

*Sent on to Mr. Benton.*

SENGEN  
CORNWALL-ON-HUDSON  
NEW YORK

*Not known by DHS, but  
his who's who counts good.*

April 19, 1946

Dr. David H. Stevens  
The Rockefeller Foundation  
49 West 49th Street  
New York, N. Y.

*JHS*      *MRB*

Dear David,

When you are considering the selection of a man to head the educational system of Japan, if you have any means of looking up Professor Dwight E. Minnich of the University of Minneapolis, it might possibly be worth your while to do so. I have never met Dr. Minnich but have heard of him as a distinguished scientist of the academic variety and I think that during his summer vacations he had charge of some fish experiment station in Seal Harbor or elsewhere in Maine. I have also heard that he was considerably interest in some of the cultural aspects of Japan and his wife, whom I do know, lived for some time in Kyoto and wrote in collaboration with one of the leading experts there a history of Japanese Textiles which I have read in manuscript. She is an old friend of Helen Gunsaulus. It is my impression that both Dr. and Mrs. Minnich are about fifty years of age and if you have a way of finding out about him he might be worth investigation. The Minnich children, I think, are over twenty years old and therefore probably able to take care of themselves in this country.

This is the only idea I have had since you mentioned your problem to me and I hope it does not turn out to be a poor one.

Faithfully yours,

*Sam V. Sedoux*

IVL:MEK

*FW 894.42A / 5-746*

*15*

STANDARD FORM NO. 64

Office Memorandum • UNITED STATES GOVERNMENT

TO : A-B - Mr. Benton

DATE: 5/10/46

FROM : OIC - Mr. Stone *W.T.S.*

MAY 10 5 37 PM '46

SUBJECT:

OFFICE OF ASSISTANT SECRETARY STATE DEPARTMENT A-B

*Memo Stone to Benton*

①

Here is a suggested reply to David Stevens:

Dear Stevens:

I find that I was not fully informed when I ~~wrote~~ <sup>advised</sup> you about the need for a top adviser on education in Japan. We have since had an exchange of cables with SCAP which makes it clear that the top educational position is now filled by Colonel Don Nugent (formerly of Stanford, I believe), who serves on the staff of Brig. General Ken Dyke. Colonel Nugent is remaining in Tokyo and there seems to be no intention to replace him for the present.

Although the top educational job is not open, the War Department is trying to recruit a group of educational advisers to serve on Gen. Dyke's staff, under Colonel Nugent. These are important positions in the fields of:

- Adviser for Vocational Education
- " " Educational Reorganization
- " " Female Education
- " " Higher Education
- " " Teachers Training
- " " Textbook and Curricula Revision
- " " Female Physical Education
- " " Male Physical Education

Here is typical job description ~~(attached)~~.

~~I don't believe I have commented on a number of suggestions in your letter of April 15.~~

~~15 a. Send money to Jap schools -- MacArthur decision.~~

~~we will contact ALA, (or have we already) b. Send printed materials to Japan - c. Translations -- ok, if no royalty payment.~~

FW 894.42A/5-746

FW 894.42A/5-746

CS/H

Advisor for Educational Reorganization

Engages in research preliminary to formulation of plans and policies regarding the reorganization of Japanese Educational System; initiates long-range planning regarding reorganizational changes which are aimed to result in the decentralization and democratization of that system; evaluates research materials and statistical data and reports; prepared recommendations for changes in organizational structure of Japanese Educational System; confers with appropriate Japanese Ministry of Education officials and other Japanese educational authorities; maintains liaison with appropriate staff members of the division.

Qualifications:

Military service is not essential; must be an authority in fields of School Finance and Educational Reorganization; should have considerable experience in directing and supervising state school surveys in a position of a policy forming nature; must be well-qualified in research techniques; should possess tact, diplomacy and understanding of social behavior and attitudes.

May 17, 1946

Dear Mr. Stevens:

I am grateful for your continued assistance.

I am enclosing two memorandums from members of my staff on problems which you and I discussed. As you will see, I was in error in speaking of a "top advisor on education in Japan". *says he* What MacArthur needs are specialized advisers in the various branches of education. Have you any advice here?

I have asked Dick Heindel to make sure that we are doing everything possible to help the American Library Association to deliver its stored up publications to Japan.

Sincerely yours,

Enclosures

William Benton

Mr. David H. Stevens  
The Rockefeller Foundation,  
49 West 49th Street,  
New York 20, N. Y.

A-B:HHanson:hg

cc: OIC - Mr. Stone  
ADO - Mr. Schuler  
ILI - Mr. Heindel

15

FW 894. 42A / 5-946

JD FORM NO. 64

Office Memorandum

UNITED STATES GOVERNMENT

*Memo Schuler to Benton*

TO : A-B/ Mr. Hansen  
ADO: Mr. Schuler

MAY 14 9 57 AM '46

DATE: May 13, 1946

SUBJECT: Inserts for Letter to Dr. Stevens

OFFICE OF ASSISTANT SECRETARY STATE DEPARTMENT

*1. Unless there are financial problems in Japan which interfere,*  
~~I agree heartily with your suggest~~ that the time ~~may have~~ <sup>has</sup> arrived to permit the shipment of American private funds for the support of private educational institutions in Japan. Likewise, <sup>I agree</sup> that the Japanese ~~should~~ be permitted at an early date to contribute to the support of their own private educational institutions. However, <sup>as</sup> these ~~matters~~ are essentially matters of timing, <sup>in Japan,</sup> they would ~~appear to~~ <sup>responsibility</sup> fall within General MacArthur's ~~balliwick,~~ and I believe the initiative <sup>could best</sup> should come from him, or possibly from you to him rather than from ~~the~~ Department of State. *A communication to General MacArthur's Economic Section should be addressed*

b. Endeavors have been made to introduce into Japan printed matter on as wide as ~~scale~~ <sup>scale</sup> as possible. You will understand that this problem has had to be considered in the light of the overall directives with respect to Japan's economy and the actual economic situation in Japan. I believe that measures have now been taken which, if implemented, should result in a goodly supply of printed matter reaching the Japanese public. The problem of translations is being handled by USIBA <sup>with whose activities I know you are familiar.</sup> Insofar as works without royalties are concerned we have been handling this, and c. With respect to scientific journals a channel has been set up for this type of exchange, and I am taking the liberty of writing to the International Relations Board of the American Library Association to tell them how it operates. <sup>??</sup>

*have achieved some slight success. However, the more the merrier.*

F01 894-428/5-946

*Am Schuler  
File*

UNIVERSITY OF CALIFORNIA

SCHOOL OF EDUCATION  
BERKELEY 4, CALIFORNIA

MAY 15 3 17 PM '46

May 9, 1946 OFFICE OF  
ASSISTANT SECRETARY  
STATE DEPARTMENT  
A-8

Dear Mr. Benton:

Thank you for your note concerning the U.S. Education Mission to Japan. You are generous in your comments on the report. All of the members of the Mission felt it a privilege to go to Japan and to have the opportunity to give advice. We believe that the chances of improvement are very good if general conditions can be kept stable for ten or fifteen years. This depends on economic and political conditions as well as on education. Of one thing we are satisfied. That is that there is an intelligent group of educators who wish to reform their system and have a pretty clear idea of what needs to be done.

Sincerely yours,

*Frank N. Freeman*

Frank N. Freeman  
Dean of the School of Education

To:  
Mr. William Benton  
Assistant Secretary of State  
Washington, D. C.

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MAY 16 1946  
Department of State

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894.42A/5-946

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY  
NEW YORK 27, N. Y.

DIVISION OF THE FOUNDATIONS OF EDUCATION  
OFFICE OF THE DIRECTOR

May 9, 1946

*Mr. Schuler*  
*file*  
J  
MAY 14 1 08 PM '46

OFFICE OF  
ASSISTANT SECRETARY  
STATE DEPARTMENT  
4-8

Mr. William Benton  
Assistant Secretary of State  
Washington, D. C.

Dear Secretary Benton:

I appreciate your letter about the work of the Education Mission to Japan. If any important part of our recommendations should be adopted, the sending of the Mission will go down in history as one of the most extraordinary events in the educational development of our time. Certain Japanese scholars told me that it was without precedence in the history of the relations of the conqueror to the conquered.

I regard my membership on the Mission as a great honor. I hope that I was able to make some little contribution.

Sincerely yours,

*George S. Counts*  
GEORGE S. COUNTS

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MAY 21 1946

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(ADD)  
MAY 15 1946  
Department of State

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TEACHERS COLLEGE  
COLUMBIA UNIVERSITY  
NEW YORK 27, N. Y.

DIVISION OF THE FOUNDATIONS OF EDUCATION  
OFFICE OF THE DIRECTOR

May 9, 1946

*Mr. Schuler*  
*file*

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*Answer required*  
*DCR file*

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MAY 15 1946  
Department of State

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

F. L. SCHLAGLE  
PRESIDENT



WILLARD E. GIVENS  
EXECUTIVE SECRETARY

May 13, 1946

*file* *B*

Mr. Gordon T. Bowles  
Headquarters Staff of General MacArthur  
A.P.O. #500, c/o Postmaster,  
San Francisco, California

Dear Mr. Bowles:

In order that the findings of the UNITED STATES EDUCATION MISSION TO JAPAN might become more widely known to members of the teaching profession, the National Education Association has issued Leaders Letter #53. It has been sent to 36,000 school people in all parts of the United States.

I hope that you will find the enclosed copy of this brief report interesting and useful. The personal opportunity of becoming acquainted with you during our trip to Japan is sincerely appreciated. The privilege of working with you on other worthy undertakings in the future would be welcomed.

With best wishes and kindest personal regards, I am

Most cordially yours,

*Willard E. Givens*

Willard E. Givens

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Enclosure

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*H*

CS/A

Administrative routing stamp with fields for 'To', 'By', 'Date', and 'Dist'. Includes handwritten initials and a large circular mark.

*894.42A/5-1346*



# LEADERS LETTER

NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, NORTHWEST, WASHINGTON 6, D. C.

May 7, 1946

53

UNITED STATES EDUCATION MISSION TO JAPAN

Dear Fellow Worker:

Early in January of this year the Supreme Commander of the Allied Powers in the Pacific, General Douglas MacArthur, requested the War Department to send to Japan for a period of one month a group of American educators to study the educational program of Japan and to discuss with Japanese educators and with members of General MacArthur's staff the problems related to education in Japan. The War Department, cognizant of the desirability of our country's helping in planning for the demilitarization and the reeducation of Japan, requested the Department of State to select and appoint the members of the United States Education Mission to Japan. Twenty-four educators were appointed. George D. Stoddard served as chairman.

The United States Education Mission spent the month of March in Japan, studying the organization and chief characteristics of the educational system of Japan thru a series of meetings arranged by the Civil Information and Education Section of General MacArthur's staff; by conferences between committees of the Education Mission and corresponding committees of Japanese educators; by visits to schools, colleges and universities; and by numerous individual conferences with Japanese. For intensive study and drafting of the report, the Education Mission was divided into the following committees: (1) The Aims and Content of Japanese Education; (2) Language Reform; (3) Organization and Administration of Education; (4) Teaching and the Education of Teachers; (5) Higher Education.

It is a great moment in history when the Commanding General of an Army of Occupation asks his country for a Mission to study the educational program of a defeated country and make recommendations that will help that country to become again a member of the family of United Nations. It was with this high purpose that the members of the Mission gladly accepted their country's invitation to serve. Your Executive Secretary counts it a great privilege to have been a member of this Mission with its unusual opportunities to study conditions in Japan firsthand. Japan is made up of a number of islands 1200 miles in length and extending from the frigid North to the tropical South. It is a country of some 70 million people occupying an area smaller than the State of California. Its industry is paralyzed; its shipping gone; its cities, with the exception of Kyoto, destroyed. With primitive agriculture as its main means of support, its people are existing in hope amidst hunger and ruins. Japan cannot advance educationally unless she is permitted to live and reestablish herself economically. General MacArthur and his staff are facing their problems with insight and courage in a sincere attempt to demonstrate the spirit and methods of democracy to the Japanese people.

Most cordially yours

Willard E. Givens  
Executive SecretaryF. L. Schlagle  
President

## STRUGGLING TOWARD DEMOCRACY

The United States Education Mission to Japan faced squarely the basic tenets of Japanese political thought as they wrestled with the possibilities of democracy as a great social faith in this oriental country. The basic tenets of Japanese political thought might well be stated as follows: (1) Society is more important than the individual; (2) All men are by nature unequal; (3) Politics is synonymous with ethics; (4) The patriarchal family is the ideal state; (5) Government by man is superior to government by law.

If the Japanese nation is to be demilitarized and become a democratic nation, the people of that country will have to think in terms of the articles of the democratic faith which could well be stated as follows: (1) The individual human being is of surpassing worth; (2) Human culture belongs to all men; (3) Men can and should rule themselves; (4) The human mind can be trusted and should be set free; (5) The method of peace is superior to that of war; (6) Racial, cultural, and political minorities should be respected and valued.

Having in mind the basic tenets of Japanese political thought and in the light of their own faith in democracy, the members of the Mission visited schools and colleges, conferred with all kinds of people, and inspected the entire Japanese situation with an inquisitiveness justifiable only in terms of the high purposes of the Mission. It was clear to every member that any residual dislike or distrust had no place in the report. The Mission's concern was, as Lincoln said, "too great for malice."

It was reassuring to discover that the military occupation, in cooperation with liberal Japanese leaders, had already cleared much of the ground. The Japanese will to war had been broken by superior force, and the spirit of national Shintoism and military aggression is being eradicated from the schools by straightforward military directives. A revision of courses of instruction and of textbooks is going steadily forward. Others may help in saving a nation from its war lords as the Allies have helped the Japanese, but in the long run a nation must free itself.

The Japanese are a confused people, bewildered by the turn of events but earnest in their striving to use an emerging freedom to forge the instruments of a democratic society. The greatest hope for Japan, however, is in the children. Sustaining as they do the weight of the future, they must not be pressed down by the heritage of a heavy past. The Mission sought, therefore, not only to stop wrong teaching but also, as far as possible, to equalize educational opportunities.

The indications are that the Japanese people, under the vital impact of both events and ideas, are moving in the direction of a fuller meaning of the worth of the individual, and that they desire a more humane approach to the problems of the day. These new directions will yield a freedom of teaching and learning. An equality of opportunity will create a new structure of education, open to all youth, alike to both sexes. Every student and every teacher will be encouraged by this prospect to look within himself and about him as well as above, in order to discover what to do, or what to think, or what to be. In this regard the schools will be sharing in a nationwide enterprise and contributing to its success. They will join as an effective partner in the great struggle against feudalism and militarism.

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We are standing here as the victors and the defeated. . . We believe that your country is not going to violate truth and justice on the strength of her being a victor. And we pray that the pressure brought upon us by this victor—for we cannot help feeling it as pressure—will help to make truth and justice permeate all our country. . . As you may guess, it is a severe trial and a hard task to be a defeated country and a defeated people, but if I may say so, it must also be a very difficult thing to be a good victor. While we hope we are not going to be mean and servile as a defeated nation, we believe that you, too, are not going to be needlessly proud and arrogant as a victorious nation. —Japanese Minister of Education Abe, recently appointed by General MacArthur, the first educator ever to hold the position as Japanese Minister of Education, addressing the United States Education Mission.

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## SOME MISSION RECOMMENDATIONS

The United States Education Mission, after one month's intensive study of the situation in Japan, and with the purpose of our Mission in mind--of assisting in planning an educational program that would help in the process of demilitarization and the reorientation of the Japanese educational system--made several recommendations. Some of the most important ones follow:

**THE AIMS AND CONTENT OF JAPANESE EDUCATION.** The highly centralized educational system of Japan was caught in a net of ultra nationalism and militarism. Decentralization of the educational system is necessary in order that teachers may be free to develop professionally under guidance without regimentation and that they in turn may do their part in the development of free Japanese citizens. To effect this change knowledge must be acquired that is broader than any available in a single prescribed textbook or manual and deeper than can be tested by stereotyped examinations. A curriculum consists not merely of an accepted body of knowledge but of the pupils' physical and mental activities; it takes into account their differing backgrounds and abilities. It should, therefore, be set up thru cooperative action involving teachers, counting on their experience and releasing their creative talents. The official courses in morals, in geography, and in history had been eliminated from the schools by military directive. This was done because these three courses were used for developing ultra nationalism, militarism, and Shintoism. Morals should be developed and practiced in the varied program and activities of the democratic school. Books in the field of geography and history will have to be rewritten to recognize mythology for what it is and to embody a more objective viewpoint in textbooks and reference materials. In the lower grades more use should be made of the community and local resources. At the higher levels competent scholarship and research should be encouraged. The program in health instruction and physical education is basic to the educational program as a whole. Medical examinations, instruction in nutrition and public health, the extension of the physical education and recreation program to the university level, and the replacement of the equipment as rapidly as possible were recommended. Vocational education should be emphasized. A variety of vocational experiences is needed under well-trained staff members.

**LANGUAGE REFORM.** The need for a single and efficient medium of written communication is well recognized, and the time for taking this momentous step is perhaps more favorable now than it will be for many years to come. Language should be a highway and not a barrier. Within Japan itself and across national borders this highway should be open for the transmission of knowledge and ideas in the interests of a better world understanding. The Mission recommended that some form of Romaji be adopted, replacing thousands of Chinese characters with the Roman alphabet. It proposed that a language Commission made up of Japanese scholars, educational leaders, and statesmen be formed promptly in order that a comprehensive program may be announced within a reasonable period.

