the favorable impression of Japan received by American soldiers who served in this country.

Goro Murata, editor of the Nippon Times, reviews "The Japanese Nation" for JITSUGYO NO SEKAI and declares that the book shows evidence of a marvelous understanding of the Japanese, ~~Government and people and~~

Murata then turns to the immediate present and reports that Americans who came to Japan with hearts filled with hatred have been impressed with the friendliness of the Japanese and are now inclined to render help. He quotes the favorable comments of a few of his American friends, who, he says, are coming to the belief that "the Japanese are rapidly being democratized."

THE PARENT'S PART

in

EDUCATION

CONTENTS: Outline  
Speech  
Discussion

\*\*\* Material gathered from Personal Growth Leaflet titled:

"The Parent's Part in Education" by George G. Bruntz

Director, Adult Education Department, Los Gatos

Union High school, Los Gatos, California.

The PARENT'S Part in EDUCATIONOUTLINEI - Introduction

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

II - Home CurriculumA - Preschool period Birth thru 5 years of age1 - Infant Age

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

2 - Growth from infancy

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

B - Elementary School - 6 thru 14 years of age1 - Education a continuing Process

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

2 - Parents Influence through Examples - to include

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

Cont.



## ● OUTLINE Cont.

C - High School - 14 thru 18 years of age

- 1 - Tendency of Parent to shift responsibility to the school
- 2 - Neglected period
- 3 - Need for careful guidance
- 4 - "Home Curriculum" - to include
  - a- Regular Work and Rest Habits
  - b- Socialization and Etiquette
  - c- Home Making
  - d- Discriminating Use of Money
  - e- Importance of Friends
  - f- Judgment

III - ConclusionA - Rewards of "Home Curriculum"

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

B - Active Results of Cooperation of Home and School

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

C-- Paramount Aim of Education

- 1 - Child's life must be -
  - a- Wholesome
  - b- Intelligent
  - c- Socially effective

END.

(1)

The PARENT'S Part in EDUCATION \*\**INTRODUCTION**A.) Parents a part of the child's edu.*

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

Rearing a child is a joint enterprise of home and school.

*B.) Importance of parent participating actively in Edu.*

Parents are the child's first, last, and most important teacher.

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

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

(2)

C) Cooperation  
Between Parent  
and Teacher

In the process of becoming educated, young people go through a series of transformations. They grow out of old situations into new.

The school can do no more than to direct the child's interests to those subjects which develop useful attitudes toward new situations.

In this task the parents can cooperate effectively with teachers.

The subjects offered in the school are known as the "curriculum".

Parents, as teachers of their children, also have a "home curriculum" which they should follow thru the preschool period; elementary-school period; and adolescent period.

adolescence } man 14-25  
                  } woman 12-21

D) Close  
Relationship  
Between "School  
Curriculum" and  
"Home Curriculum"

## II. Home Curriculum

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

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

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

3- Good manners - The preschool age has been called the "savage age". Whether true or not, it still remains for parents to teach good manners. no child is born with them. The best way to teach good manners is by example and suggestion. The most important of these is example.

(3)

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

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

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

7- Religion and morality - Every child should be given an opportunity for religious training, and the preschool age is the time when such training should be started in the home. Thru religious and ethical teaching, we can develop in the child the qualities of love, kindness, courage, and the helping of others. // Since education is a continuing process, the parent must not give up instruction in the preschool "subjects", but should continue them in the elementary-school

B. Elementary

School 6-14 years of age

Education a continuing process.

A. Child growth in "Home Curriculum" center of interest.

(4)

period along with new materials. It is important, however, that parents keep in mind that the child and his growth, and not the "subject" in the home curriculum should be the center of interest. Instruction should

*Instructions come out of the natural situation, and should not be forced on the child.*

*in natural situation*

*rather than forced.*

The most important single method of exerting influence on the child is through the example of the parents. The best way to teach honesty is for the parents to be honest above reproach. The best way to teach citizenship or cooperation is for the parent to be a good citizen, and to be cooperative in all situations. All the teaching by the school of honest, altruism, and cooperation will go for naught if the child does not come in contact with these qualities in the people he hold dearest in life. Some of the subjects that can be taught best by example include:

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

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

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

4- Home Membership - Both boys and girls should be expected to assist in simple household duties. There is no reason why a boy should not help with the dishes or make a bed as readily as his sister. There are innumerable examples where minor household chores have led children to become quite adept in the home. In one instance a mother asked her seven-year-old daughter to prepare a salad for dinner, and now the

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youngster enjoys helping in the kitchen learning the fine art of cooking at an early age.

