

They both have the same message. One says very little, but what it says and the picture it presents is simple -- it represents but one idea. The other handling of the same matter is complicated, requires study, and for that reason is complex and not so easily understood. It is good, mind you, but it is not as good as the simple treatment.

Choice of words has a lot to do with the success of your visual aids. Everything you do both in word selection and in picture or cartoon selection must, as much as possible, be in terms of the individual hopes, aspirations, and needs of the workers for whom it is designed. This is called the principle of identification. If the graphic and ideographic subject of the visual aid is related to the person who is viewing it, he will recognize the matter as something directly concerning him. He thus identifies himself with the subject matter, and therefore gives it closer attention and thought. Thus, if you were talking about a kyodokumiai, you could illustrate its importance in two ways:



In the first case, the worker says: "As if I am interested in that. I do not have enough money to go to Kamakura." In the second case, the appeal is made directly to Sato San and is in terms of his everyday activities. Sato San will identify himself with the poster at the right. He will probably ignore or resent the poster at the left.

The third principle is that you must define the terms you use. If you are talking about democracy, be sure you have explained what you mean by democracy. If you talk about collective bargaining, explain what you mean by collective bargaining. Thus, if you are designing a kamishibai dealing with collective bargaining, first use two or three illustrations to explain individual bargaining, then use a few pictures and perhaps a chart to drive home the basic principles of collective bargaining.

There are many other principles to be observed, but perhaps one of the last principles is that in all visual aids, you must use illustrations which picture things common to the everyday life of the worker. When you are talking about food problems, you talk about daikon, rice, and fish. When you are talking about democracy, you talk about local union elections, rank-and-file votes, and democracy in the shop.

In other words, put yourself in the everyday world of each and every worker. YOU must think in terms of the ideas which fill the head of Sato San, our typical Japanese worker. Grand social schemes and deep philosophic illustrations may appeal to the highly educated college professor... but Sato San out in the local union is interested in getting a new tatami, buying some daikon, or getting some Showu Sauce for his wife. This is the principle of talking on the same level. The use of ideographs which may not be easily understood by the average worker is not a sign of learning and intelligence. Rather, it is a sign of ignorance. An intelligent education director knows what words will, and what words will not, be understood by the rodosha. A vain and pompous education director will use difficult words in order to advertise that he is a university graduate.

So remember. When you are designing visual aids for use in your educational work, no matter what it is, stick to the principles:

Simplicity - Is the idea clear?

Identification - Does it appeal to the personal interest of the student or the reader?

Define the Terms - Will the workers understand the words you use?

Talk on the same Level - Are you talking about the things which the rank-and-file are talking and thinking about?

MAKING THE VISUAL AIDS

So much for the types of visual aids to be used, and the manner in which to use them.

What visual aids can be used?

Certainly a blackboard and chalk can be obtained in any part of Japan. It is possibly one of the least expensive of the visual aids to be employed in trade union education. And because you can write an infinite number of illustrations on

the blackboard, it is one of the most fluid of all visual aids. However, it is limited by the imagination and artistic skill of the person using the board. The blackboard will be found of great use at union meetings, shop stewards' meetings, educational classes, and other trade union gatherings.

The kame shibai is another inexpensive visual aid. If a few trade union members get together for a few evenings, they can soon prepare a script presenting one subject -- Trade Unionism, How to Run a Union Meeting, the Purpose and Operation of the Rodo Iin Kai, or Collective Bargaining. After they have written forty or fifty different groups of ideographs to develop their subject, they then turn the manuscript over to a worker who can paint well with water colors. Or perhaps one of them has an especially talented son or daughter who can do the job. With some paper and water colors, the kame shibai is soon ready for its first showing. The workers continue to design and write new kame shibai, and in this way develop a series of kame shibai which present the fundamentals of trade union principles.

The use of the sound movie is restricted by the high cost of sound projectors, and the lack of films dealing with trade union subjects. At this time, it may be remarked that many of the American trade unions have made their own trade union movies. They often have a cinema operator on the staff of the national union who, after a movie has been made, travels from local union to local union showing the cinema not only to the union membership but also to the public in general. Indeed, in some American cities, the American trade unions have made it a practice to show trade union movies without any charge in the local primary school or the public park -- usually during the summertime.

The film strip, because it is inexpensive and easily prepared, offers a fertile ground for trade union exploitation. Film strip machines can now be obtained on the market. Film strips can be made by using either cartoons, photographs, or both.

For example, a trade union education director can write an outline of the entire process of collective bargaining, its implementation by the shop steward system, and the negotiation carried on by the bargaining committee. He prepares a script in the regular way, gives it to a fellow union member who is an artist, and soon a set of drawings have been made which illustrate the script. One or more film strips can then be prepared by a commercial film strip company, and soon the national union can have a representative travelling throughout Japan giving the lecture, showing the film strip, and answering questions about the subject.