**ORGANIZATION AND ADMINISTRATION OF EDUCATION.** The Mission accepted the principle that for the purposes of democratic education, control of the schools should be widely dispersed rather than highly centralized as at present in Japan. The Mission regarded the observance of ceremonies in the reading of the Imperial Rescript and obeisance to the Imperial Portrait in the schools as undesirable. The Ministry of Education, under the proposals of the Education Mission, would have important duties to perform in providing technical aid and professional counsel to the schools but its direct control of local schools would be greatly curtailed. In order to provide for greater participation by the people at local and prefectural levels and remove the schools from administrative control by representatives of the Minister of Home Affairs at the local level, it is proposed to create educational agencies elected by popular vote at both local and prefectural levels. Such agencies would be granted considerable power in the improvement of schools, the licensing of teachers, selection of textbooks--all of which are now centralized in the Ministry of Education. The Mission proposed an upward revision of compulsory education in schools to be taxsupported, coeducational, and tuitionfree--such education to cover 9 years of schooling, or until the boy or girl reaches the age of 16. The Mission proposed that the first 6 years be spent in primary school as at present and the last 3 years in a "lower secondary school." These

## SOME MISSION RECOMMENDATIONS--Cont.

schools should provide general education for all, including vocational and educational guidance, and should be flexible enough to meet individual differences in the abilities of the pupils. The Mission proposed further that a 3-year "upper secondary school" be established, free of tuition cost, and in time to become coeducational, and providing varied opportunities for all who wish to continue their education.

**TEACHING AND THE EDUCATION OF TEACHERS.** In order that newer aims of education might be achieved, teaching methods emphasizing memorization and conformity should be modified to encourage independent thinking, the development of personality, and the rights and responsibilities of democratic citizenship. A program for the reeducation of teachers should be set up to further the adoption of democratic methods during the transitional period. Normal schools should be modified so as to provide the kinds of teachers needed. Other institutions for preparing teachers for certification, whether private or tax-supported, should satisfy teacher-training standards equivalent to those of the reorganized normal schools. School administrators and supervisors should have a professional education equivalent to that for teachers and should have in addition such special preparation as will fit them for their assigned duties. Universities and other higher institutions of learning should develop facilities for advanced study on the part of teachers and administrators; they should promote research and exert educational leadership.

**HIGHER EDUCATION.** Higher education now has the opportunity of setting a standard of free thought, bold inquiry, and hopeful action for the people. To fulfill these purposes higher education should become an opportunity for the many, not a privilege for the few. In order to increase the opportunities for liberal education at higher levels, it would be desirable to liberalize to a considerable extent the curricula of the preparatory schools leading to the universities so that a general college training would become more widely available. In addition to providing colleges, it is proposed that more universities be established according to a considered plan. These institutions should be entirely free in all respects to pursue their objectives in a manner which they themselves deem best. Establishment of economic and academic freedom for faculties in institutions of higher education is of primary importance. For the student, the freedom which should be guaranteed is freedom of access, on the basis of merit, to all levels of higher studies. Financial help should be given in order that further education may be positively assured for talented men and women unable to study on their own resources. Freedom of access to higher education should be provided immediately for all women now prepared for advanced study. The extension of libraries and research facilities is recommended. Attention needs to be given to the improvement of professional education in fields such as medicine, school administration, journalism, labor relations, and public administration.

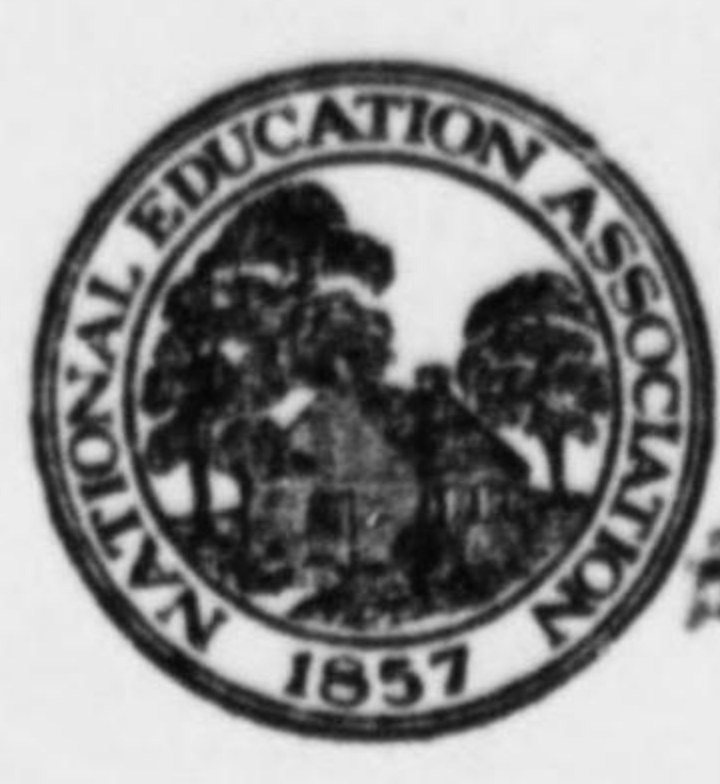
**ADULT EDUCATION.** The schools are but one agency for adult education, but thru parent-teacher activities, evening and extension classes for adults and the opening of buildings for a variety of community activities, adult education might be fostered. It was recommended that central public libraries with branches be established in the larger cities and that appropriate arrangements be made for library service thruout Japan. In addition, organizations of all kinds, including community and professional societies, labor unions, and political groups, should be helped to use effectively the technics of forum and discussion.

## MEMBERS OF THE UNITED STATES EDUCATION MISSION TO JAPAN

George D. Stoddard, Chm.	Roy J. Deferrari	Frederick G. Hockwalt	David Harrison Stevens
John N. Andrews	George W. Diemer	Mildred McAfee Horton	Paul P. Stewart
Harold Benjamin	Kermit Eby	Charles S. Johnson	Alexander J. Stoddard
Gordon T. Bowles	Frank N. Freeman	Isaac L. Kandel	W. Clark Trow
Leon Carnovsky	Virginia C. Gildersleeve	Charles H. McCloy	Pearl A. Wanamaker
Wilson Compton	Willard E. Givens	E. B. Norton	Emily Woodward
George S. Counts	Ernest R. Hilgard	T. V. Smith	

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

F. L. SCHLAGLE  
PRESIDENT



MAY 14 12 40 PM '46  
OFFICE OF  
ASSISTANT SECRETARY  
STATE DEPARTMENT  
A-3

*[Handwritten signature]*  
WILLARD E. GIVENS  
EXECUTIVE SECRETARY

May 10, 1946

OIC OCCUPIED AREAS DIVISION  
(ADD)  
MAY 21 1946  
Department of State  
*[Handwritten initials]*

Honorable William Benton  
Assistant Secretary of State  
Department of State  
Washington, D. C.

Dear Mr. Benton:

Thank you for your courteous and thoughtful letter of May 1.  
It is sincerely appreciated.

I am enclosing a copy of Leaders Letter #53, 36,000 copies of  
which our Association has distributed to educational leaders  
in all parts of the United States. This will help to bring  
the work of the United States Education Mission to Japan before  
the school people in all parts of the country.

I hope that you will find this brief report interesting and use-  
ful. If you should desire any additional copies for use in the  
State Department, I shall be glad to send them to you.

With best wishes and kindest personal regards, I am

Most cordially yours,

*Willard E. Givens*  
Willard E. Givens  
Executive Secretary

FILED  
MAY 22 1946

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WEG:MA  
Enclosure

FOR WE Unit  
Date \_\_\_\_\_  
Dist. \_\_\_\_\_  
*[Handwritten initials]*



# LEADERS LETTER

NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, NORTHWEST, WASHINGTON 6, D. C.

May 7, 1946

53

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The United States Education Mission to Japan faced squarely the basic tenets of Japanese political thought as they wrestled with the possibilities of democracy as a great social faith in this oriental country. The basic tenets of Japanese political thought might well be stated as follows: (1) Society is more important than the individual; (2) All men are by nature unequal; (3) Politics is synonymous with ethics; (4) The patriarchal family is the ideal state; (5) Government by man is superior to government by law.

If the Japanese nation is to be demilitarized and become a democratic nation, the people of that country will have to think in terms of the articles of the democratic faith which could well be stated as follows: (1) The individual human being is of surpassing worth; (2) Human culture belongs to all men; (3) Men can and should rule themselves; (4) The human mind can be trusted and should be set free; (5) The method of peace is superior to that of war; (6) Racial, cultural, and political minorities should be respected and valued.

Having in mind the basic tenets of Japanese political thought and in the light of their own faith in democracy, the members of the Mission visited schools and colleges, conferred with all kinds of people, and inspected the entire Japanese situation with an inquisitiveness justifiable only in terms of the high purposes of the Mission. It was clear to every member that any residual dislike or distrust had no place in the report. The Mission's concern was, as Lincoln said, "too great for malice."

It was reassuring to discover that the military occupation, in cooperation with liberal Japanese leaders, had already cleared much of the ground. The Japanese will to war had been broken by superior force, and the spirit of national Shintoism and military aggression is being eradicated from the schools by straightforward military directives. A revision of courses of instruction and of textbooks is going steadily forward. Others may help in saving a nation from its war lords as the Allies have helped the Japanese, but in the long run a nation must free itself.

The Japanese are a confused people, bewildered by the turn of events but earnest in their striving to use an emerging freedom to forge the instruments of a democratic society. The greatest hope for Japan, however, is in the children. Sustaining as they do the weight of the future, they must not be pressed down by the heritage of a heavy past. The Mission sought, therefore, not only to stop wrong teaching but also, as far as possible, to equalize educational opportunities.

The indications are that the Japanese people, under the vital impact of both events and ideas, are moving in the direction of a fuller meaning of the worth of the individual, and that they desire a more humane approach to the problems of the day. These new directions will yield a freedom of teaching and learning. An equality of opportunity will create a new structure of education, open to all youth, alike to both sexes. Every student and every teacher will be encouraged by this prospect to look within himself and about him as well as above, in order to discover what to do, or what to think, or what to be. In this regard the schools will be sharing in a nationwide enterprise and contributing to its success. They will join as an effective partner in the great struggle against feudalism and militarism.

---

We are standing here as the victors and the defeated. . . We believe that your country is not going to violate truth and justice on the strength of her being a victor. And we pray that the pressure brought upon us by this victor—for we cannot help feeling it as pressure—will help to make truth and justice permeate all our country. . . As you may guess, it is a severe trial and a hard task to be a defeated country and a defeated people, but if I may say so, it must also be a very difficult thing to be a good victor. While we hope we are not going to be mean and servile as a defeated nation, we believe that you, too, are not going to be needlessly proud and arrogant as a victorious nation. —Japanese Minister of Education Abe, recently appointed by General MacArthur, the first educator ever to hold the position as Japanese Minister of Education, addressing the United States Education Mission.

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## SOME MISSION RECOMMENDATIONS

The United States Education Mission, after one month's intensive study of the situation in Japan, and with the purpose of our Mission in mind--of assisting in planning an educational program that would help in the process of demilitarization and the reorientation of the Japanese educational system--made several recommendations. Some of the most important ones follow:

**THE AIMS AND CONTENT OF JAPANESE EDUCATION.** The highly centralized educational system of Japan was caught in a net of ultra nationalism and militarism. Decentralization of the educational system is necessary in order that teachers may be free to develop professionally under guidance without regimentation and that they in turn may do their part in the development of free Japanese citizens. To effect this change knowledge must be acquired that is broader than any available in a single prescribed textbook or manual and deeper than can be tested by stereotyped examinations. A curriculum consists not merely of an accepted body of knowledge but of the pupils' physical and mental activities; it takes into account their differing backgrounds and abilities. It should, therefore, be set up thru cooperative action involving teachers, counting on their experience and releasing their creative talents. The official courses in morals, in geography, and in history had been eliminated from the schools by military directive. This was done because these three courses were used for developing ultra nationalism, militarism, and Shintoism. Morals should be developed and practiced in the varied program and activities of the democratic school. Books in the field of geography and history will have to be rewritten to recognize mythology for what it is and to embody a more objective viewpoint in textbooks and reference materials. In the lower grades more use should be made of the community and local resources. At the higher levels competent scholarship and research should be encouraged. The program in health instruction and physical education is basic to the educational program as a whole. Medical examinations, instruction in nutrition and public health, the extension of the physical education and recreation program to the university level, and the replacement of the equipment as rapidly as possible were recommended. Vocational education should be emphasized. A variety of vocational experiences is needed under well-trained staff members.

**LANGUAGE REFORM.** The need for a single and efficient medium of written communication is well recognized, and the time for taking this momentous step is perhaps more favorable now than it will be for many years to come. Language should be a highway and not a barrier. Within Japan itself and across national borders this highway should be open for the transmission of knowledge and ideas in the interests of a better world understanding. The Mission recommended that some form of Romaji be adopted, replacing thousands of Chinese characters with the Roman alphabet. It proposed that a language Commission made up of Japanese scholars, educational leaders, and statesmen be formed promptly in order that a comprehensive program may be announced within a reasonable period.

**ORGANIZATION AND ADMINISTRATION OF EDUCATION.** The Mission accepted the principle that for the purposes of democratic education, control of the schools should be widely dispersed rather than highly centralized as at present in Japan. The Mission regarded the observance of ceremonies in the reading of the Imperial Rescript and obeisance to the Imperial Portrait in the schools as undesirable. The Ministry of Education, under the proposals of the Education Mission, would have important duties to perform in providing technical aid and professional counsel to the schools but its direct control of local schools would be greatly curtailed. In order to provide for greater participation by the people at local and prefectural levels and remove the schools from administrative control by representatives of the Minister of Home Affairs at the local level, it is proposed to create educational agencies elected by popular vote at both local and prefectural levels. Such agencies would be granted considerable power in the improvement of schools, the licensing of teachers, selection of textbooks--all of which are now centralized in the Ministry of Education. The Mission proposed an upward revision of compulsory education in schools to be taxsupported, coeducational, and tuitionfree--such education to cover 9 years of schooling, or until the boy or girl reaches the age of 16. The Mission proposed that the first 6 years be spent in primary school as at present and the last 3 years in a "lower secondary school." These

## SOME MISSION RECOMMENDATIONS--Cont.

schools should provide general education for all, including vocational and educational guidance, and should be flexible enough to meet individual differences in the abilities of the pupils. The Mission proposed further that a 3-year "upper secondary school" be established, free of tuition cost, and in time to become coeducational, and providing varied opportunities for all who wish to continue their education.

**TEACHING AND THE EDUCATION OF TEACHERS.** In order that newer aims of education might be achieved, teaching methods emphasizing memorization and conformity should be modified to encourage independent thinking, the development of personality, and the rights and responsibilities of democratic citizenship. A program for the reeducation of teachers should be set up to further the adoption of democratic methods during the transitional period. Normal schools should be modified so as to provide the kinds of teachers needed. Other institutions for preparing teachers for certification, whether private or tax-supported, should satisfy teacher-training standards equivalent to those of the reorganized normal schools. School administrators and supervisors should have a professional education equivalent to that for teachers and should have in addition such special preparation as will fit them for their assigned duties. Universities and other higher institutions of learning should develop facilities for advanced study on the part of teachers and administrators; they should promote research and exert educational leadership.

**HIGHER EDUCATION.** Higher education now has the opportunity of setting a standard of free thought, bold inquiry, and hopeful action for the people. To fulfill these purposes higher education should become an opportunity for the many, not a privilege for the few. In order to increase the opportunities for liberal education at higher levels, it would be desirable to liberalize to a considerable extent the curricula of the preparatory schools leading to the universities so that a general college training would become more widely available. In addition to providing colleges, it is proposed that more universities be established according to a considered plan. These institutions should be entirely free in all respects to pursue their objectives in a manner which they themselves deem best. Establishment of economic and academic freedom for faculties in institutions of higher education is of primary importance. For the student, the freedom which should be guaranteed is freedom of access, on the basis of merit, to all levels of higher studies. Financial help should be given in order that further education may be positively assured for talented men and women unable to study on their own resources. Freedom of access to higher education should be provided immediately for all women now prepared for advanced study. The extension of libraries and research facilities is recommended. Attention needs to be given to the improvement of professional education in fields such as medicine, school administration, journalism, labor relations, and public administration.

**ADULT EDUCATION.** The schools are but one agency for adult education, but thru parent-teacher activities, evening and extension classes for adults and the opening of buildings for a variety of community activities, adult education might be fostered. It was recommended that central public libraries with branches be established in the larger cities and that appropriate arrangements be made for library service thruout Japan. In addition, organizations of all kinds, including community and professional societies, labor unions, and political groups, should be helped to use effectively the technics of forum and discussion.