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

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

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

1- Regular work and rest habits- Medical authorities through experiments have shown that the adolescent needs a minimum of nine hours of sleep, and that during the school week this should be the rule. Young people should be encouraged to have a regular schedule of hours of work and play.

(6)

Should the school work prove to be too heavy, parents may lessen home tasks; but a careful check should be made to see that school work is completed.

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

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

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

5- Importance of friends - The adolescent likes friends, and he should be made to feel free to bring his friends home to meet his mother and dad. Nothing gives the adolescent a greater feeling of security than to know that his friends are welcome in his home. He must understand though that in order for him to have a friend, he himself must first be a friend.

6- Judgment - The high school youth should be allowed to make decisions, but should be guided tactfully toward good judgment. He should

(7)

make up his own mind as to his religious philosophy. If he has had the proper instruction on the question of alcohol and tobacco, he can be trusted to make sane attitudes towards their use. If the parents help the youngster realize the rewards of good judgement, and the consequences of bad judgment, he will be able to make proper decisions.

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

In concluding, let me point out that the aforementioned home curriculum may seem a large order, but think of the rewards. A happy home where children are encouraged to think for themselves, to take responsibility, to share in the making of family decisions, and to treat their parents with respect. Thru cooperation of the home and school, the child has had time for worthwhile leisure activities leading to the formation of interests and hobbies, which are necessary for the enjoyment of life. The parents, having assumed their rightful responsibility of educating their child, know and understand him better. Finally the parents have they joy and satisfaction of knowing that they have played the most im-



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portant part in making their child a better citizen. With intelligent cooperation, parents and teachers can bring the young people to the point where they can be trusted to live wholesome, intelligent, and socially-effective lives which is the paramount aim of education.

Questions and Answers

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

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

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

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

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

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

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

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

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

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

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

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

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

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



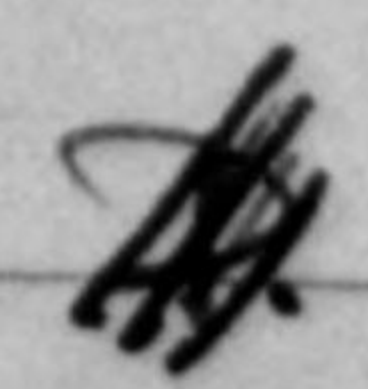
「ワケ居レバ」... 感情, 問題又 身体的 + 制限ヲモリ理解シテ中  
 ワケテ「ア」マス。 子供達, 出ツ... 両親, 親ヲ通テ 世界ヲ目撃ス  
 マス。 子供, 興味, 注意行儀, 嗜好, 好き嫌ヒ也。 大自...  
 子供が 学校ニ行ク也 = 自ラシクマツテ。 家庭, 影響, 人格  
 形成 = 最大, 因子ヲトシテ「ア」マス。 (子供達ニモトシテ)  
 (子供達ニモトシテ) 学校ニ行ク也 = 自ラシクマツテ。 家庭, 協力 + 学校  
 教師等ノ「ウ」マシテ「ア」マス。

*C. Cooperation between parent and teacher.*

教育過程, 通シテ 若ク人達, 一取, 責任, 道程ヲ通シ  
 「ア」マス。 古イ状況ヲ 新シクシテ 伸ビテ行ク事。  
 学校トマシテ 子供達, 新シクシテ 対応スルニ = 育養 +  
 態度ヲ 養育スルニ 対象 = 対シテ 子供, 興味, 方向ヲ  
 「ア」カキテ「ア」マス。 此一面 = 親ヲ 両親カ 教師ト

*D. Close Relationship between "School Curriculum" and "Home Curriculum"*  
 協力スルコトカ 有効「ア」マス。 学校 = 自ラシクシテ 題目...  
 "Curriculum" (課程) トマシテ。 子供達, 教師トシテ, 両親...