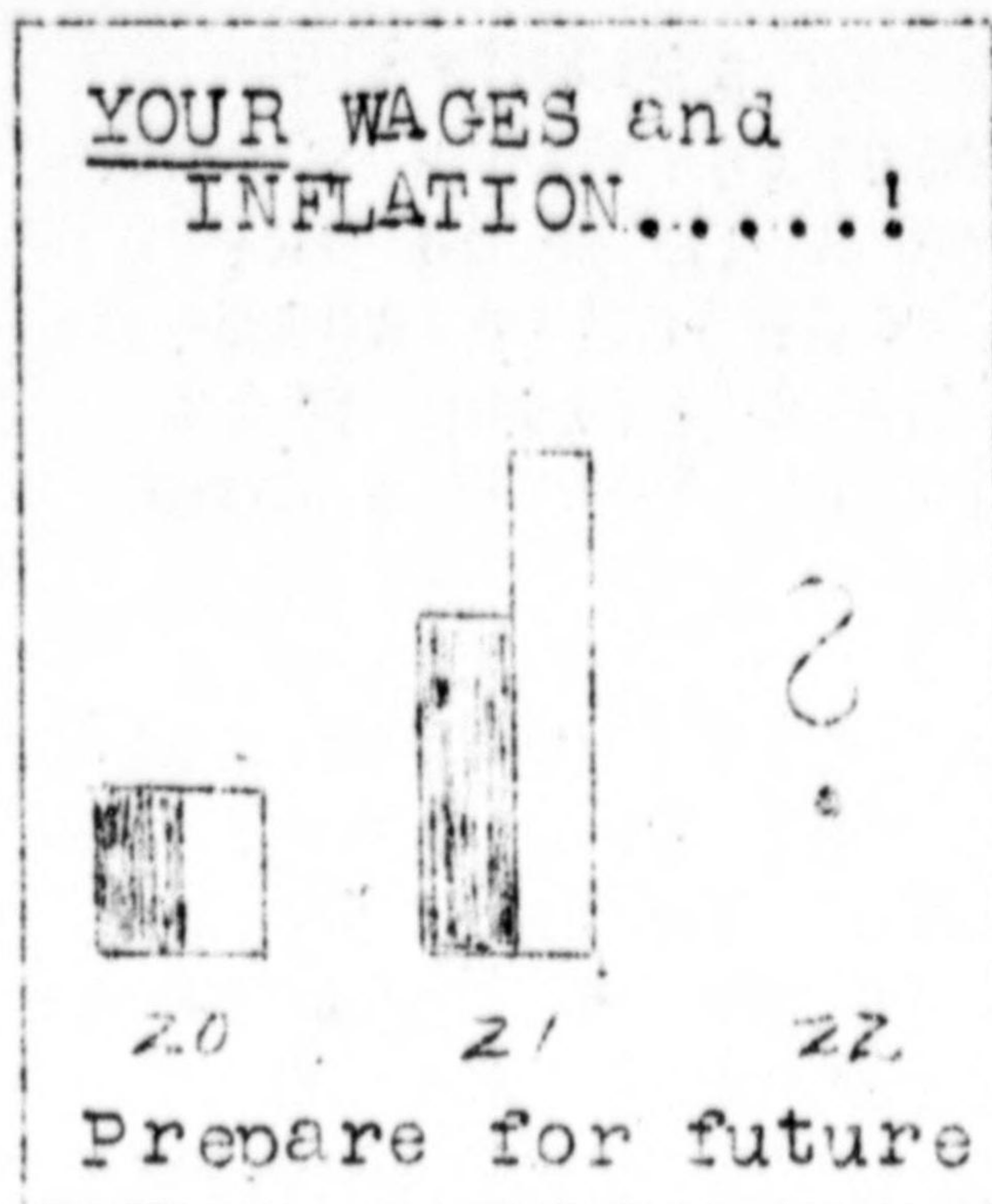
This method of visual education is to be especially recommended at this time because of the drastic paper shortage in Japan. As the American trade unions have made extensive use of film strips in developing trade union education, it is quite possible that many of the American film strips may be of use in Japan ... thus eliminating the cost of original preparation of the strip.

The poster is another fluid technique which can be used extensively, is relatively easy to employ, and is general in its application. Posters are used to inspire action, to encourage, to warn, and to deliver any sort of short message in a manner which the worker can readily understand. As it employs water colors, it has the combined appeal of animation (poster picture or cartoon), terse language, and color.