## MEMBERS OF THE UNITED STATES EDUCATION MISSION TO JAPAN

George D. Stoddard, Chm.	Roy J. Deferrari	Frederick G. Hockwalt	David Harrison Stevens
John N. Andrews	George W. Diemer	Mildred McAfee Horton	Paul P. Stewart
Harold Benjamin	Kermit Eby	Charles S. Johnson	Alexander J. Stoddard
Gordon T. Bowles	Frank N. Freeman	Isaac L. Kandel	W. Clark Trow
Leon Carnovsky	Virginia C. Gildersleeve	Charles H. McCloy	Pearl A. Wanamaker
Wilson Compton	Willard E. Givens	E. B. Norton	Emily Woodward
George S. Counts	Ernest R. Hilgard	T. V. Smith	

Cable Address: "FORMISCON, N. Y." Cable Code: Missions

Phone: CHelsea 2-3230



# Foreign Missions Conference of North America

156 FIFTH AVENUE, NEW YORK 10, N. Y.

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General Administration  
WYNN C. FAIRFIELD  
SUE WEDDELL  
WINFRED P. ELSON  
GLORA M. WYSNER

MARION ACKERSON  
Accountant  
FLORENCE GORDON  
Editorial Assistant

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MAY 22 1946  
JUN 4 1946  
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5/29/46  
Department of State  
file

May 14, 1946

Secretarial Council  
DR. WYNN C. FAIRFIELD  
Chairman

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Representative Committees

Africa Committee  
DR. EMORY ROSS

Associated Mission Medical Office  
J. G. VAUGHAN, M.D.

Christian Medical Council  
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East Asia Committee  
(including China, Korea and Japan)  
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Europe Committee  
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India Committee  
MISS SUE WEDDELL

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Cooperation in  
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Moslems—Committee on  
Work Among  
MISS GLORA M. WYSNER

Philippine Committee  
DR. E. K. HIGDON  
222 So. Downey Avenue,  
Indianapolis 7, Ind.

Rural Missions Cooperating  
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MR. JOHN H. REISNER

Treasurers' Committee  
MR. W. P. ELSON  
MR. RALPH M. WHITE  
(Transportation)

World Literacy and Christian  
Literature—Committee on  
REV. ALFRED D. MOORE

Mr. Gordon Bowles, Director  
Educational Commission to Japan  
Division of Cultural Cooperation  
Department of State  
Washington 25, D. C.

Dear Mr. Bowles:

Dr. Carl D. Kriete, one of our group of six mission-  
aries which the Foreign Missions Conference is sending to  
Japan has written an urgent request from San Francisco where  
he is awaiting ship. He asks whether the report of the  
Educational Commission is out and if so, whether he could  
get a copy before he leaves. He probably will not sail  
before May 29th. His address is

Hotel Baldwin  
321 Grant Avenue  
San Francisco, California.

If the report has been printed in quantity, I would  
like forty (40) copies to send to all the members of the  
Japan Committee. We were very interested in the report  
which Mrs. Horton made to a small group of us shortly after  
she returned from Japan.

Sincerely yours,

*Rowland M. Cross*

Rowland M. Cross  
Secretary  
Committee on East Asia

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JUN 12 1946

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27

894.42A/5-1446

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JUN 4 1946

In reply refer to  
ADO

My dear Mr. Cross:

The receipt is acknowledged of your letter of May 14, 1946, addressed to Mr. Gordon Bowles, in which you request that a copy of the Report of the Educational Mission to Japan be sent to Dr. Carl Kriete.

A copy of the Report has been airmailed to Dr. Kriete and it is hoped that it will reach him before he sails.

With regard to your request for forty copies of the Report for use by the members of the Japan Committee of your organization, the Department of State does not have such a large number of copies available for distribution to one organization. A copy of the Report was sent some time ago to Miss Sue Weddell, Secretary for General Administration of your organization. You will find another copy enclosed with this letter.

The Government Printing Office is contemplating publication of the Report and, should it be published, at such time the Department will be glad to send the forty copies you request.

Sincerely yours,

NE  
Enclosure:

Copy of the Report  
of the U.S. Educational  
Mission to Japan,  
March 30, 1946.

Frank A. Schuler, Jr.  
Acting Chief  
Japan and Korea Branch  
Division of Occupied Areas

Mr. Rowland M. Cross,  
Secretary, Committee on East Asia,  
Foreign Missions Conference of North America,  
156 Fifth Avenue,  
New York, 10, N.Y.

ADO: FASchuler, Jr.:mbv

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JUN 3 1946

ADO

# Friends' General Conference

1515 CHERRY STREET  
PHILADELPHIA 2, PA.

Telephone, RITtenhouse 2286

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Waynesville, Ohio

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JUN 3 1946  
 MAY 20 3 26 PM '46  
 OFFICE OF ASSISTANT SECRETARY  
 STATE DEPARTMENT

Waynesville, Ohio  
May 16, 1946

Assistant Secretary of State  
Office of Public Affairs  
Washington, D.C.

Dear Sir:

Will you kindly send me a copy of the recently released Report of the United States Education Mission to Japan submitted to the Supreme Commander for Allied Powers at Tokyo on March 30, 1946?

If there is a charge I will be glad to pay it. Will you kindly refer this request to the proper authority if you are unable to send this report to me.

Very sincerely,

*Louis N. Grier Jr.*

Louis N. Grier, Jr.  
Waynesville, Ohio.

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 MAY 29 1946  
 and copy sent  
 Department of State

OIC OCCUPIED AREAS DIVISION  
 (ADD)  
 MAY 22 1946  
 Department of State

REC'D Unit  
 JUN 11 1946  
*Ans*

FRIENDS' GENERAL CONFERENCE AT CAPE MAY, N. J., JUNE 21-28, 1946

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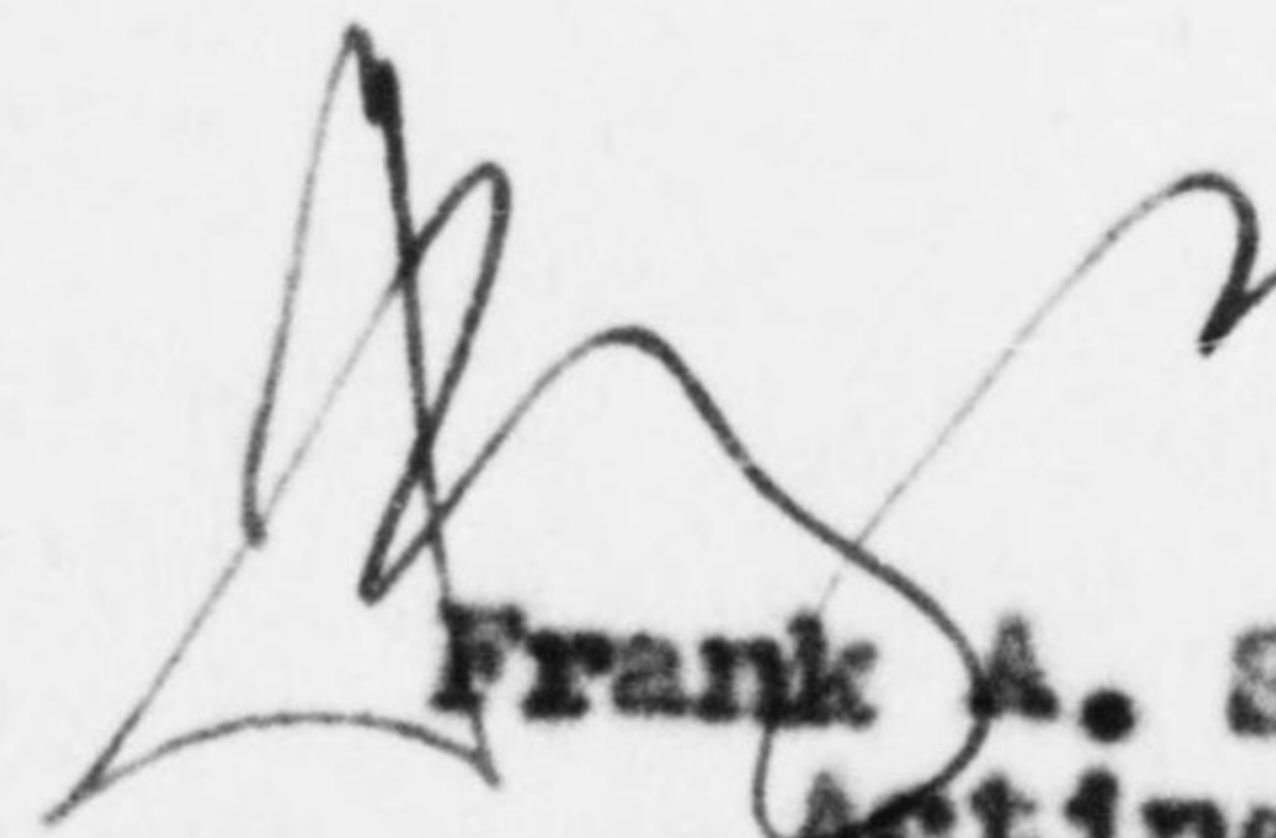
JUN 3 1946

In reply refer to  
ADO

My dear Mr. Grier:

In response to your request dated May 16, 1946,  
there is enclosed a copy of the Report of the United  
States Education Mission to Japan submitted to the  
Supreme Commander for the Allied Powers at Tokyo on  
March 30, 1946.

Sincerely yours,



Frank A. Schuler, Jr.  
Acting Chief  
Japan and Korea Branch  
Division of Occupied Areas

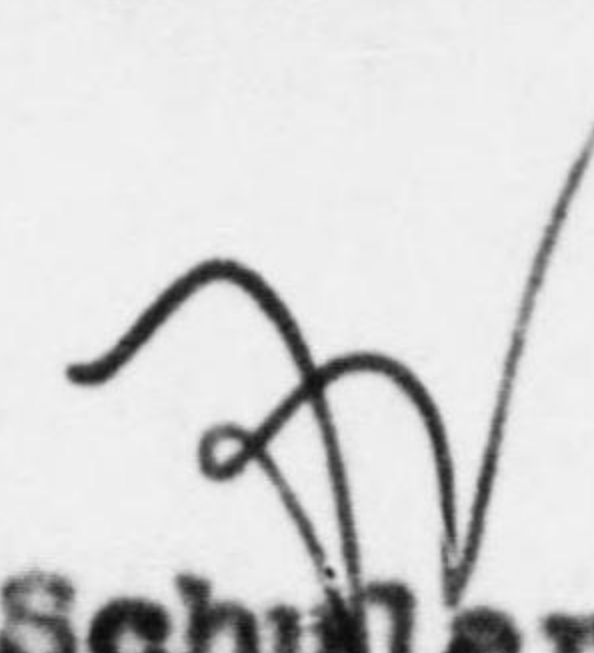
Enclosure:

Report of the  
United States Educa-  
tional Mission to  
Japan, March 30, 1946.

Mr. Louis N. Grier, Jr.  
Waynesville, Ohio.

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JUN 3 1946 P.M.

  
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MAY 29 1946

Form DS-10 6-1-75		Department of State	Date 5/27
REFERENCE SLIP			
To: <i>Mr. Schuler</i>			
<i>Letter from E.B. Norton</i>			
<input type="checkbox"/> Advise	<input type="checkbox"/> Note & Return	<input type="checkbox"/> Note & File	<input type="checkbox"/> Per Telephone Talk
<input type="checkbox"/> Approve & Return	<input type="checkbox"/> As You Requested	<input type="checkbox"/> Attention	<input type="checkbox"/> Previous Correspon.
<input type="checkbox"/> Attach File	<input type="checkbox"/> Comment & Return	<input type="checkbox"/> Consider	<input type="checkbox"/> Priority Action
<input type="checkbox"/> Copying	<input type="checkbox"/> Correct	<input type="checkbox"/> File	<input type="checkbox"/> Reconsider
<input type="checkbox"/> Follow-up	<input type="checkbox"/> Hold	<input type="checkbox"/> Initials Needed	<input type="checkbox"/> Recommend Action
<input type="checkbox"/> Investigate & Report	<input type="checkbox"/> Instruct	<input type="checkbox"/> Justify	<input type="checkbox"/> Record
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<input type="checkbox"/> Not Interested	<input type="checkbox"/> Note & Destroy	<input type="checkbox"/> Note & Forward	<input type="checkbox"/> Return to Sender
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REMARKS:  <i>Dc/R file</i>			
From <i>J. Allen</i>			

STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
MONTGOMERY 4, ALABAMA

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*M. Schuler*  
*File*  
MAY 27 11 54 AM '46

OFFICE OF  
ASSISTANT SECRETARY  
STATE DEPARTMENT  
A-B

May  
Twenty-two  
1946

Honorable William Benton  
Assistant Secretary of State  
Washington, D. C.

Dear Mr. Benton:

Your personal letter of May 1 concerning the work of the United States Education Mission to Japan was deeply appreciated by me. Please be assured that I consider it a great privilege, a high honor, and a challenging experience to serve on this most worthwhile project.

Believing that it is highly important for us to do all that we can to promote wide-spread understanding of the international situation, and particularly our relations with Japan, I have accepted invitations to discuss the situation with some twenty organizations in Alabama; such as Parent-Teacher Associations, the civic clubs, and general church groups.

The Montgomery Advertiser, a daily paper published here, and our Alabama School Journal, recently asked me for a short article concerning the Mission. I am sending under separate cover the School Journal in which you will find the article which I prepared. The newspaper published the article in one of their Sunday editions.

With personal regards and all good wishes, I am

Yours sincerely,

*E. B. Norton*

E. B. Norton,  
State Superintendent of Education.

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MAY 27 1946  
NO answer required  
Department of State  
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MAY 28 1946

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Superintendent of Public Instruction  
STATE OF WASHINGTON

OFFICE OF ASSISTANT SECRETARY  
STATE DEPARTMENT  
A-8

May 24, 1946

Pearl A. Wanamaker  
STATE SUPERINTENDENT

894.42A/5-2446

Mr. William Benton  
Assistant Secretary of State  
Washington, D. C.

Dear Mr. Benton:

Thank you for your letter regarding the United States Education Mission to Japan.

To have been able to share in the work of the Mission was a privilege and an inspiration. It is my sincere hope that our report and recommendations will be helpful in charting the educational program for a peaceful and democratic Japan.

CS/H

Sincerely,

*Pearl A. Wanamaker*  
Pearl A. Wanamaker  
State Superintendent  
of Public Instruction

PAW:eah

DC/R *[Signature]*

RECORDED AREAS DIVISION (ADD)

JUN 3 - 1946

Department of State

JUN 5 1946

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Emily Woodward

RECEIVED REAS DIVISION  
 (ADD)  
 Answered by M. E. ...  
 Copy sent Benton  
 JUN 6 1946  
 Department of State

*etc*  
*Mr. Schuler*

It may be of interest to you to know some of the many calls I am receiving to talk about the Education Mission to Japan.

JUN 4 3 52 PM '46

Here are some of the groups to whom I have tried to interpret our work and conditions over there:-

OFFICE OF ASSISTANT SECRETARY STATE DEPARTMENT  
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**SUPLY A-B WITH COPY OF ...**

- |  |                  |
|--|------------------|
| University Evening College - Student Body      | Atlanta          |
| Association of University Women                | Valdosta         |
| Student Body of University                     | Valdosta         |
| Academy of Social Sciences                     | Warm Springs     |
| Civitan Club                                   | Atlanta          |
| Emory University Women's Group                 | Emory University |
| Women's Auxiliary, Central Congregation Church | Atlanta          |
| Business and Professional Womens Association   | Atlanta          |
| Georgia Democratic Womens Club                 | Atlanta          |
| University of Georgia - Journalism Class       | Athens           |
| Women's Society of Christian Service           | Atlanta          |
| O'Keefe Junior High School                     | Atlanta          |
| Vienna Women's Club                            | Vienna           |
| Ashburn Schools - Commencement Address         | Ashburn          |
| Agnes Scott College Alumni Group               | Decatur          |
| Georgia Business and Professional Women's Club | Atlanta          |
| Boys High School - Parent Teacher Association  | Atlanta          |
| LaGrange Female College - Alumnae Address      | LaGrange         |
| Business and Professional Women's Club         | Macon            |
| Business Girls' League of Y W C A              | Atlanta          |
| Women's Study Group                            | Atlanta          |

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 JUN 13 1946  
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Peachtree Road Methodist Church Study Group	Atlanta	
W M A Z Radio Broadcast Address	Macon	
University Evening School and Junior College - Student Body	Atlanta	
Educational Broadcast W A T L Radio Station	Atlanta	
Conference Race Relations, Fisk University	July 15	Nashville, Tennessee
University of Georgia - Rural Farm Somen's Conference	Athens	
University of Georgia - Student Body	Athens	

In reply refer to  
ADO

My dear Miss Woodward:

Mr. Benton has referred to me for reply  
your recent note enclosing a list of the groups  
before whom you are talking about Japan.

Believe me, I am very much impressed, and  
all I can say is, "keep up the good work."

With kindest personal regards, I am

Sincerely yours,

*Frank A. Schuler, Jr.*  
Frank A. Schuler, Jr.  
Acting Chief  
Japan and Korea Branch  
Division of Occupied Areas

Miss Emily Woodward,  
University System of Georgia,  
162 Luckie Street, N. W.  
Atlanta 3, Georgia

DCR NE Unit  
JUN 7 1946 P.M.

ADO: FASchuler, Jr./jg 6-6-46

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SOUTHERN BRANCH  
UNIVERSITY OF IDAHO  
POCATELLO

OFFICE OF THE  
EXECUTIVE DEAN

June 5, 1946

ADO

Office of International Informational and Cultural Affairs  
Secretary of State  
Department of State  
Washington 25, D.C.