"Home curriculum" 持ツル「ア」マス。 此 = 従ツテ  
 古今来 小児時代 及 青年時代, 教育ヲトシテ「ア」マス。



## II. Home Curriculum.

1. Infant 良心的 + 親... 子供が生まれる... 注意を引く...  
Age. 即胎児教育。対して完全な健康を... 幼少期... 注意を引く...

格付け  
in infancy  
(12. 72. 72. 72)

... 食事と睡眠、習慣... 完全 = 気がついたら 修正... 修正... 修正...

幼年期、過剰な... 健康 + 子供を... 目的... 目的... 目的...

... 習慣、清潔、習慣... 習慣... 習慣... 習慣...

... 基礎的 + 重要事項以外... 尚、様々... 尚、様々... 尚、様々...

... 習慣... 習慣... 習慣...

### 2 Growth from infancy (1) The meaning of discipline: —

... 子供 = 対して discipline... 訓練... 訓練... 訓練...

... 自律的 (self-directive) + ... 自律的 control... (self-

controlled) ... 訓練... 訓練... 訓練...

... 原則 = 道... 道... 道... 道...

... principle = ... 健康、生長、安全

... self-control self-determination

... 他人、権利尊重、(決定的) 自己抑制、自己決定

... 道... 道... 道... 道...

### (2) Work Habits

... 子供... 子供... 子供... 子供...

... 習慣... 習慣... 習慣... 習慣...

... 習慣... 習慣... 習慣... 習慣...



(6) Elementary sex instruction

子供に性論を教えることは、最も困難な問題である。子供は好奇心が旺盛で、~~性について~~ 非常に多くの問題がある。神様や天使の存在を信じている子供は、~~性について~~ 疑問を抱く。また、子供は、~~性について~~ 質問をする。これは、~~性について~~ 親に教える必要がある。子供は、~~性について~~ 事実を知りたい。特別な知識や用語は、~~性について~~ 必要ない。むしろ、理想と現実の大人、模範的行動の示しが重要である。性教育は、~~性について~~ 基本的な事実を説明する。小学生の表現は、~~性について~~ 幼稚である。性教育は、~~性について~~ 衛生学、生物学、心理学、心理学、倫理学など、sex education に関連するすべての科目を含む。Parent education が重要である。

(7) Religion and morality

子供は、宗教的訓練、模範行動、~~性について~~ 学習など、~~性について~~ 宗教的倫理的な前提を必要とする。子供は、愛、親切、~~性について~~ 尊厳、他人への尊重など、~~性について~~ 愛情、仲良しなどが重要である。

Elementary School 6-14

Education a continuing process

A) Child growth in "Home Curriculum" center of interest.

課題の中心を子供に置き、自由な活動の中で、興味のあるものから始める。小学校の時代は、先生の話を聞くことが中心で、子供は受け身で居る。Home Curriculumの中心は、子供の興味・関心を中心とする。自由な活動の中で、興味のあるものから始める。

B) Instruction in natural situations rather than forced.

自然な状況の中で、子供の興味・関心に基づいて指導する。強制された学習よりも、自然な状況での学習の方が効果的である。例として、子供が興味を持っているものから始める。例として、子供が興味を持っているものから始める。例として、子供が興味を持っているものから始める。

2. Parents influence through examples

例として、子供が興味を持っているものから始める。例として、子供が興味を持っているものから始める。例として、子供が興味を持っているものから始める。

[1] Personal cleanliness

自己尊重 self-respect 子供が適当な個人的生活を送ることは、健康な成長に不可欠である。



(2) 他人への親切. 利他主義. altruism —

利他 <sup>利他主義</sup> (他人ト喜シク) 仕事ヲ 社会ニ 貢献シ 功績ヲ 得ルニ 力ムルコト.

利他的 + 2 + 全. 善行ニ 力ムルコト. 利他主義. 利他主義. 利他主義. 利他主義.