Attention: Frank A. Shuler, Jr., Acting Chief, Japan and Korea Branch,  
Division of Occupied Areas

Dear Sir:

Thank you for your letter of May 22, and inclosed papers from Dr. Gordon T. Bowles. It seems now that I shall be going to Japan as civilian adviser on educational reorganization on General MacArthur's staff. Hence I would certainly appreciate any advice on suggestions which you might care to give.

Yours sincerely,

*John R. Nichols*  
John R. Nichols  
Executive Dean

JRN:o

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Department of State

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*ADO*

DIC DIVISION (ADD)  
JUL 10 1946  
JUL 15 1946  
Department of State

In reply refer to  
ADO

My dear Mr. Nichols:

Your letters of June 5, 1946 to Mr. Frank Schuler and Mr. Gordon Bowles indicating the possibility of your going to Japan in the near future to serve as a civilian adviser on General MacArthur's staff, and requesting information which might be of assistance to you, have been referred to me for reply.

The War Department has a number of circulars and pamphlets prepared for prospective field personnel in Japan. Since it is quite possible that most of the questions you have in mind will be answered in these materials it is suggested that you address your request to the Civil Affairs Division. The War Department will undoubtedly be able to supply all of the information you require.

Sincerely yours,

894.42A/6-546

DCE NE Unit  
*mbv*  
*mbv*

Hans Speier  
Acting Chief  
Division of Occupied Areas

CS/V

Mr. John R. Nichols,  
Executive Dean,  
University of Idaho,  
Pocatello, Idaho.



894.42A/6-546

*ADO*  
ADO:GFBowles:mbv

6/28/46

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*JA*

*204*  
JUL 8 1946  
MIL. DIV. P.

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SOUTHERN BRANCH  
UNIVERSITY OF IDAHO  
POCATELLO

OFFICE OF THE  
EXECUTIVE DEAN

JUL 10 1946

June 5, 1946

Office of International Informational and Cultural Affairs  
Secretary of State  
Department of State  
Washington 25, D.C.

Attention: Dr. Gordon T. Bowles

Dear Dr. Bowles:

Thank you for your return of my papers.  
It looks now as though I shall be going to Japan  
as civilian adviser on educational reorganization  
on General MacArthur's staff. Any suggestions you  
may have to offer in the line of your recent trip  
there, will certainly be appreciated.

Yours sincerely,

*John R. Nichols*  
John R. Nichols  
Executive Dean

JRN:o

DOE NE Unit  
*mr d*  
*cmh*

*file*

OIC OCCUPIED AREAS DIVISION  
(ADD)  
answ. 6/28  
GTB  
JUN 12 1946  
Department of State

JUL 19 1946

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

F. L. SCHLAGLE  
PRESIDENT



WILLARD E. GIVENS  
EXECUTIVE SECRETARY

JUN 26 3 00 PM '46

OFFICE OF  
ASSISTANT SECRETARY  
STATE DEPARTMENT  
A-B

June 25, 1946

OIC INTERNATIONAL  
EXCHANGE OF PERSONS  
DIVISION - (IEP)  
JUN 26 1946  
Department of State

Honorable William Benton  
Assistant Secretary of State  
Department of State  
Washington, D. C.

Dear Mr. Benton:

*see 894.42A/4-2746*

Dr. George D. Stoddard, Chairman of the United States Education Mission to Japan, has asked me to serve as chairman of a small committee from the Mission to be of whatever help we might to you in bringing about, if possible, through the State Department an action taken by the Mission while we were still in Japan. This action was presented to you by Dr. Stoddard in his letter of April 4. *nc*

After explaining that the Mission members had made a voluntary contribution of approximately 20,000 yen for the purchasing of a collection of books to be as widely useful as possible to the children and teachers of Japan, he stated that: "A second measure, not announced, involves a request from the Mission to the State Department to assemble thirty sets of perhaps one dozen copies of books on American life and letters to be sent to the members of the Japanese education committee as a token of good will."

If it is possible for this suggestion to be carried out through the State Department, the committee appointed by Dr. Stoddard, consisting of myself as chairman, and Harold Benjamin, Roy Deferrari and Kermit Eby, will be glad to work with you in any way that will be helpful.

I shall be out of the city for a few days participating in the annual meeting of our Representative Assembly at Buffalo, New York. After my return on July 8, I will be glad to discuss this problem with you at any time that would be convenient to you.

With best wishes and kindest personal regards, I am

Most cordially yours,

*Willard E. Givens*

Willard E. Givens  
Executive Secretary

OIS OCCUPIED AREAS DIVISION  
(ADO)  
JUN 28 1946  
*Answered 7/3/46  
Department of State  
Ado*

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JUL 15 1946

In reply refer to  
ADO

My dear Mr. Givens:

I have read with a great deal of interest your letter of June 25, 1946, outlining the action taken by the members of the Education Mission to Japan in raising 20,000 yen for the purchase of books to be sent to children and teachers of Japan and also the request presented to the Department of State by a special committee of the Mission asking that the Department send to the members of the Japanese Education Committee "as a token of good will" certain books on American life and letters.

At the time this request was brought to my attention by Dr. Stoddard in April, it appeared uncertain whether or not the Department would be in a position to give it a favorable response. This was due primarily to the fact that the implementation of the program for reorientation of the Japanese had been fixed largely in the War Department.

While this basic policy has not been changed, I believe with you that the matter does merit further exploration and it has occurred to me that a decision might be reached more speedily if you were to talk directly with the offices primarily concerned. I would suggest, therefore, that upon your return to Washington you arrange to see Mr. Henry P. Leverich, Chief of the Division of Occupied Areas, and Mr. Richard H. Heindel, Chief of the Division of Libraries and Institutes. They may be able to advise you more fully on the possible degree and character of the Department's cooperation.

I trust

Mr. Willard E. Givens,  
Executive Secretary,  
National Education Association,  
Washington 6, D. C.

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- 2 -

I trust that it is not necessary to add my personal desire to see that both these actions may be accomplished in some way since I believe that direct responses to need, of the type proposed, will materially contribute toward the ultimate objectives of our Nation in the treatment of the Japanese people.

Sincerely yours,

William Benton  
Assistant Secretary

201  
JUL 13 1946

ADO:GTE<sup>pp</sup>wles/jg

7-3-46

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THE STATE UNIVERSITY OF IOWA  
IOWA CITY, IOWA  
THE UNIVERSITY LIBRARIES

OIC OCCUPIED AREAS DIVISION  
(ADD)  
copy sent 7/22/46  
by P.L. ansu. 8/6/46  
JUL 22 1946  
Referred Mrs. Thomson  
July 10 Department of State sent copy 7/22/46

Dr. Gordon Bowles  
U. S. Department of State  
State Department Building  
Washington 25, D. C.

My dear Dr. Bowles:

Dr. C. H. McCloy of our faculty has suggested that we write to you for advice regarding a library problem. We are anxious to secure several copies of the title listed below. Apparently it is in mimeographed form since we have found the reference in several places, but it does not seem to be listed yet in the "Monthly Catalog of U. S. Public Documents". Can we secure copies through the State Department? If not, can you tell us to whom we should write for the material?

Thanking you for any assistance you can give us, I am,

Yours very sincerely,

Mary Brown Humphrey  
Mary Brown Humphrey  
Head, Gov. Docs. Dept.

Item needed:

U. S. Education mission to Japan. Report...submitted to the Supreme commander for the Allied powers, Tokyo, March 30, 1946. 3 copies.

AUG 19 1946

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THE STATE UNIVERSITY OF IOWA  
IOWA CITY, IOWA  
THE UNIVERSITY LIBRARIES

OIC OCCUPIED AREAS DIVISION  
(ADD)  
copy sent 7/22/46  
by P.L. ans. 8/6/46  
JUL 22 6:18  
Referred Mrs. Thompson  
PL sent 7/22/46  
July 10 Department of State

Dr. Gordon Bowles  
U. S. Department of State  
State Department Building  
Washington 25, D. C.

My dear Dr. Bowles:

Dr. C. H. McCloy of our faculty has suggested that we write to you for advice regarding a library problem. We are anxious to secure several copies of the title listed below. Apparently it is in mimeographed form since we have found the reference in several places, but it does not seem to be listed yet in the "Monthly Catalog of U. S. Public Documents". Can we secure copies through the State department? If not, can you tell us to whom we should write for the material?

Thanking you for any assistance you can give us, I am,

Yours very sincerely,

Mary Brown Humphrey  
Mary Brown Humphrey  
Head, Gov. Docs. Dept.

Item needed:

U. S. Education mission to Japan. Report...submitted to the Supreme commander for the Allied powers, Tokyo, March 30, 1946. 3 copies.

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AUG 13 1946

In reply refer to  
ADO

My dear Miss Humphrey:

With reference to your letter of July 16, 1946, to Mr. Gordon Bowles requesting three copies of the Report of the United States Education Mission to Japan, I regret to inform you that the present supply is so low that it has not been possible to send you more than one copy. The Government Printing Office has informed the Department of State, however, that more copies will be printed and should be ready for delivery in the near future.

Sincerely yours,

DCE NE Unit  
*[Handwritten signature]*  
Dis

Henry P. Leverich  
Acting Chief  
Division of Occupied Areas

Miss Mary Brown Humphrey, Head,  
Government Documents Department,  
The State University of Iowa,  
Iowa City, Iowa.

207  
AUG 8 1946  
AUG 13 1946

*[Handwritten initials]*  
ADO:GTBowles:mbv

8/6/46

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894.42A/7-1646

CS/V

894.42A/7-1646

144 Hancock St.  
Auburndale 66, Mass.

July 23, 1946.

Mr. Gordon Bowles,  
Far Eastern Section,  
State Department.

REC'D COPIED AREAS DIVISION  
(ADD)  
now. and copy  
sent from P.L. 7/6/46  
JUL 26 1946  
G.T.B.  
Department of State

Dear Mr. Bowles:

President Horton of Wellesley suggested that I write you to ask for six copies of the "Report of the United States Education Mission to Japan", submitted to General MacArthur last March. If you are not the person to furnish them, will you kindly let me know where I should apply? I am very desirous of disseminating this report to our former teachers at Kobe <sup>and</sup> <sup>else</sup>, now in America, and shall be very grateful for information as to how to secure it.

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894.42A/7-2346

AUG 12 1946

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DCI NE Unit  
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Very sincerely yours,

(Miss) Charlotte B. DeForest

Sent 5/5/46

NE

AUG 9 1946

In reply refer to  
ADO

My dear Miss DeForest:

With reference to your letter of July 23, 1946, to Mr. Gordon Bowles requesting six copies of the Report of the United States Education Mission to Japan, I regret to inform you that the present supply is so low that it has not been possible to send you more than one copy. The Government Printing Office has informed the Department of State, however, that more copies will be printed and should be ready for delivery in the near future.

Sincerely yours,

DCE NE Unit  
*[Handwritten signature]*  
Dist

Henry P. Leverich  
Acting Chief  
Division of Occupied Areas

Miss Charlotte B. DeForest,  
144 Hancock Street,  
Auburndale 66, Mass.

*[Handwritten initials]*  
ADO:GTB:mbv

8/6/46

AUG 8 1946

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*[Handwritten mark]*

MISSIONARY RESEARCH LIBRARY

3041 Broadway, New York 27, N. Y.

Telephone: MOnument 2 - 7100

*Education Mission Japan*

CHARLES H. FAHS, M.A., Curator  
MISS HOLLIS W. HERING, B.L.S., M.A., Librarian

LIBRARY COMMITTEE

*Representing  
the Foreign Missions Conference*

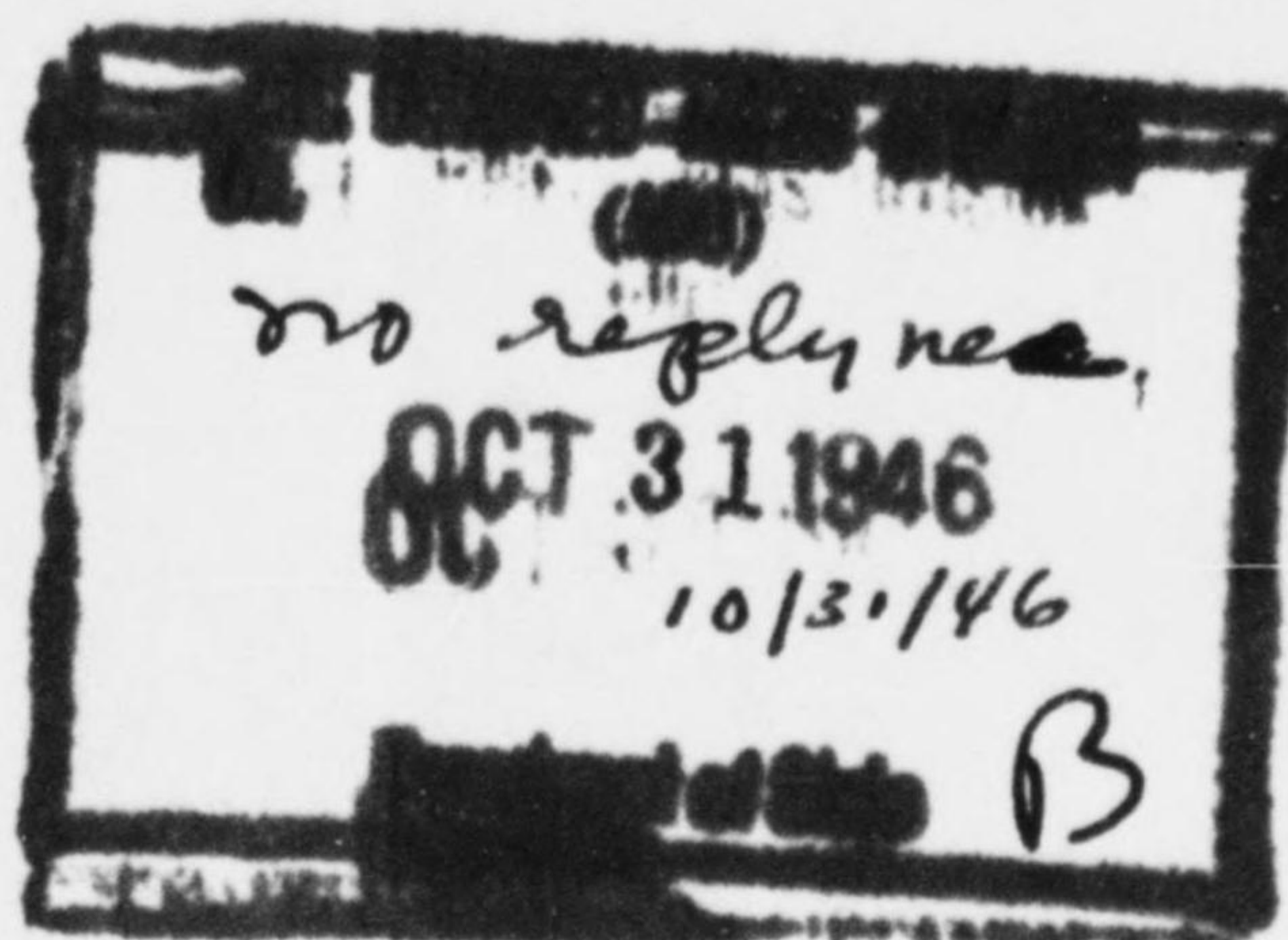
- REV. FRED FIELD GOODSSELL, D.D.
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- REV. CHARLES W. IGLEHART, D.D., Ph.D.
- REV. LUCY W. MARKLEY, Ph.D.
- CHARLES T. WHITE

October 29, 1946

Re: ADO



Mr. Henry P. Leverich  
Divison of Occupied Areas  
Department of State  
Washington, D.C.

Dear Mr. Leverich:

The two documents, "Education in Japan" and "Report of the United States Education Mission to Japan" which you so kindly sent to us in response to our request, came duly to hand. We are sincerely grateful for this courtesy.

Sincerely yours,

*Charles H. Fahs*

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SYRACUSE



UNIVERSITY

*Ed. Mission to Japan*

OIC : ADF  
RECEIVED  
*referred to*  
NOV 6 - 1946  
*ADC-Boulder for*  
*action 11/6/46*  
DEPT. OF STATE

THE RECEIVED AREA DIVISION  
TO PL <sup>(ADD)</sup> for  
NOV 7 - 1946  
*action G.I.B.*  
*11/6/46*  
Department of State

Maxwell Hall  
School of Citizenship  
Syracuse University  
6 November 1946

Dept. of Public Relations  
Far Eastern Division  
State Department  
Washington, D.C.

Gentlemen:

As a part of my graduate work I am making a study of social studies education in Japan, both in the pre-war and post-war eras.

One of the sources that I find frequently mentioned, and one which I am sure is most informative, is the report of the "Stoddard Committee on Education in Japan". The report was published, I believe, early this year.

It is my understanding that the findings of the committee have been made public. However, to date I have not been able to obtain access to the report.

Should it be possible, I would greatly appreciate the receipt of a copy of the report. Should it not be possible to send the report, I should also greatly appreciate information where the report is available so that I may attempt to obtain it via inter-library loan, or by some such arrangement.

Thank you for this service.

Yours truly,

*Michael O. Sawyer*  
MICHAEL O. SAWYER

*Sent*  
*2627* *AN*  
*2621* *Foreign Affairs*  
*2633* *Outline 10, 11, 12*  
*2613* *U.S. Education*  
*2597* *11/4/46*  
*Education Mission to Japan*

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*Sent*  
*11/8/46*  
894.42a/11-646

FILE: Jap. Educ.

Books sent by U.S. Educ. Mission to Japan  
p. 2, special book-plate

THE UNIVERSITY OF CHICAGO

Graduate Library School  
Chicago 37, Illinois

November 21, 1946

To the Members of the U. S. Education Mission to Japan:

This is a somewhat belated report on the gift of the Mission, a collection of books, to the children and teachers of Japan. You will remember that a committee, consisting of Dean Gildersleeve, T. V. Smith, and myself, was appointed by George Stoddard to look after the selection, purchase, and mailing of the books. It's been a long process, and the end is not yet, but here's the story.

First, as to funds. The checks came in with gratifying dispatch and resulted in a grand total of \$1,582. Next, books. Since we wanted primarily books for children, I asked Miss Alice R. Brooks, Chief of the University of Chicago Center for Instructional Materials, to compile the list, and we worked out a set of criteria to guide the selection. (Criteria available on request.) Miss Brooks also drew up a list of representative textbooks, as well as one of professional titles for teachers and administrators. I later added to this list, and also compiled a short list of books reflecting various aspects of American life and history. The list of children's books was sent to Dean Gildersleeve and T. V., and to a number of librarians, for additional suggestions and underwent some expansion. Briefly, we tried to include books which would be useful as models for a type of children's literature and textbook to be developed in Japan, as suggesting items for possible translation, as presenting examples of educational thought and practice in this country, and as introducing Japanese teachers to life in the United States.

Now as to purchase. A local firm, A. C. McClurg and Company, with the largest stock of books in Chicago, was willing to allow us a 30 per cent discount on most of the titles, and I thereupon arranged to give it the business. Here the headaches began. While McClurg was excellent on recent and contemporary books, it did not have some of the older titles, and, though orders were placed promptly with the publishers, the books were terribly slow in coming through. Many of them were out of print or out of stock, and rather than hold up shipment any longer I decided to send off what we had and make a second shipment in the Spring. This accounts for the somewhat unbalanced nature of the list inclosed. Each volume sent contained a special bookplate, a copy of which is also inclosed. Thus far we have spent \$1,001.82--\$994.30 for books and shipping charges, and \$7.52 for the bookplates. We still have \$580.18 on hand for the second shipment. I have written to the Administrative Officer of the C. I. and E. Section in Tokyo stating that the books were on the way and asking that they be turned over to the Ministry of Education. I suggested that the collection be kept intact for the time being and rotated among the schools of Tokyo and beyond.

I should also state that we are sending a reel of motion picture film taken by Paul Stewart during our visit and contributed by David Stevens.

If you wish additional copies of the list, or any additional information about this project, please let me know.

With kindest regards to you all,

Sincerely,

*Leon Carnovsky*  
Leon Carnovsky

Handwritten notes and stamps in the bottom left corner, including a large signature and some illegible text.

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*For the*  
**CHILDREN OF JAPAN**  
*and*  
**THEIR TEACHERS**  
*from*  
**THE UNITED STATES**  
**EDUCATION MISSION**  
  
**1946**

## LIST OF CHILDREN'S BOOKS SENT TO JAPAN

Compiled by the Staff of the  
Center for Instructional Materials  
University of Chicago  
Alice R. Brooks, Librarian

Picture Books and Easy Reading

These books cover a wide range of subjects and learning situations as well.  
See also section under Animals.

- Aulaire, Mrs. Ingri d' and Aulaire, Edgar-Parin d' - Ole. Doubleday, 1932.  
Gr. I-IV.
- Austin, Margot - Barney's adventure. Dutton, 1941. Gr. I-II.
- Bertail, Inez - Summer and winter. Veritas, 1945. 4-7 yrs.
- Beskov, Elsa - Pelle's new suit; illus. by author; trans from Swedish by  
M.L. Woodburn. Harper, 1929. 5-8 yrs.
- Black, Irma (Simonton) - This is the bread that Betsy ate; illus. by Allen  
Ullman. W.R. Scott, 1945. 4-8 yrs.
- Brown, Margaret Wise - Little chicken. Harper, 1943. Gr. I-III  
----- The little fisherman; illus. by Dahlov Ipcar. W.R. Scott, 1945.  
4-7 yrs.
- Burton, Virginia Lee - Katy and the big snow; story and pictures by V.L. Burton.  
Houghton, 1943. Gr. I-III.  
----- Little house; story and pictures by V.L. Burton. Houghton, 1942.  
Gr. I-IV.  
----- Mike Mulligan. Houghton, 1939. Gr. I-III.
- Clark, Margery - Poppy seed cakes; illus. by Maud and Miska Petersham.  
Doubleday, 1929. 5-7 yrs.
- De Angeli, Marguerite - Ted and Nina go to the grocery store. Doubleday, 1935.  
6-8 yrs.
- Denney, Diana - The little red engine gets a name; pictures by Lewitt-Hem.  
Transatlantic arts, 1945. 5-8 yrs.
- Falls, Charles - A B C book. Doubleday, 1923. 3-5 yrs.
- Friskey, Margaret - Chicken Little count-to-ten. Childrens press, 1946. 4-7 yrs.
- Fuller, Muriel. The runaway shuttle train. McKay, 1946. 6-9 yrs.
- Gag, Wanda - Gone is gone; illus. by Wanda Gag. Coward-McCann, 1935. Gr. I-III.  
----- Millions of cats. Coward-McCann, 1928. \$1.50. Gr. I-III.
- Gramatky, Hardie - Little Toot; pictures by the author. Putnam, 1939. 4-7 yrs.
- Hader, Berta and Elmer - Cock-a-doodle do. Macmillan, 1939. Gr. II-III.
- Handforth, Thomas - Mei Li. Doubleday, 1938. 6-8 yrs.
- Heward, Constance - Ameliaranne and the green umbrella. Harrap, n.d. Gr. I-III.
- Hayward, DuBose - The country bunny and the little gold shoes. Houghton,  
1939. Gr. I-II.
- Howell, Virginia - Who likes the dark? Howell, 1945. 4-7 yrs.
- Jackson, Kathryn - Farm stories. Simon & Schuster, 1946. 5-8 yrs.
- Kingman, Lee - Ilenka; pictures by Arnold Edwin Bare. Houghton, Mifflin, 1945.  
Gr. V-VIII.
- Lenski, Lois - The little farm; illus. by the author. Oxford, 1942. 6-8 yrs.
- McCloskey, Robert - Make way for ducklings; illus by the author. Viking, 1941.  
6-8 yrs.
- MacIntyre, Elisabeth - Susan who lives in Australia; illus. by the author.  
Scribner, 1944. Gr. V-VII.

- Olds, Elizabeth - The big fire; illus. by the author. Houghton, 1945. Gr. VI-X.  
 Puner, Helen - Daddies: what they do all day; illus. by Roger Duvoisin. Lothrop, 1946. 4-8 yrs.  
 Robinson - Tootka, the little Russian train. American Society for Russian Relief, 1945. 3-7 yrs.  
 Sayers, Frances Clarke - Bluebonnets for Lucinda; illus. by Helen Sewell. Viking, 1934. Gr. IV-VII.  
 ----- Tag-along-Tooloo, Viking, 1941. Gr. III-IV.  
 Scott, William Rufus - This is the milk that Jack drank; illus. by Chas. G. Shaw. W.R. Scott, 1945. 3-8 yrs.  
 Swift, Hildegard H. and Ward, Lynd - The little red lighthouse and the great gray bridge; illus. by Lynd Ward. Harcourt, 1942. Gr. IV-VI.  
 Teal, Valentine - Little woman wanted noise; pictures by Robert Lawson. Rand, McNally, 1943. Gr. II-IV.  
 Townend, Jack - Railroad A.B.C. Illus. by Denison Budd. Watts, 1945. Gr. IV-VI.  
 Tudor, Tasha - Country fair. Oxford, 1940.  
 Vinall, Emilie - Super-market secret; pictures by Ilse Bischoff. Crowell, 1945. 4-7 yrs.  
 Zolotow, Charlotte (Shapiro) - The park book. Harper, 1944. Gr. I-III.

#### Classics and Standard Works

- Alcott, Louisa May - Chronicle of the March family. Little, Brown, 1946.  
 (Little Women; Little Men; Jo's Boys)  
 Carroll, Lewis (pseud.) - Alice's adventures in Wonderland; illus. by John Tenniel. Whittlesey House, 1945.  
 ----- Through the looking glass; illus. by John Tenniel. Whittlesey House, 1946.  
 Cervantes, Saavedra, Miguel de - Adventures of Don Quixote de la Mancha; ed. by Leighton Barrett, illus. by Warren Chappell. Knopf, 1939.  
 Clemens, Samuel Langhorne - Adventures of Tom Sawyer; illus. by Norman Rockwell. Heritage press, n.d.  
 Colum, Padraic - Adventures of Odysseus and The tale of Troy; presented by Willy Pogany. Macmillan, 1918. Gr. V-IX.  
 Defoe, Daniel - Robinson Crusoe; illus. by Roger Duvoisin. World pub. co. (Rainbow classics)  
 Grahame, Kenneth - Wind in the willows; illus. by E.H. Shepard. Scribner, 1933. Gr. V-VIII.  
 Stevenson, Robert Louis - Treasure Island; illus. by N.C. Wyeth. Scribner, 1924. Gr. VI-IX.

#### Folk and Fanciful Tales--Traditional and Modern

In the main, collections that cut across national lines have been selected. Certain well-established national collections as Grimm, have been included as well as Japanese, Chinese, and Hindu tales.

- Aesop - Fables; selected by Joseph Jacobs. Macmillan (Children's classics) Gr. V-VII.  
 Alden, Raymond M. - Why the chimes rang and other stories.  
 Andersen, Hans Christian - Andersen's fairy tales; translated by Mrs. E.V. Lucas and Mrs. H.B. Paull; illus. by Arthur Szyk. Grosset & Dunlap, 1945. (Illustrated Junior Library) Gr. III-VII.  
 Aulaire, Ingrid (Mortenson) d' and Aulaire, Edgar Parin d' - Don't count your chickens. Doubleday, 1943. Gr. I-IV.

- Bailey, Carolyn Sherwin - Miss Hickory. Viking, 1946. 8-12 yrs.
- Bleecker, Mary N. - Big music; twenty merry tales. Viking, 1946. Gr. IV-VII.
- Bontemps, Arna Wendell and Conroy, Jack - Fast sooner hound; illus. by V.L. Burton. Houghton, 1942. Gr. II-IV.
- Bowman, James Cloyd - Pecos Bill, the greatest cowboy of all time; illus. by Laura B. Whitman. Junior press, 1937. Gr. VI-IX.
- Brenner, Anita - Boy who could do anything and other Mexican folk tales. Scott, 1942.
- Bulfinch, Thomas - Book of myths; selected from Bulfinch's Age of fable; illus. by Helen Sewell. Macmillan, 1942.
- Chan, Chih-yi and Chan, Plato - Good-luck horse. McGraw, 1943. Gr. II-IV.
- Chase, Richard, ed. - Jack tales... illus. by Berkeley Williams, Jr. Houghton, 1943. Gr. IV-VII.
- Coatsworth, Elizabeth Jane - The cat who went to heaven; illus. by Lynd Ward. Macmillan, 1930. Gr. IV-VII.
- Colum, Padraic - Children of Odin. Macmillan, 1920. Gr. V-VII.
- Frenzied prince: being heroic stories of ancient Ireland; illus. by Willy Pogany. McKay, 1943. Gr. VI-IX.
- Dobbs, Rose - The discontented village. Coward, 1946. 8-12 yrs.
- Duvoisin, Roger A. - The three sneezes. Knopf, 1941.
- Fenner, Phyllis Reid - Adventure, rare and magical; illus. by H.C.Pitz. Knopf, 1945. Gr. IV-VII.
- Fenner, Phyllis, ed. - There was a horse: folktales from many lands; illus. by H.C.Pitz. Knopf, n.d. Gr. VI-VIII.
- Time to laugh: funny tales from here and there; illus. by H.C.Pitz. Knopf, 1942. Gr. IV-VII.
- Field, Rachel Lyman, ed. - American folk and fiary tales; illus. by Margaret Freeman. Scribner, 1929. Gr. VI-VIII.
- Finger, Charles Joseph - Tales from silver lands; illus. by Paul Honore. Doubleday, 1924. Gr. V-VII.
- Gillham, Charles - Beyond the clapping mountains. Macmillan, 1943.
- Grimm, Jacob and Wilhelm - Fairy tales; trans. and illus. by Wanda Gag. Coward-McCann.
- Henius, Frank(comp.) - Stories from the Americas; illus. by Leo Polito. Scribner, 1944. Gr. IV-VI.
- Jatakas - Jatakas tales; retold by E.C.Babbitt; illus. by Ellsworth Young. Appleton-Century, 1912. Gr. IV-V.
- Kalibala, Ernest B. and Davis, Mary Gould - Wakaira and the clay man. Longmans, 1946. 9-12 yrs.
- Kelsey, Alice - Once the Hodja. Longmans, 1943.
- Lefevre, Felicite (pseud.) - The cock, the mouse and the little red hen; illus. by Tony Sarg. McCrae-Smith. Gr. I-III.
- Lofting, Hugh - The story of Doctor Dolittle. Stokes, 1920. Gr. IV-VI.
- McGinley, Phyllis Louise - The plain princess; with pictures by Helen Stone. Lippincott, 1945. 7-10 yrs.
- Malcolmson, Anne - Yankee Doodle's cousins; illus. by Robert McCloskey. Houghton, 1941. Gr. IV-VIII.
- Mother Goose - illus. by Tasha Tudor. Oxford, 1944.
- Petersham, Maud and Miska - The rooster crows. Macmillan, 1945. 4-8 yrs.
- Pyle, Howard - Merry adventures of Robin Hood, of great renown in Nottinghamshire; illus. by Howard Pyle. Scribner, 1933. \$3.00. Gr. V-IX.
- Story of King Arthur and his knights. Scribner, 1933. Gr. VI-IX.
- Wonder clock. Harper.
- Reyher, Rebecca - My mother is the most beautiful woman in the world; pictures by Ruth Gannett. Howell, Soskins, 1946. 6-9 yrs.

- Rojankovsky, Feodor - Tall book of nursepy tales; illus. by Feodor Rojankovsky. Harper, 1944.
- Simon, Solomon - The wise men of Helm and their merry tales. Behrman house, 1945.
- Thorne-Thomsen, Gudrun - East o' the sun and west o' the moon. Row, Peterson.
- Sian-tek, Lim - Folk tales from China; illus. by Wm. A. Smith. John Day co., 1944. Gr. IV-VI.
- Thurber, James - Many moons; illus. by Louis Slobodkin. Harcourt, 1943. Gr. IV-V.
- Untermeyer, Louis - Paul Bunyan; re-told by Louis Untermeyer. Heritage press, 1946.

#### Religion

Covers all religions as well as a plea for religious understanding.

- Field, Rachel - Prayer for a child; pictures by E.O. Jones. Macmillan, 1944. Gr. I-III.
- Fitch, Florence Mary - One God; the ways we worship Him. Lothrop, 1944. Gr. V-IX.
- Gaer, Joseph - How the great religions began. McBride, 1929.
- Hawkins, Quail - Prayers and graces for small children. Gresset, 1941.
- Jones, Jessie Orton, comp. - Small rain; chosen by J. O. Jones; illus. by E. O. Jones. Viking, 1943. Gr. I-IV.
- MacDonald, Golden - Little lost lamb. Doubleday, 1945. Gr. IV-VI.
- Petersham, Maud and Miska. The Christ Child. Doubleday, 1931. Gr. I-VI.
- Sewell, Helen, illus. - First Bible; illus. by Helen Sewell; sel. & arr. by J. W. Maury. Oxford, 1934. Gr. VII-IX.
- Smith, Ruth. The tree of life; selections from the literature of the world's religions; introduction by R. O. Ballou; illus. by Boris Artzybasheff. Viking, 1942. Gr. VII-IX.
- Sypherd, W. O. - The Book of Books; arr. by W. O. Sypherd. Knopf, 1944.

#### Humor

- Atwater, Richard Topper and Atwater, Mrs. Florence Hasseltine - Mr. Popper's penguins; illus. by Robert Lawson. Little, 1938. Gr. IV-V.
- Bannerman, Helen - Story of little Black Sambo. Stokes, 1923. Gr. I-III.
- Bishop, Claire Huchet - Five Chinese brothers; illus. by Kurt Wiese. Coward-McCann, 1938. 5-8 yrs.
- Bryant, Sara C. - Epaminondas and his auntie. Houghton, 1938. 5-8 yrs.
- Daugherty, J.H. - Andy and the lion. Viking, 1938.
- Kipling, Rudyard - Just so stories; illus. by F. Rojankovsky. Doubleday, 1945.
- Leaf, Munro - Story of Ferdinand; illus. by Robert Lawson. Viking, 1936. Gr. I-IV.
- McCloskey, Robert. Homer Price. Viking, 1943.
- Milne, A. A. - Winnie the Pooh; illus. by E. H. Shepard. Dutton, 1926. Gr. III-V.
- Seuss, Dr. (pseud.) - And to think that I saw it on Mulberry Street. Vanguard, 1937. 500 hats of Bartholomew Cubbins. Vanguard, 1938. Gr. II-IV.
- Travers, Pamela L. - Mary Poppins; illus. by Mary Shepard. Reynal, 1934. Gr. IV-VII.