(3) Honesty —

例. example = 公正 - 善, 公正 - 善. 公正 - 善.

両親. 公正 不正直 + 公正 = 公正 公正 公正 公正 公正 公正.

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(4) Home Membership.

男子 + 女子 = 家庭. 家庭. 家庭. 家庭. 家庭. 家庭. 家庭. 家庭.

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(5) More advanced sex instruction.

例. 性教育. 性教育. 性教育. 性教育. 性教育. 性教育. 性教育. 性教育.

證明して、小児の教育、充分の経験と練習、大急ぎに、向進して、  
 小学校時代、子供は、小児は、1日、2日、3日、... 両親の行程、1日  
~~毎日~~ 恒常 = 教へられ、練習して、決して、学校で、遊び、友達、  
 遊ぶ、練習して、練習して、練習して、練習して、練習して、練習して、  
 練習して、練習して、練習して、練習して、練習して、練習して、

(b) Cooperation

親、cooperation と group spirit, 重要、小児、教へて  
 学校、助けて、助けて、助けて、助けて、助けて、助けて、  
 (即、家庭 = 社会 = 学校 = 共同社会  
 = 協同、相携、~~共同~~  
 共同、共同、共同、共同、共同、共同、)

family picnic = 又、家庭、party = ... 他、家庭、  
 色、仕事、一、協同、精神、  
 一番、父、母、共同、  
 中、見、例、有、example、

Conclusion; ———

A Rewards of "Home Curriculum". 結論として、前述の如く Home curriculum .. 大要 + 電荷 - 様 = 2. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842. 843. 844. 845. 846. 847. 848. 849. 850. 851. 852. 853. 854. 855. 856. 857. 858. 859. 860. 861. 862. 863. 864. 865. 866. 867. 868. 869. 870. 871. 872. 873. 874. 875. 876. 877. 878. 879. 880. 881. 882. 883. 884. 885. 886. 887. 888. 889. 890. 891. 892. 893. 894. 895. 896. 897. 898. 899. 900. 901. 902. 903. 904. 905. 906. 907. 908. 909. 910. 911. 912. 913. 914. 915. 916. 917. 918. 919. 920. 921. 922. 923. 924. 925. 926. 927. 928. 929. 930. 931. 932. 933. 934. 935. 936. 937. 938. 939. 940. 941. 942. 943. 944. 945. 946. 947. 948. 949. 950. 951. 952. 953. 954. 955. 956. 957. 958. 959. 960. 961. 962. 963. 964. 965. 966. 967. 968. 969. 970. 971. 972. 973. 974. 975. 976. 977. 978. 979. 980. 981. 982. 983. 984. 985. 986. 987. 988. 989. 990. 991. 992. 993. 994. 995. 996. 997. 998. 999. 1000.

- ① Happy Home = 幸福 = 子供 ..
- ② Children thinking for themselves
- ③ Children taking responsibility
- ④ Children share in making family decisions
- ⑤ Parents treated with respect.

B. Active Results of Cooperation of Home and School.

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

子供を教育する上、正當なる責任を父母に在り、  
 子供が正しい知識を習得し、道徳的、社会的、  
 経済的、市民としての責任を自覚し、果敢たる行動を  
 示し、喜びと満足感を得ることを期す。

C. Paramount Aim of Ed. 知識的 + 協同 = あり。教師と親、子供と  
 Child's life must be. ① Wholesome ② Intelligent. ③ Socially effective.

教育の自由、自己決定、健全な知識と社会への責任  
得る生活の選択、自由、平等、正義、平和、秩序。

The Harrow that rocks the  
Cradle will some day rock  
the world

この世の揺籃の石は、いつか世界の  
支配者となる。

## Parent Teachers Association

I have recently read an article on PTA by the Social Education Association. The first paragraph reads as follows:

In order that children can be brought up properly, it is necessary to have a close connection between Home, School and Community. These 3 should coordinate in thinking and planning what should be done for the welfare of children. That objective is fine--sounds wonderful.

Now in actual fact it seems that Japanese Parents groups have in the past been and at present are concerned largely with raising money for the schools.