#### The Arts and Crafts

Painting, Architecture, Music (see also Useful Arts)

- Bailey, Carolyn Sherwin - Children of the handcrafts; lithographs by Grace Paull. Viking, 1936. Gr. V-IX.

- Bailey, Carolyn Sherwin - Pioneer art in America; illus. by Grace Paull. Viking, 1944. Gr. V-VIII.  
 . . . . . Tops & Whistles; lithographs by Grace Paull. Viking, 1937. Gr. V-VII.  
 Bartlett, Ella Herbert - Stephen Foster's Songs for boys and girls. Whittlesey, 1946. 8-12 yrs.  
 Bauer, Marion & Poyser, Ethel Rose - How music grew. Putnam, 1939. Gr. VIII-IX.  
 Bonner, Mary Graham. Made in Canada. Knopf, 1943. Gr. VI-IX.  
 Bradford, Margaret and Woodruff, Barbara - Keep singing, keep humming. Scott, 1946. 4-7 yrs.  
 Carner, Carl, comp. - America sings: stories and songs of our country's growing; illus. Knopf, 1942. Grades IV-VIII.  
 Gordon, Dorothy - Around the world in song; illus. by A. van R. Conover. Dutton, 1930. Gr. III-VI.  
 Henius, Frank, ed. - Songs and games of the Americas; illus. by Oscar Fabres. Scribner, 1943. Gr. III-VIII.  
 Hillyer, Virgil Mores & Huey, Edward Greene - Child's history of art. Appleton-Century, 1933. Gr. V-IX.  
 Lamprey, L. - All the ways of building; illus. by Helene Carter. Macmillan, 1933. 10-13 yrs.  
 Mother Goose - Sing Mother Goose; music by Opal Wheeler; illus. by Marjorie Torrey. New York, E. P. Dutton, 1945. 2-7 yrs.  
 Prokofieff, Serge - Peter and the wolf. Knopf, 1940. Gr. III-V.  
 Robinson, Ethel (Fay) & Robinson, Thomas P. - Houses in America. Viking, 1936. Gr. VII-IX.  
 Seigmeister, Elie - Work and sing: a collection of songs that have built America. Scott, 1944. 9 yrs. and up.  
 Simon, Charlie May - Art in the new land. Dutton, 1945.  
 Smith, Susan Cowles (Grant) - Made in Mexico; drawings by Julie Castellanos. Knopf, 1930. Gr. VI-IX.  
 Wheeler, Opal - Sing for America; illus. by Gustaf Tenggren. Dutton, 1944. Gr. IV-VI.  
 White, Wm. C. - Made in the U.S.S.R. Knopf, 1944.

#### Literature

- Association for childhood education. Literature committee. Sung under the silver umbrella; poems for younger children. Macmillan, 1935. Gr. II-V.  
 Auslander, Joseph, and Hill, Frank Ernest. Winged horse: the story of the poets and their poetry; illus. by Paul Honore and a bibliography by T. W. Elmendorf. Doubleday, 1927. Gr. VII-IX.  
 Auslander, Joseph, and Hill, Frank Ernest, comps. - Winged horse anthology. Doubleday, 1929. Gr. VII-IX.  
 Brewton, John E. - Under the tent of the sky; a collection of poems about animals large and small; with drawings by Robert Lawson. Macmillan, 1937. Gr. IV-VIII.  
 Coulter, Sally - Footlight fun; a book of plays for grades 6 to 10. Silver, 1941.  
 De la Mare, Walter - Peacock pie. Holt, 1936. Gr. IV-VIII.  
 . . . . . Poems for children. Holt, 1946. 8-14 yrs.  
 Ferris, Helen - Love's enchantment. Doubleday, 1944.  
 Geisner, Barbara Peck, and Suter, Antoinette Brown, comps. - Very young verses; illus. by Mildred Bronson. Houghton, 1945. Gr. I-III.  
 Milne, A. A. - When we were very young. Dutton, 1924.  
 Moses, Montrose Jonas, ed. - Treasury of plays for children; with illus. by Tony Sarg. Little, 1921. Gr. V-IX.  
 Robinson, Thomas - In and out. Viking, 1943.  
 Sandburg, Carl. Early moon. Harcourt, 1930.  
 Stevenson, Robert Louis - Child's garden of verses; with an introduction by W. R. Benet; illus. by Roger Duvoisin. Heritage, 1944. Gr. I-IV.



Thompson, Blanche. Silver pennies. Macmillan, 1926. Gr. III-VIII.  
 Thorn, Alice G., comp. - Singing words; poems; illus. by Masha. Scribner, 1941.  
 Untermyer, Louis, ed. - Stars to steer by; illus. by Dorothy Bayley. Harcourt,  
 1941. Gr. IV-IX.

### Science

Covers: Astronomy, Physics, Chemistry, Anthropology, Biology, Botany,  
 Geology.

Baker, Robert Horace - When the stars come out. Viking, 1934. Gr. VII-IX.  
 Buff, Mary and Conrad - Big tree. Viking, 1946. 10-15 yrs.  
 Coleman, Satis N. - Volcanoes, old and new. Day, 1946.  
 Collins, A. Frederick - Science for young men. Appleton, 1946. 14 yrs. and up.  
 Eberle, Irmengarde - Basketful; the story of our foods. Crowell, 1946.  
 Edelstadt, Vera - Oceans in the sky. Knopf, 1946. Gr. IV-VII.  
 Fenton, Carroll Lane - Along the hill. Day, 1935. Gr. V-VII.  
 \_\_\_\_\_, and Adams, Mildred - The land we live on. Doubleday, 1944. 9-12 yrs.  
 Freeman, Mae and Ira - Fun with chemistry. Random house, 1944. Gr. IV-VI.  
 Gaer, Joseph - Everybody's weather. Lippincott, 1944. 9-15 yrs.  
 Horning, John L. and McGinnis, George C. - An open door to chemistry; illus. by  
 Helen Armstrong. Appleton-Century, 1946. Gr. IV-IX.  
 Huey, Edward Greene - What makes the wheels go round; illus. by Elmer Loemker  
 Reynal, 1940. Gr. VI-VIII.  
 Jackson, Ann - The wonders of oil. Dodd, 1940.  
 Limbach, R. T. - American trees. Random house, 1942.  
 Lucas, Jannette May - Fruits of the earth; illus. by Helene Carter. Lippincott,  
 1942. Gr. VI-IX.  
 \_\_\_\_\_, Where did your garden grow? illus. by Helene Carter. Lippincott, 1939.  
 Gr. V-VIII.  
 Matschat, Cecile (Hulse) - American butterflies & moths. Random, 1942. Gr. VI-VIII.  
 Novikoff, Alex - Climbing our family tree; illus. by John English. International  
 publishers co., 1945. Gr. VI-IX.  
 Reed, W. Maxwell - America's treasure; illus. by photos. Harcourt, 1939. Gr. VII-IX.  
 \_\_\_\_\_, and Bronson, Wilfred Swancourt - Sea for Sam; illus. by W. S. Bronson.  
 Harcourt, 1935. Gr. V-VIII.  
 Schneider, Nina and Hermann - Let's find out; a picture science book; illus. by  
 Jeanne Bendick. Scott, 1946. 6-9 yrs.  
 Skilling, W. T. and Richardson, Robert S. - Sun, moon and stars. Whittlesey, 1946.  
 12-16 yrs.  
 Smith, E. Boyd - So long ago. Houghton, 1944. Gr. III-V.  
 Webber, Irma Eleanor (Schmidt) - Travelers all, the story of how plants go places;  
 written and drawn by I. E. Webber. Scott, 1944. Gr. II-IV.  
 Williams, Lou - Dipper full of stars; a beginner's guide to the heavens. Follett,  
 1944. Gr. VII-IX.  
 Yates, Raymond Francis - Fun with your microscopes. Appleton-Century, 1943.  
 Gr. VII-IX.

### Animals--In Fact and Fiction

I. Fact. II. Fiction. III. Picture story books.

I.  
 Anderson, Clarence William - Thoroughbreds; illus. by the author. Macmillan, 1942.  
 Gr. VI-IX.

- Boulton, Rudyerd - Traveling with birds; a book on bird migration. Donohue, 1933. Gr. IV-VI.
- Bronson, Wilfred S. - Coyotes. Harcourt, 1946. 6-10 yrs.
- . Turtles. Harcourt, 1945. 5-8 yrs.
- Ditmars, Raymond L. - Twenty little pets from everywhere; illus. by Helene Carter. Messner, 1943. 8-10 yrs.
- Henry, Marguerite - Birds at home. Donohue, 1942.
- Hogner, Dorothy Childs, and Hogner, Nils. The animal book; American mammals north of Mexico; illus. by Nils Hogner. Oxford, 1942. 9-12 yrs.
- . Farm animals and working and sporting breeds of the U. S. and Canada; illus. by Nils Hogner. Oxford, University press, 1945. Gr. VII-IX.
- Kane, Henry B. - Tale of the white footed mouse. Knopf, 1940. Gr. II-IV.
- Knight, Charles R. - Life through the ages. Knopf, 1946. 10 yrs. and up.
- Pistorius, Anna - What bird is it? Wilcox, 1945. 6-9 yrs.
- Pope, Clifford Hillhouse - Snakes alive, and how they live; illus. with photographs. Viking, 1937. 12-15 yrs.
- Schmidt, Karl Patterson - Home and habit of wild animals; North American mammals. Donohue, 1934. Gr. IV-VII.
- Waldeck, Theodore J. - Treks across the veldt. Viking, 1944.
- II.
- Brooks, W.R. - Freddy the detective. Knopf, 1941. Gr. IV-V.
- Church, Richard - A squirrel called Rufus; illus. by John Skeaping. Winston, 1946. 9-12 yrs.
- Farley, Walter - The black stallion. Random, 1941.
- Huff, Darrell - The dog that came true; illus. by Connie Moran and Diana Thorne. Whittlesey, 1946. 6-10 yrs.
- James, Will - Smoky, the cowhorse. Scribner, 1926. Gr. VI-IX.
- Kjelgaard, James Arthur - Big Red; illus. by Bob Kuhn. Holiday house, 1945.
- j & s h s
- Knight, Eric Mowbray - Lassie come home; illus. by Marguerite Kirmse. Winston, 1940. Gr. VI-IX.
- Lawson, Robert - Rabbit hill. Viking, 1944. Gr. III-VI.
- Makerji, Dhan Gopal - Kari, the elephant; illus. by J. E. Allen. Dutton, 1922. Gr. V-VII.
- O'Brien, John Sherman - Silver Chief, dog of the north; illus. by Kurt Wiese. Winston, 1933. Gr. VI-VIII.
- O'Hara, Mary - My friend Flicka. Lippincott, 1941. 12-15 yrs.
- Robinson, Tom - Greylock and the rebins; illus. by Robert Lawson. Viking, 1946. 7-9 yrs.
- Salten, Felix - Bambi. Noble. Gr. V-IX.
- Sewell, Anna - Black Beauty; illus. by Wesley Dennis. (Rainbow classics) World publishing co.
- Yeager, Dorr - Chita, a story of a mountain lion. Knopf, 1945.
- III.
- Bishop, Kay - Chris. Oxford, 1946. 6-8 yrs.
- Brunhoff, Jean de - The story of Babar. Random, 1933.
- Buff, Mary and Conrad - Dash and Dart; with four oil paintings presented in full color and black and white drawings by Conrad Buff. Viking, 1942. Gr. I-IV.
- Ets, Marie Hall - In the forest; story and pictures by M. H. Ets. Viking, 1944. Gr. I-III.
- Flack, Marjorie - Angus and the ducks. Doubleday, 1930. Gr. I-III.
- , and Wiese, Kurt - The story about Ping. Viking, 1933. 3-7 yrs.
- Henry, Marguerite - Little fellow. Winston, 1945. Gr. I-III.
- Hogan, Inez - Nappy chooses a pet. Dutton, 1946. 4-8 yrs.
- Lathrop, Dorothy Pulis - Who goes there? Macmillan, 1935. Gr. II-IV.
- McCracken, Russell - Gentle giraffe. Rand, 1945. Gr. III-IV.

Newberry, Clare Turley - Marshmallow. Harper, 1942. 5-9 yrs.  
 Payne, Emmy - Katy no-pocket; pictures by H. A. Rey. Houghton, 1944. Gr. I-III.  
 Potter, Beatrix - The tale of Peter Rabbit. Warne, 1903. Gr. I-III.  
 Radlov, Nikolai Ernestovich - Cautious carp. Coward-McCann, 1938. Gr. I-III.  
 Rey, Hans Augusto - Cecily G and the nine monkeys. Houghton, 1942. 3-6 yrs.  
 Williams, Geneira - Timid Timothy; the kitten who learned to be brave; illus. by Leonard Weisgard. Scott, 1944. Gr. I-III.

#### Biography

(1) Individual; (2) Collective. These biographies cut across all subject fields.

Aulaire, Ingrid' and Edgar Parin d' - Abraham Lincoln. Doubleday, 1939. Gr. III-IV.  
 . George Washington. Doubleday, 1936. Gr. III-V.  
 Averill, Esther - Daniel Boone. Harper, 1945. Gr. IV-VII.  
 Baker, Rachel - Dr. Morton; pioneer in the use of ether. Messner, 1946. 10-15 yrs.  
 . First woman doctor. Messner, 1945. 10-15 yrs.  
 Benet, Rosemary (Carr) and Benet, Stephen Vincent - Book of Americans; illus. by Charles Child. Farrar, 1933. Gr. V-VIII.  
 Brown, Rose - American emperor. Viking, 1945. j & s h s.  
 Burch, Gladys - Famous pianists for boys and girls. Barnes, 1943. Gr. V-VIII.  
 Coblenz, Catherine Cate - Sequoia. Longmans, 1946. 16 yrs. and up.  
 Cooper, Alice and Palmer, Charles - Twenty modern Americans. Harcourt, 1942.  
 Gr. VI-IX.  
 Curie, Eve - Madame Curie. Garden City pub. co., 1939.  
 Daugherty, James - Abraham Lincoln. Viking, 1943.  
 . Poor Richard. Viking, 1941.  
 Desmond, Alice C. - Glamorous Dolly Madison. Dodd, 1946. 12 yrs. and up.  
 Deucher, Sybil - Edvard Grieg. Dutton, 1946. 8-12 yrs.  
 Eaton, Jeanette - Leader by destiny: George Washington, man and patriot; illus. by J. M. Rose. Harcourt, 1938. Gr. VII-IX.  
 . Narcissa Whitman, pioneer of Oregon; illus. by Woodi Ishmael. Harcourt, 1941. Gr. VIII-IX.  
 Ewen, David - Joseph Haydn. Holt, 1946. 12-16 yrs.  
 Fast, Howard - Goethals and the Panama Canal; illus. by Raffaello Busoni. Messner, 1942. Gr. VI-IX.  
 Feuillet, Octave - Punch; his life and adventures. Didier, 1946. 8-12 yrs.  
 Flexner, Marion W. - Drina. Coward-McCann, 1937. Gr. VII-IX.  
 Garst, Doris. Scotty Allan, king of the dog-tsam drivers. Messner, 1946.  
 Gr. VI-IX.  
 Graham, Shirley, and Lipscomb, George D. - Dr. George Washington Carver, scientist. Messner, 1944. 12-15 yrs.  
 Graham, Alberta P. - Thirty-two roads to the White House. Nelson, 1946. 10-14 yrs.  
 Graham, Shirley - Paul Robeson: Citizen of the world. Messner, 1946. 10-15 yrs.  
 Gray, Elizabeth Janet - Penn. Viking, 1938. Gr. VI-IX.  
 . Young Walter Scott. Viking, 1935. Gr. VII-IX.  
 Gronowicz, Antoni - Sergei Rachmaninoff. Dutton, 1946. 12-15 yrs.  
 . Tchaikovsky. Nelson, 1946. 12 yrs. and up.  
 Hall, Anna Gertrude - Nansen; illus. by Boris Artzybasheff. Viking, 1940.  
 Gr. VII-IX.  
 Judson, Clara Ingram - Boat builder; the story of Robert Fulton; illus. by Armstrong Sperry. Scribner, 1940. 9-11 yrs.  
 Lisitzky, Genevieve Hellen - Thomas Jefferson; illus. by Harrie Wood. Viking, 1933.  
 Gr. VII-IX.  
 McMurtrie, Douglas Crawford - Wings for words. Rand McNally, 1940. Gr. VI-IX.  
 Meadowcroft, W.H. - Boy's life of Edison. Harper, 1921.

- Meigs, Cornelia Lynde - *Invincible Louisa*. Little, 1933. Gr. VII-IX.  
 Pace, Mildred - *Clara Barton*. Scribner, 1941. Gr. IV-VIII.  
 Roos, Ann - *Man of Molokai, the life of Father Damien*; illus. by Raymond Lufkin. Lippincott, 1943. 12-15 yrs.  
 Simon, Charlie May - *Joe Mason: apprentice to Audubon*; illus. by Henry C. Fitz. Dutton, 1946. 10-14 yrs.  
 Wheeler, Opal and Deucher, Sybil - *Sebastian Bach, the boy from Thuringen*; illus. by Mary Greenwalt. Dutton, 1937. Gr. V-VIII.  
 Wood, Laura N. - *Raymond L. Ditmars: his exciting career with reptiles, animals and insects*. Messner, 1944. Gr. VII-IX.  
 . *Walter Reid, doctor in uniform*; illus. by Douglas Duer. Messner, 1943. 12-15 yrs.

#### Personal Improvement

- Cades, H. R. - *Good looks for girls*. Harcourt, 1932.  
 Leaf, Munro - *Manners can be fun*. Stokes, 1935.  
 Sprackling, Helen (McLean) - *Courtesy: a book of modern manners*. Barrows, 1944. j & s h s.  
 Lingenfelter, Mary Rebecca and Van Arsdale, May Belle - *Manners now and then*. Harcourt, 1940. Gr. VI-IX.

#### Technology, Economics, Useful Arts

- Baity, Elizabeth Chesley - *Man is a weaver; drawings and maps by C. B. Falls*. Viking, 1942. 10-13 yrs.  
 Baruch, Dorothy - *My body and how it works*. Harper, 1934.  
 Bendick, Jeanne - *Electronics for boys and girls*. McGraw, 1944. Gr. VI-VIII.  
 . *Making the movies*. Whittlesey, 1945. Gr. VI-IX.  
 Britton, Katharine - *What makes it tick?* illus. by Jeanne Bendick. Houghton, 1943. Gr. V-VIII.  
 Cole, N. B. - *First aid for boys*. Appleton-Century, 1942.  
 Eaton, Jeannette - *Behind the show window*. Harcourt, 1935. Gr. VII-IX.  
 Foster, Constance - *This rich world; the story of money*; illus. by Crockett Johnson, McBride, 1943. Gr. VII-VIII.  
 Hartman, Gertrude - *Machines and the men who made the world of industry*. Macmillan, 1939. Gr. VI-IX.  
 Montgomery, Elizabeth Rider - *The story behind great inventions*. McBride, 1944.  
 . *The story behind great medical discoveries; drawings by Vartanian*. McBride, 1945. j & s h s.  
 Morgan, Alfred - *The boys' book of motors, engines, and turbines*. Scribner, 1946. 12 yrs. and up.  
 Norling, Josephine (Stearns) - *Pogo's mining trip*. Holt, 1945. 7-9 yrs.  
 . *Pogo's house*. Holt, 1941. Gr. I-IV.  
 . *Pogo's fishing trip*. Holt, 1942. Gr. II-IV.  
 Perry, Josephine - *Glass industry*. Longmans, 1945.  
 Rateliff, John D. - *Yellow magic; the story of penicillin*. Random house, 1945. 12-15 yrs.  
 Schoenen, Hermann - *Story behind steel*. Knopf, 1944. Gr. V-IX.  
 Van Dersal, William R. and Graham, Edward H. - *The land renewed*. Oxford University press, 1946.

Communications and Transportation

- Benz, Francis B. - Talking around the earth; the story of the telephone. Dodd, 1942. 10-14 yrs.
- Clodd, Edward - Story of the alphabet. Appleton-Century, 1938. Gr. VIII-IX.
- Dalglish, Alice - America travels; the story of a hundred years of travel in America; illus. by Hildegard Woodward. Macmillan, 1933. Gr. IV-VI.
- Farrington, Selwyn Kip - Giants of the rails; illus. by Glen Thomas. Garden City pub. co., 1944. Gr. III-VII.
- Floherly, John Joseph - Your daily paper. Lippincott, 1938. Gr. VIII-IX.
- Hylander, Clarence J. and Harding, Robert - Introduction to television. Macmillan, 1943. 12-15 yrs.
- McSpadden, Joseph Walker - How they carried the mail; from the post runners of King Sargon to the air mail of today; illus. by Frank Dobias. Dodd, 1930. Gr. V-VII.
- Marshak, Ilia Iakovlevich - Black on white; story of books; illus. by N. Lopshen. Lippincott, 1932. Gr. V-VII.
- \_\_\_\_\_ . How the automobile learned to run; pictures by Herbert Kruckman. International publishers, 1945. Gr. IV-VI.
- Montgomery, Elizabeth Rider - The story behind great books. McBride, 1946. 10-16 yrs.
- Norling, Jo and Ernest - Pogo's letter. Holt, 1946. 4-8 yrs.
- Tyler, Kingdon S. - Modern radio; illus. by James MacDonald. Harcourt, 1944. 10 yrs. and up.
- Bennett, Dorothy A. - The golden dictionary; illus. by Gertrude Elliott. Simon and Schuster, 1944.

Flying

- Adams, Jean, Kimball, Margaret and Eaton, Jeanette - Heroines of the sky. Doubleday, 1942. 12-15 yrs.
- Brier, Howard M. - Skyblazer. Random, 1946. 12-16 yrs.
- Carlisle, Norman - The modern wonder book of the air. Winston, 1945. Gr. VI and up.
- Chapin, Mary K. - Why men can fly; illus. by Alice M. Haun. Reynal, 1943. 12-15 yrs.
- Floherly, John Joseph - Aviation from shop to sky. Lippincott, 1941. Gr. VII-IX.
- Lindberg, Anne Spencer (Morrow) - North to the Orient; with maps by C. A. Lindberg. Harcourt, 1935. Gr. VI-IX.
- Neville, Leslie E., ed. - Aviation dictionary for boys and girls; illus. by G. Prestopino. McGraw, 1944. Gr. VI-IX.
- Ray, Jim - The story of American aviation. Winston, 1946.
- Young America's aviation annual. McBride, 1945.
- Zim, Herbert - Parachutes; illus. by James MacDonald. Harcourt, 1942. 12-15 yrs.
- \_\_\_\_\_ . Rockets and jets. Harcourt, 1945.

Vocations

- Floherly, John - Men against crime. Lippincott, 1946. 12 yrs and up.
- Keliker, Alice V., ed. - Doctors at work. Harper, 1941. Gr. VII-IX.
- \_\_\_\_\_ . Farm workers. Harper, 1940. Gr. VII-IX.
- \_\_\_\_\_ . News workers. Harper, 1939. Gr. VII-IX.
- Kitson, H. D. and Lingenfelter, M. R. - Vocations for boys. Harcourt, 1942. Gr. VII-IX.
- Lingenfelter, M. R. and Kitson, H. D. - Vocations for girls. Harcourt, 1939. Gr. VII-IX.
- Tousey, Sanford - The Northwest Mounted Police. Rand McNally, 1941. Gr. III-IV.

Sports

- American boy magazine - American boy sport stories. Doubleday, 1946. 14 yrs. and up.  
 Bancroft, J. H. - Games. Macmillan, 1937.  
 Barbour, R. A. - How to play better baseball. Appleton-Century, 1935. Gr. VI-IX.  
 Boyd, Neva L. - Handbook of games. Fitzsimmons, 1945.  
 Chute, B. J. - Shift to the right; a collection of sport stories; decorations by J. C. Wonssetler. Macmillan, 1943. Gr. VII-IX.  
 Fishel, Dick - Terry and Bunky play football; illus. by L. D. Warren. Putnam, 1945. Gr. III-V.  
 Pashko, Stanley - American boys omnibus. Greenberg, 1945.  
 . How to make the varsity. Greenberg, 1946.  
 Renick, J. L. - Steady, a baseball story. Scribner, 1942.  
 Silliman, Leland - The scrapper. Winston, 1946. 12 yrs. and up.  
 Tunis, J. R. - All American. Harcourt, 1942. Gr. VI-IX.  
 . Yea! Wildcats! Harcourt, 1944. Gr. VII-IX.

Hobby and Activity Books

- Ackley, Edity (Flack) - Marionettes; to make and use; drawings by Marjorie Flack. Stokes, 1929. Gr. V-IX.  
 Boy scouts of America - Handbook for boys. Author, 1938. Gr. VI-IX.  
 Breen, M.J. - Children's party book. Barnes, 1941.  
 Camp fire girls - Book of the Camp fire girls. Author, 1936. Gr. VI-IX.  
 Ficklen, Bessie - Handbook of fist puppets. Stokes, 1935.  
 Freeman, Mae and Ira - Fun with figures. Random, 1946. 10 yrs. and up.  
 . Fun with science. Random house, 1943. 10-13 yrs.  
 Girl scouts - Girl scout handbook for the intermediate program. Author, 1940. Gr. VII-IX.  
 Gossett, Margaret - A child's picture cook-book. Scott, 1944.  
 Horowitz, Caroline - A boy's treasury of things-to-do. Hart, 1946. 9-12 yrs.  
 . A girl's treasury of things-to-do. Hart, 1946. 9-12 yrs.  
 . A little girl's treasury of things-to-do. Hart, 1946. 6-9 yrs.  
 . A young boy's treasury of things-to-do. Hart, 1946. 6-9 yrs.  
 Hunt, S.E. - Games the world around. Barnes, 1941.  
 Johnson, W. H. - Woodcraft, Webb, 1942.  
 Jordan, Nina R. - Homemade dolls in foreign dress. Harcourt, 1939.  
 . How to sew. Harcourt, 1941.  
 Leeming, Joseph - Fun with clay; illus. by Jessie Robinson. Lippincott, 1944. Gr. V-IX.  
 . Fun with puzzles. Lippincott, 1946.  
 . Tricks any boy can do. Appleton-Century, 1938. Gr. VII-IX.  
 Loomis, Andrew - Fun with a pencil. World publishing co.  
 Mason, Bernard - Junior book of camping and woodcraft. Barnes, 1943.  
 Millen, Nina - Children's games from many lands. Friendship press, 1943.  
 New York herald tribune - Young America's cook book. Scribner, 1938.  
 Parkhill, Martha and Spaeth, Dorothy - It's fun to make things. Barnes, 1941. Gr. V-VIII.  
 Teale, Edwin W. - Boys book of photography. Dutton, 1939. Gr. VII-IX.  
 Bennett, Dorothy A. - The golden almanac; pictures by Masha. Simon and Schuster, 1946.

History

Factual and fictional, in this order: General, Ancient times, Middle ages, Discovery and exploration, Eighteenth century, History of different countries, and History in story form.

## General:

Harris, Laura - Heydays and holidays; illus. by Grace Paull. Garden City pub. co., 1946. 3-8 yrs.

Kummer, F. A. - The torch of liberty. Winston, 1941. Gr. VIII-IX.

## Ancient times:

Hall Jennie - Buried cities. Macmillan, 1922. 9-13 yrs.

Quennell, Marjorie (Courtney and Quennell, Charles Henry Bourne - Everyday life in Homeric Greece. Putnam, 1930. Gr. VII-IX.

White, Anne Terry - Lost worlds; adventures in archaeology. Random house, 1941. Gr. VI-IX.

## Middle ages:

Hartman, Gertrude - Medieval days and ways. Macmillan, 1937. Gr. VI-IX.

Tappan, Eva March - When knights were bold. Houghton, 1911. Gr. VI-IX.

## Discovery and exploration:

Aulair, Ingri and Edgar d' - Leif the lucky. Doubleday, 1941. Gr. III-VI.

Duvoisin, Roger - They put out to sea; the story of the map. Knopf, 1944. 9-12 yrs.

Hodges, C. Walter - Columbus sails. Coward-McCann, 1939. Gr. VII-IX.

Lucas, Mary Seymour - Vast horizons; illus. and maps by C. B. Falls. Viking, 1943. Gr. VI-IX.

## Eighteenth century:

Foster, Genevieve - George Washington's world. Scribner, 1941. Gr. VI-IX.

## History of different countries:

Hutton, Clarke - A picture history of Britain. Houghton, 1946. 8-12 yrs.

Peck, Anne Merriman - Pageant of South American History. Longmans, 1941. Gr. VIII-IX.

\_\_\_\_\_ . The pageant of Canadian history. Longmans, 1943. Gr. VII-IX.

Quennell, Marjorie (Courtney) and Quennell, Charles Henry Bourne - History of everyday things in England. Scribner, 1918-35. 4 v. in 3. Gr. VII-IX.

Seredy, Kate - White stag. Viking, 1937. Gr. VI-IX.

Shippen, Katherine D. - New found world. Viking, 1945.

Smith, Susan Cowles (Grant) - Made in America; drawings by Harris Wood. Knopf, 1929. Gr. V-IX.

\_\_\_\_\_ . Made in England; drawings by Harlie Wood. Knopf, 1932. Gr. VI-IX.

\_\_\_\_\_ . Made in France; illus. by Walter Stewart. Knopf, 1931. Gr. VI-IX.

Spencer, Cornelia, (pseud.) - Made in India. Knopf, 1946. j & s h s.

## History in story form:

Bunce, William H. - Dragon prow westward. Harcourt, 1946. 10-14 yrs.

Gilbert, Jane - Imps and angels. Dutton, 1946. 8-13 yrs.

Gray, Elizabeth Janet - Adam of the road; illus. by Robert Lawson. Viking, 1942. Gr. VI-IX.

Jewett, Eleanor Myers - The hidden treasure of Glaston. Viking, 1946. 12 yrs. and up.

Kelly, Eric P. - Trumpeter of Krakow; illus. by Angela Pruszyńska. Macmillan, 1928. Gr. VII-VIII.

Kent, Louise (Andrews) - He went with Marco Polo; illus. by C. L. Baldrige and Paul Quinn. Houghton, 1935. Gr. VII-IX.

\_\_\_\_\_ . He went with Vasco da Gama; illus. by Paul Quinn. Houghton, 1938. Gr. VII-IX.

Lawrence, Isabelle - The gift of the golden cup. Bobbs, 1946. 8 yrs. and up.

United States History

Barksdale, Rena - The first Thanksgiving; illus. by Lois Lenski. Knopf, 1942. 8-10 yrs.

Cavanaugh, Frances - Our country's story; illus. by Janice Holland. Rand, 1945. Gr. IV-VI.

- Dagliash, Alice - America begins; illus. by Lois Maloy. Scribner, 1938. Gr. III-IV.
- Duvoisin, Roger - And there was America. Knopf, 1938. Gr. IV-V.
- Forbes, Esther - Johnny Tremain; illus. by Lynd Ward. Houghton, 1943. 10-14 yrs.
- Hartman, Gertrude - Making of a democracy. Day, 1941. Gr. VII-IX.
- . These United States and how they came to be. Macmillan, 1935. Gr. VI-IX.
- Pyne, Mabel (Mandeville) - Little history of the United States. Houghton, 1940. Gr. II-IV.
- Lawson, Robert - Watchwords of liberty; a pageant of American quotations. Little, 1943. 8-15 yrs.
- Petersham, Maud and Miska - American A B C. Macmillan, 1941. Gr. III-IV.
- Barksdale, Lena - Daring ridgers and other tales of young America. Knopf, 1946. 8-12 yrs.
- Lenski, Lois - Puritan adventure. Lippincott, 1944.
- Aulaire, Ingri and Edgar Parin d' - Pocahontas. Doubleday, 1946. Gr. I-IV.

#### Geography and Regional Material

See also Other Lands and Peoples.

- Bonner, Mary Graham - Canada and her story. Knopf, 1942. Gr. VI-IX.
- Brindze, Ruth - Gulf stream; illus. by Helene Carter. Vanguard, 1945. Gr. IV-VI.
- Borden, Charles A. - Oceanica; illus. by Rafaele Busoni. Holiday house, 1945. Gr. VI-VIII.
- Dewitt, C.H. - The story of California; lithographs by C. H. Dewitt; text by May McNeer. Harper, 1944. 9-12 yrs.
- . The story of New England; lithographs by C. H. Dewitt; text by Marshall McClintock. Harper, 1941. 9-12 yrs.
- . The story of the great plains; lithographs by C. H. Dewitt; text by May McNeer. Harper, 1943. 9-12 yrs.
- . The story of the southern highlands; lithographs by C. H. Dewitt; text by May McNeer. Harper, 1946. 5-10 yrs.
- Knott, L. L. - Children's book of the Saguenay. Editorial associates, 1945.
- Pyne, Mable - Little geography of the U. S. Houghton, 1941. Gr. III-V.
- Quinn, Vernon - Picture map geography of Canada and Alaska. Lippincott, 1944. Gr. IV-VII.
- . Picture map geography of South America; illus. by P. S. Johnst. Stokes, 1941. Gr. IV-VII.
- . Picture map geography of the United States, with picture maps by P. S. Johnst. Stokes, 1931. Gr. IV-VI.
- Sondergaard, Arensa - My first geography of the Pacific; illus. by Cornelis. Little, 1944. Gr. IV-VII.
- Stefansson, Evelyn - Here is Alaska. Scribner, 1943. Gr. V-IX.

#### American Scene--Present Day

Stories that show life in the United States--boy life, girl life, school days, in the country and city and in certain sections. Emphasis on the present.

- Allen, M. P. - The midhen. Longmans, 1945. Gr. VII-IX.
- Beim, Jerrold and Urichlow, Ernest - Twelve o'clock whistle. Morrow, 1946. Gr. I-III.
- Beim, Lorraine - Triumph clear. Harcourt, 1946. 12 yrs. and up.
- Bianco, Margery (Williams) - Winterbound. Viking, 1936. Gr. V-VIII.