I have recently read over many school inspection reports. On page one of these reports are these 3 questions.

What type of Parents Organizations does the school have?

Here is the usual answer. Hogoshi-kai (Guardians Association)

What is the purpose? To assist the school financially.

How often does it meet? As the need arises.

Now what do such answers mean? You know the answers! Japanese PTA's are largely Mothers groups and exist for the sole purpose of raising money for the school. That is hardly the worthy objective given in the first paragraph of the Social Education pamphlet that I quoted when I first began.

Let me contrast the material from your school reports with some items from this American PTA magazine that I have here. Read objects-----

On the rear cover of this PTA magazine is a list of 29 PTA communities devoted to such work as Art, Home and Family Life, Parent Education, Social Hygiene and Visual Education -- to name just a few.

Now please note the complete absence of the stress on merely raising money. The stress is on fulfilling the ideal of parent and teachers and community working for the welfare of the child.

Now in an article in this magazine I find an article which does bring up among other subjects the matter of school money--but every line indicates that increased school money must come from public money raised by taxes -- not from individuals.

Also further reading of this PTA magazine quickly indicates that Father and Mother cooperate in the PTA--not just Mothers. This is as it should be. Both parents must help educate their children.

So what Japan needs--what your community needs is a new type PTA composed of Fathers, Mothers and Teachers and it should work for the whole welfare of the school child.

In order to do this you must reorganize completely. Group together all your present organizations into one large active PTA. How should this be done?

A. Arouse public opinion. Debate this issue all over your community. Decide on your objective and then call a meeting of all who are interested in this project. Advertise this meeting. At this meeting get a committee to draw up a Constitution based on the ideas voted on at the meeting. At a later meeting this constitution can be debated--put into final form and voted on.

B. If you do not know how to set up such an organization and carry on meetings then I suggest you ask your prefecture for a copy of "Democratic Organizations". I have an English copy here. You are welcome to a copy if you cannot obtain the Japanese version of which this is a translation.

There are some pitfalls you should avoid. These that I give are actual cases gathered from talks with Japanese parents.

1. Do not let the principal or teachers dominate your organization. A parent should be President and most of the officers should be parents. One half should be women. Now most principals would welcome parent domination of the PTA. Past domination by the principal has usually been one of necessity, not his wish.

2. Be sure to keep control away from bosses! Let your officers hold office for only 1 year as a safeguard against long time and destructive control.

3. Try to have all parents--rich and poor join. you need the support of all parents. So make your meetings informal. Stress that dress up clothes are not needed. Do all you can to set a time for your meetings which will attract parents--not drive them away.

4. To get all parents to join you should have very low dues-- or none at all. Raise your money in other ways. I will only have time to suggest a few money raising ideas.

- |             |               |
|-------------|---------------|
| 1. Bazar    | 4. Sport days |
| 2. Plays    | 5. Lotteries  |
| 3. Concerts | 6. Raffles    |

You may not realize this unless you read the English newspapers--but Americans have PTA's in Japan and like you they must raise money. In Osaka the American PTA is at present trying some of the ideas I have just mentioned. In Tokyo a well organized PTA put on a fine money raising campaign which included the first Ice Follies in Japan, out door movies, a circus, horse races, a field day and numerous raffles.

5. **Make your meetings interesting.** In America we always divide our meetings into two parts--business and entertainment. One of the purposes of a PTA is to get parents and teachers acquainted. A good social affair can accomplish this while everyone has fun. Perhaps you might try some of the folk dances to be shown later this evening at your meetings. They are very fine for getting people to know one another. Other ideas are:

**Children demonstrations**

Plays

Music

Sports - Father vs. Son  
 Mother vs. Daughter  
 One family vs. another

6. **Keep your members occupied.** Many organizations die because a small group gets control and do all the work--not necessarily wishing to dominate but not realizing that an active organization can be had only by keeping members busy and interested. You need many committees. Spread out the membership and by such means keep interest of every member alive.

7. **Work for a National PTA.** The larger the PTA group the greater its influence especially on problems going beyond the local community. Better programs and lectures can be obtained through a National Organization.