- Bird, Dorothy M. - Granite harbor. Macmillan, 1944.
- Blumenthal, Gertrude - Louise's adventure. Doubleday, 1941. Gr. II-III.
- Bonner, Mary Graham - Something always happens. Knopf, 1946. 8-12 yrs.
- Cavanna, Betty - Going on sixteen. Westminster, 1946. 12 yrs. and up.
- Coplan, Maxwell Frederic - Pink lemonade. Whittlesey house, 1945.
- Credle, Ellis - Johnny and his mule. Oxford, 1946. 6-10 yrs.
- Elting, Mary and Gossett, Margaret - The Lollypop factory and lots of others. Doubleday, 1946. 6-10 yrs.
- . We are the government; charts and pictures by Jeanne Bendick. Garden City, 1945. Gr. VI-IX.
- Enright, Elizabeth - Saturdays. Farrar, 1941. Gr. IV-VII.
- . Thimble summer. Farrar, 1938. Gr. V-VII.
- Estes, Eleanor - Middle Moffat; illus. by Louis Slobodkin. Harcourt, 1942. Gr. IV-VII.
- . The Moffats; illus. by Louis Slobodkin. Harcourt, 1941. 9-11 yrs.
- . Rufus M.; illus. by Louis Slobodkin. Harcourt, 1943. Gr. IV-VI.
- Gates, Doris - Sensible Kate. Viking, 1943.
- Haywood, Carolyn - "B" is for Betsy. Harcourt, 1939. Gr. II-III.
- . Back to school with Betsy. Harcourt, 1943. Gr. II-IV.
- . Betsy and Billy. Harcourt, 1941. Gr. II-IV.
- Lattimore, Eleanor Frances - First grade. Harcourt, 1944. Gr. I-IV.
- McAdoo, Eleanor W. - Julia and the White House. Dodd, 1946. 12-16 yrs.
- Moses, Horace S. - Here comes the circus; illus. by Susanne Suba. Houghton, 1941. 7-10 yrs.
- Pinkerton, Kathrene Sutherland (Gedney) - Adventure north. Lippincott, 1940. Gr. VII-IX.
- Rankin, Carroll Watson - Dandelion cottage. Holt, 1946. 10-12 yrs.
- Seredy, Kate - Open gate. Viking, 1941.
- Tarry, Ellen - My dog Rinty, by Ellen Tarry and Marie Hall Ets; illus. by Alexander and Alexandra Alland. Viking, 1946.
- Tousey, Sanford - Cowboy Tommy. Doubleday, 1932. 6-8 yrs.

#### American Scene--The Past

Stories showing life in America in the past--in different periods and different parts of the country.

- Allee, Marjorie (Hill) - Susanna and Tristram; illus. by H. L. Price. Houghton, 1929. Gr. IV-IX.
- Brink, Carol (Ryrie) - Caddie Woodlawn; illus. by Kate Seredy. Macmillan, 1935. Gr. VI-VIII.
- Coatsworth, Elizabeth - Away goes Sally. Macmillan, 1934.
- . Sword in the wilderness. Macmillan, 1936.
- Comfort, Mildred Houghton - Search through Pirates Alley; illus. by Anne Fleur. Morrow, 1945. Gr. VI-IX.
- . Winter on the Johnny Smoker. Morrow, 1943. Gr. VI-VIII.
- Crawford, Phyllis - Hello, the boat. Holt, 1938. Gr. V-VII.
- De Angeli, Marguerite - Skipjack school. Doubleday, 1939. 9-12 yrs.
- . Thee, Hannah. Doubleday, 1940. 9-11 yrs.
- Edmonds, Walter D. - Matchlock gun; illus. by Paul Lantz. Dodd, 1941. Gr. IV-VI.
- . Tom Whipple. Dodd, 1942. Gr. VI-IX.
- Eyre, Katherine - Lottie's valentine. Oxford, 1941. Gr. IV-V.
- Field, Rachel Lyman - Hitty: her first hundred years; illus. by D. P. Lathrop. Macmillan, 1937. Gr. V-VIII.
- Henry, Marguerite - Justin Morgan had a horse; illus. by Wesley Dennis. Wilcox & Follett, 1945. Gr. IV-VIII.

- Holberg, Ruth (Langland) - The wonderful voyage; illus. by Phyllis Cote.  
Doubleday, Doran, 1945. Gr. IV-VI.
- Holling, Holling Clancy - Tree in the trail. Houghton, 1942. Gr. IV-VII.
- Lawson, Marie - The sea is blue. Viking, 1946. 12-15 yrs.
- Lenski, Lois - Indian captive. Stokes, 1941. Gr. VI-IX.
- McMeekin, Isabella - Journey cake. Messner, 1942.
- Meador, Stephen W. - Boy with a pack. Harcourt, 1939.  
Jonathan goes west. Harcourt, 1946. 12 yrs. and up.
- Meigs, Cornelia Lynde - Clearing weather. Little, 1938. Gr. VII-VIII.
- Pease, Howard - The long wharf. Dodd, 1939.
- Sperry, Armstrong - Storm canvas. Winston, 1944.
- Sutton, Margaret - Jemima, daughter of Daniel Boone. Scribner, 1942.
- Wilder, Laura (Ingalls) - Farmer boy; illus. by Helen Sewell. Harper, 1933.  
Gr. IV-VI.  
Little house in the big wood; illus. by Helen Sewell. Harper, 1932.  
Gr. IV-VI.  
Little town on the prairie; illus. by Helen Sewell and Mildred  
Boyle. Harper, 1941. Gr. VI-IX.  
These happy golden years; illus. by Helen Sewell and Mildred Boyle.  
Harper, 1943. Gr. VII-IX.
- Worth, Kathryn - The middle button; illus. by Dorothy Bayley. Doubleday, 1941.  
12-14 yrs.  
They loved to laugh. Doubleday, 1942. Gr. VII-IX.

#### People of the Americas

- Angelo, Valenti - Golden gate. Viking, 1939. Gr. VI-VIII.
- Clark, Ann Nolan - In my mother's house; illus. by Velino Herrera. Viking, 1941.  
8-12 yrs.  
Little Navajo bluebird; illus. by Paul Lantz. Viking, 1943. Gr. IV-VI.
- De Angeli, Marguerite - Hanner's Lydia. Doubleday, 1936. 9-11 yrs.  
Petite Suzanne. Doubleday, 1937. Gr. IV-VI.  
Up the hill. Doubleday, 1942. Gr. IV-VI.
- Evans, Eva Knox - Araminta. Minton Balch, 1935. 6-8 yrs.
- Faulkner, Georgene and Becker, John - Melindy's medal. Messner, 1945. 8-10 yrs.
- Garret, Helen - Angelo, the naughty one; pictures by Leo Politi. Viking, 1944.  
Gr. I-III.
- Gridley, Marion Eleanor - Indian of yesterday; illus. by Lone Wolf; sponsored  
by the Indian Council Fire. Donohue, 1940.
- Jordan, Mildred - Shoo-fly pie; illus. by H. C. Pitz. Knopf, 1944. Gr. IV-VI.
- Judson, Clara Ingram - Peter's treasure; they came from Dalmatia; illus. by  
Ursula Koenig. Houghton Mifflin, 1945. Gr. V-VIII.  
They came from Sweden; illus. by E. C. Caswell. Houghton, 1942.  
Gr. V-VII.  
They came from France; illus. by Lois Lenski. Houghton, 1943.  
Gr. V-VII.
- Lang, Don - On the dark of the moon. Oxford, 1943. 9-12 yrs.
- Means, Florence (Crannell) - Shattered windows; illus. by Armstrong Sperry.  
Houghton, 1938. Gr. VII-IX.
- Stone, C.R. - Inga of Porcupine nims. Holiday, 1942. 10-12 yrs.
- Sauer, Julia L. - Fog magic. Viking, 1943. Gr. V-VII.

Other Lands and Peoples

Group 1: Fiction and personal narratives. Group 2: Factual accounts.

- Angelo, Valenti - Nino. Viking, 1938. 9-12 yrs.
- Arason, Steingrímur - Golden hair, the story of Signy's Iceland; illus. by Gertrude Howe. Macmillan, 1945. Gr. IV-VII.
- Bartusek, Lebuska - Happy times in Czechoslovakia; forward by Eleanor Roosevelt; drawings by Yarka Bures. Knopf, 1940. 9-10 yrs.
- Bemelmans, Ludwig - Hansi. Viking, 1934.  
 . Madeline. Simon & Schuster, 1939. Gr. III-IV.
- Bothwell, Jean - The thirteenth stone. Harcourt, 1946.
- Bright, Robert - Travels of Ching. Scott, 1943. Gr. II-III.
- Brock, Emma L. - At midsummer time; a story of Sweden. Knopf, 1940. 9-10 yrs.
- Buck, Pearl S. - The water-buffalo children; drawings by Wm. A. Smith. Day, 1943. Gr. III-V.
- Collin, Hedvig - Wind island. Viking, 1945. 7-10 yrs.
- Crockett, Lucy Herndon - Lucio and his nuong. Holt, 1939. Gr. III-V.
- Dodge, Mary Mapes - Hans Brinker; or, The silver skates. World pub. co. (Rainbow classics), 1946. Gr. V-VII.
- French, Henry Willard - Lance of Kanana; illus. by Wilfred Jones. Lothrop, 1932. Gr. VI-VIII.
- Jones, E. O. - Maminka's children. Macmillan, 1940. Gr. VI-VIII.
- Kiviat, Esther - Pajji; pictures by Harold Price. Whittlesey, 1946. Gr. IV-VI.
- Lewis, Elizabeth (Foreman) - Young Fu of the upper Yangtze; illus. by Kurt Wiese. Winston, 1932. Gr. VII-IX.
- Marais, Josef - Kees the Hottentot; tales of the veld; illus. by Henry Stahlhut. Knopf, 1945. Gr. IV-VII.
- Ransome, Arthur - Swallows and the Amazons; illus. by Helene Carter. Lippincott, 1931. Gr. VII-VIII.
- Seredy, Kate - Good master. Viking, 1935. Gr. V-VII.
- Spyri, Johanna - Heidi. World pub. co., 1946. (Rainbow classics)
- Urbans, Estelle - Tangled web. Dutton, 1943.
- Van Stockum, Hilda - Cottage at Bantry Bay. Viking, 1938. 10-12 yrs.
- Barnouw, Adriaan - The land of William of Orange. Lippincott, 1944.
- Bragdon, Lilian J. - The land of William Tell. Lippincott, 1938.
- Brown, Rose - Land and people of Brazil. Lippincott, 1946. 10 yrs. and up.
- Cohn, Norma - Little people of the big country; pictures by children of Soviet Russia. Oxford, 1945. Gr. II-V.
- Gatti, Ellen and Attilio - Here is Africa. Scribner, 1943. Gr. V-IX.  
 . Mediterranean spotlight. Scribner, 1944. Gr. VII-IX.
- Huebener, Theodore - "La douce France"; an introduction to France and its people in English. Holt, 1940. Gr. VII-IX.
- Kelly, Eric P. - Land of the Polish people. Stokes, 1943. Gr. V-IX.
- Kennedy, Jean - Here is India; photographs by Alice Schalek and others. Scribner's sons, 1945. j & s h s.
- Nazaroff, Alexander I. - Land of the Russian people. Lippincott, 1944. Gr. VI-IX.
- Nourse, Mary A. and Goetz, Delia - China; country of contrasts. Harcourt, 1944. Gr. VII-IX.
- Smith, Cleveland and Taylor, Gertrude - Flags of all nations. Crowell, 1946. Gr. VI and up.
- Stefansson, Evelyn - Within the circle; portrait of the Arctic. Scribner, 1943. 10-14 yrs.
- Street, Alicia - The land of the English people. Lippincott, 1946.

Understanding Our Neighbors

Stories of minority groups in which better understanding and correct relations are built up.

- Association for Childhood Education. Literature Committee. Told under the stars and stripes; illus. by Nedda Walker. Macmillan, 1945. 8-12 yrs.
- Beim, Lorraine and Beim, Jerrold - Two is a team. Harcourt, 1945. 5-8 yrs.
- Buchanan, Rosemary - House of friendship. Longmans, 1946. 11-15 yrs.
- De Angeli, Marguerite - Bright April. Doubleday, 1946. 9-12 yrs.
- Estes, Eleanor - 100 dresses. Viking, 1944. Gr. IV-VI.
- Gates, Doris - Blue Willow. Viking, 1940. Gr. V-VIII.
- Leaf, Munro - Let's do better. Lippincott, 1945. Gr. III-VI.
- Means, Florence Crannell - Moved outers; illus. by Helen Blair. Houghton, 1945. Gr. VII-IX.
- Taylor, Eva - Men are brothers. Viking, 1937. 12 yrs. and up.

## LIST OF BOOKS FOR ADULTS SENT TO JAPAN

Books on American Educational Theory and Practice

- Adams, James T. Frontiers of American culture: a study of adult education in a democracy.
- American Association of School Administrators. Paths to better schools (23rd yearbook).
- American Council on Education, Division on child development and teacher personnel. Helping teachers understand children.
- Andress, J. Mace, and others. Working Together for Health and Safety.
- Caswell, Hollis L. Education in the elementary school.
- Douglass, H. R. Organization and administration of secondary schools (rev. ed.)
- Fine, Benjamin. Admission to American colleges.
- Harvard University Committee on Objectives of a General Education. General education in a free society.
- Hutchins, Robert M. Education for freedom.
- John Dewey Society. The American high school: its responsibility and opportunity (8th yearbook).
- Johnson, Alvin. The public library: a people's university.
- Kotschnig, W. M. Slaves need no leaders: an answer to the fascist challenge to education.
- Landis, P. H. Adolescence and youth: the process of maturing.
- Mahoney, John J. For us the living: an approach to civic education.
- National Society for the Study of Education. American education in the post-war period: structural reorganization (44th yearbook, part 2).
- Otto, H. J. Elementary school organization and administration (2d ed.)
- Rieves, Floyd W. (ed.). Education for rural America.
- Rossell, Beatrice S. Public libraries in the life of the nation.
- Russell, John D., and Judd, C. H. The American educational system.
- Schatzmann, I. E. The country school at home and abroad.
- Stoddard, G. D. The meaning of intelligence.
- Ulich, Robert. History of educational thought.

A Few Representative Textbooks

- Atwood, Thomas. Nations beyond the seas (rev. ed.)
- Becker, Carl L., and Duncalf, Frederic. Story of civilization.
- Betz, William. Basic mathematics.
- . Everyday junior mathematics (2 vols.)
- Craig, Gerald S., and others. Our world of science. (Books 1, 3, 4, 5.)
- Davis, I. C., and Sharpe, R. W. Science: A Story of progress.
- Dull, Charles E. Modern Physics.
- Gardner, Helen. Art through the ages.
- Goldstein, Harriet and Vetta. Art in everyday life.
- Gray, Arbuthnot, and others. New basic readers (primer, grades I, II, III).
- Kelty, Mary G. Life in early America.
- . Life in modern America.
- Legouis, Emile. A short history of English literature.
- Nettels, Charles H., and others. Physical science.
- Ritchie, John W. Biology and human affairs.
- Rogers, Lester Burton, and others. Story of nations.

Books Reflecting American Life and History

Adamic, Louis. My America.  
Adams, James T. Epic of America.  
Barnes, Harry Elmer, and Ruess, Green M. The American way of life.  
Brogan, D. W. Government of the people.  
----- The free state.  
Brown, Sterling A.; Davis, Arthur P.; and Lee, Ulysses (eds.). The Negro caravan.  
Cather, Willa. My Antonia.  
----- O Pioneers!  
Chamberlain, Samuel. Fair is our land.  
Corwin, Edward S. The Constitution and what it means today.  
Duffus, R. L. The valley and its people.  
Dulles, Foster Rhea. Twentieth century America.  
Duncan, Ethel M. Democracy's children.  
Faulkner, Harold U.; Kepner, Tyler; and Pitkin, Victor E. U.S.A.  
Flanagan, John T. (ed.) America is west.  
Ford, James and Katherine M. Design of modern interiors.  
Franklin, Benjamin. Autobiography.  
Gassner, John (ed.) Twenty best plays of the modern American theater.  
Glasgow, Ellen. Barren ground.  
Hagedorn, Hermann. Americans: a book of lives.  
Hatcher, H. The great lakes.  
Hockett, Homer Carey, and Schlesinger, Arthur Meier. Land of the free.  
Hughes, Langston. Not without laughter.  
Huszar, George B. de. Practical applications of democracy.  
Jaffe, Bernard. Men of science in America.  
Lane, Mrs. Rose E. Let the hurricane roar.  
Melbo, Irving Robert. Our country's national parks.  
Norris, George William. Fighting liberal.  
Overstreet, Mrs. Bonaro W. Freedom's people.  
Peterson, Florence. American labor unions.  
Rawlings, Marjorie K. The yearling.  
Richter, Conrad. The trees.  
Rivera, Diego. Portrait of America.  
Stegner, Wallace. One nation.  
Taylor, Deems; Peterson, Marcelene; and Hale, Bryant. A pictorial history of the movies.  
Van Doren, Carl. The American novel, 1789-1939.  
Webster, Clarence M. Town meeting country.  
Wharton, Edith. Ethan Frome.  
Wish, Harvey. Contemporary America.  
Yost, Edna. American women of science.