What should be the program of the PTA?

It is hard to draw a limit to the interests of a real PTA. Almost everything in a community, in a prefecture, in a nation, in the world--effects the welfare of a child. So the least I will read may sound to you as if it includes everything. This it may do. It may be that the CPH. However I do feel that the PTA and CPH or any other groups need not come in conflict. The PTA will probably push its activity largely in educational matter and cooperate with other agencies when necessary--such as adult education in the CPH. Suggest ideas for PTA.

8. **Be sure to have Monthly Meetings--or close to it.** There is enough business for monthly meetings.

**Suggested ideas for PTA.**

First work for free public education from kindergarden to college.

I admit that at present parents must perhaps contribute to schools directly. But you should organize your voting power and force the government as soon as possible to make schools really free. Your new constitution says this must be so. Why not make it a reality as soon as possible. (long range)

**Other activities (short range)**

1. Lectures, discussions about childrens education, social and economic problems, current topics
2. Educational movies (show good movies)
3. Recreation-work for more playgrounds for your children.
4. Improvements of school facilities.
  1. By increased tax money
  2. By minor purchases direct by PTA
5. Welfare of children  
Work for anti-child labor laws. Better health protection, etc.
6. School lunch program
7. Exhibitions
8. Get community to provide libraries, Museums, Camps  
A poor community can spoil all the good work of a PTA.
9. Beautiful school grounds.
10. Sports program.
11. Push vocational training and guidance
12. Adult education-(Probably in cooperation with SEH)
13. Help prevent Juvenile Delinquency

With a really active PTA and with such a program Parents and Teachers work together on a child's education. A child is a complex creature and needs adjustment to a complex world. The best efforts of parents and teachers and community will be none too much. My colleagues will go into details on some aspects of parent and teacher cooperation.

I wish to close by pointing out that in the PTA we find perhaps our best example of democracy in action. There are many fine sounding definitions of democracy--most of them urging each of us to sacrifice for the good of our fellow man. Skeptics scoff at such ideas. They say man is too selfish and so such definitions are meaningless. However is not the love of a parent for his child an answer to such critics. An in the PTA do we not find each parent working for the good of other children because only by such cooperation can the welfare of his child be raised. So I believe one of our strongest democratic organizations is our PTA's. Perhaps soon Japan can have real PTA's with a National PTA such as in America. Perhaps too we can have the PTA's of all nations join & a world wide organization of PTA's. interested in the future welfare of their children, might be the needed force to finally get mankind to out law future wars and ~~may~~ bring lasting peace to this world. A peaceful world is the only kind a child should be asked to face.



Material for Speech by MG Officers

## PARENT TEACHER ASSOCIATIONS

A public school system forms one of the largest business organizations of a country. Parents, as the consumers, are the people immediately most concerned with the aims, policies, organization, and administration of the schools. In a democratic social order, school administrators and teachers, although employed by a board of education, are ultimately responsible to parents and other citizens for the conduct of the schools.

Responsibility for development of the children is shared by both parents and teachers. As nearly as possible, these two major influences in children's lives should supplement each other, and parents and teachers should cooperate in assisting each child to develop his own particular abilities. They can do this only by knowing each other and by understanding what each can best contribute to the total education of the children. Both groups need to understand ways in which they can cooperate to improve the home life and the school life and the community life of the children. A parent-teacher association is an effective advisory agency for increasing this understanding and cooperation.

To begin with, PTA Associations should be organized first in each school. They should be organized from the bottom up. The basic unit should be a group consisting of the teachers of one school, and the parents of the children attending the school. Membership, of course, should be absolutely voluntary. Teachers usually will belong as a matter of course.

Local organizations should be autonomous, with freedom to work out programs desired by the local group.

Although the initial steps in organization of a Parent-Teacher unit can be taken either by parents or teachers, it is the teachers who usually take the initiative and begin the task of persuading the parents to join.

organizing membership drives, and obtaining the necessary amount of publicity. The danger of making this another teachers' association must be avoided at all costs however. In many units the Constitution (PTA units usually have one) prohibits teachers from holding the posts of president, vice-president, secretary, treasurer and other executive positions. Other units provide that officers may be elected from both teachers and parents.

The steps ordinarily followed in organization of a PTA unit would be as follows:

1. The teachers of a given school invite all the parents of all children to a meeting to discuss mutual problems. This step might be taken by a community organization of some sort, but in fact it usually is undertaken by the teachers. Selected teachers discuss the aims, purposes and definite proposed activities of a Parent-Teachers Association. All of the parents present are invited to join.
2. If enough parents are represented at this first meeting, it may also be the organization meeting. Usually a subsequent meeting would be announced. At the second meeting, a teacher (or member of a community group) acts as temporary chairman. Nominations are accepted for president, and an election is held. Positions of vice-president, secretary, treasurer, and program director are filled in the same manner.
3. A membership drive is initiated to enlist the fathers and mothers of all children attending the school.
4. The Association selects a committee to draw up a Constitution, expressing its aims, contemplated activities, procedures, qualifications of officers, etc. This step may come before No.2.
5. One of the first activities of a PTA is to study parliamentary procedure. There will be business meetings and informal discussion meetings. There are times when an organized procedure is essential.

6. A definite date is set for meetings. Usual in the United States, meetings are held at monthly intervals, although some very active associations meet at weekly intervals.

7. Various committees are then established including an executive committee; a membership committee; a program committee; a finance committee; a publicity committee and others, in accordance with the by-laws of the local association. The executive committee is frequently elected and other committees are often appointed by the president with the approval of the executive committee. All members should be active participants, and practically every member should be in a committee of some kind. Interested members are busy members.

8. The Association affiliates itself with city-town, county, state and national PTA bodies. In Japan this step would not be feasible, since units above the school level will not be in existence at first. As soon as there is a widespread organization of basic school units, the next step would be the organization of a city-town-village PTA. This would be followed by prefectural organizations, and finally by a national organization.

9. In the United States, the national organization publishes, in addition to research studies of various kinds, a monthly program schedule. Local units are free to use this schedule or not, as they choose. If it is used, a portion of the meeting time will first be taken up with local business before discussion of the suggested program gets under way. The National PTA in the United States publishes very worthwhile programs for study of child psychology, child labor laws, etc.; accompanied by a great deal of background information.

Among the school and community matters toward which parent-teacher associations can exert community influence and perhaps can participate in carrying out, in accordance with the peculiar problems of particular areas, are:

**1. Community:**

a. Consider policy of raising funds for educational purposes. One of the primary activities of a PTA unit, especially in small towns and villages, is raising funds for improvement of the school. For example, the members may present a concert to the community, or sponsor an educational movie, charging an admission fee, and using the proceeds to purchase badly needed books for the library, heating equipment, athletic equipment, radios, phonographs, motion picture projectors, etc.

b. Assist in providing secondary school opportunities for all boys and girls.

c. Extend sentiment in favor of coeducation and school reorganization.

d. Promote community understanding of democratic procedures in education.

e. Seek ways of improving community health.

f. Promote child safety measures.

g. Define policy as to community uses of school plant to be approved by proper authorities.

h. Establish an Adult Education Committee to develop an educational program for parents. Subjects such as child psychology and child development should be studied.

i. Parents assist in giving teachers a pleasant social life in the community.

j. Study school tax laws.

**2. School:**

a. Correlate child's life at home and at school. A primary reason for the existence of the PTA is to keep parents informed of the aims,

policies and practices of the school. School principals and teachers may familiarize parents with the newer methods of teaching during PTA meetings.

- b. Consider curriculum aims jointly.
- c. Consider nature of extra-curricular activities, including aims and values of student government associations.
- d. Assist if necessary in providing school lunches as an integral part of the educational program.
- e. Beautify school buildings and grounds.
- f. Provide medical service for school children.
- g. Enlist craftsmen of various types as members, and organize a program for construction of tables, chairs, and other types of school equipment. Farmers can assist in making available their advice on matter pertaining to the school farm. Members of various occupational groups can assist in vocational guidance program.
- h. Encourage personal conferences between parents and teachers.
- i. Provide a recreational program outside of school for children of the community.