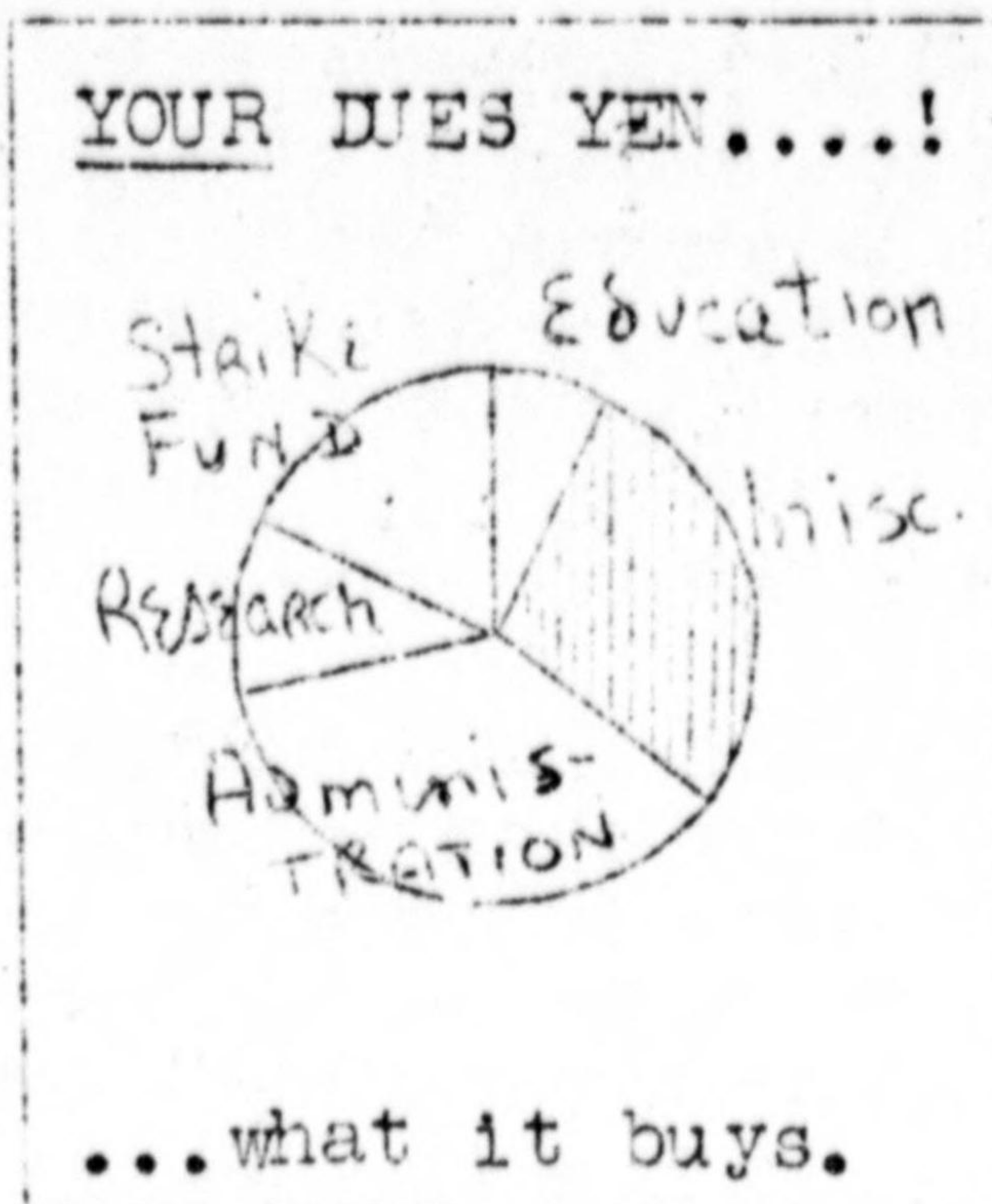
Posters must be designed very carefully if they are to accomplish their purpose. The main rule is to have the ideographs appeal to the self-interest of the worker. Use the words well ... and sparingly. A cartoon poster which has to use thirty or forty ideographs to explain the picture is not very good. The best poster is that with a drawing or cartoon which speaks for itself. A few words are used to emphasize the meaning of the picture or cartoon. Careful use of color (such as red, which emphasizes, and light blue, which de-emphasizes) can play as important a part in the success of the poster as cartoon and slogan selection. The main rule to follow in the use of color is to use bright colors to arrest attention, and to employ subordinate colors to express the idea.

The use of the bulletin board is varied. The main technique to remember in the use of the bulletin board is to change material on your bulletin board from day to day. When the workers are in the habit of reading a new item every day, they will look forward to what you will have there the next day. If you leave material on the bulletin board for weeks, the workers will soon stop looking at it, and you have destroyed a very excellent technique.

As to the use of charts and graphs, they are excellent visual aids to be employed in the use of financial and statistical figures and facts. The chart is used to indicate the structure of an organization or company, the apportionment of union funds, the various ways in which the worker spends his money, and so forth. It can be used to drive home a good point. There are many ways of expressing charts, but the usual ways are the bar chart, the pie chart, and the figure chart, as illustrated on the following page.



BAR CHART



PIE CHART

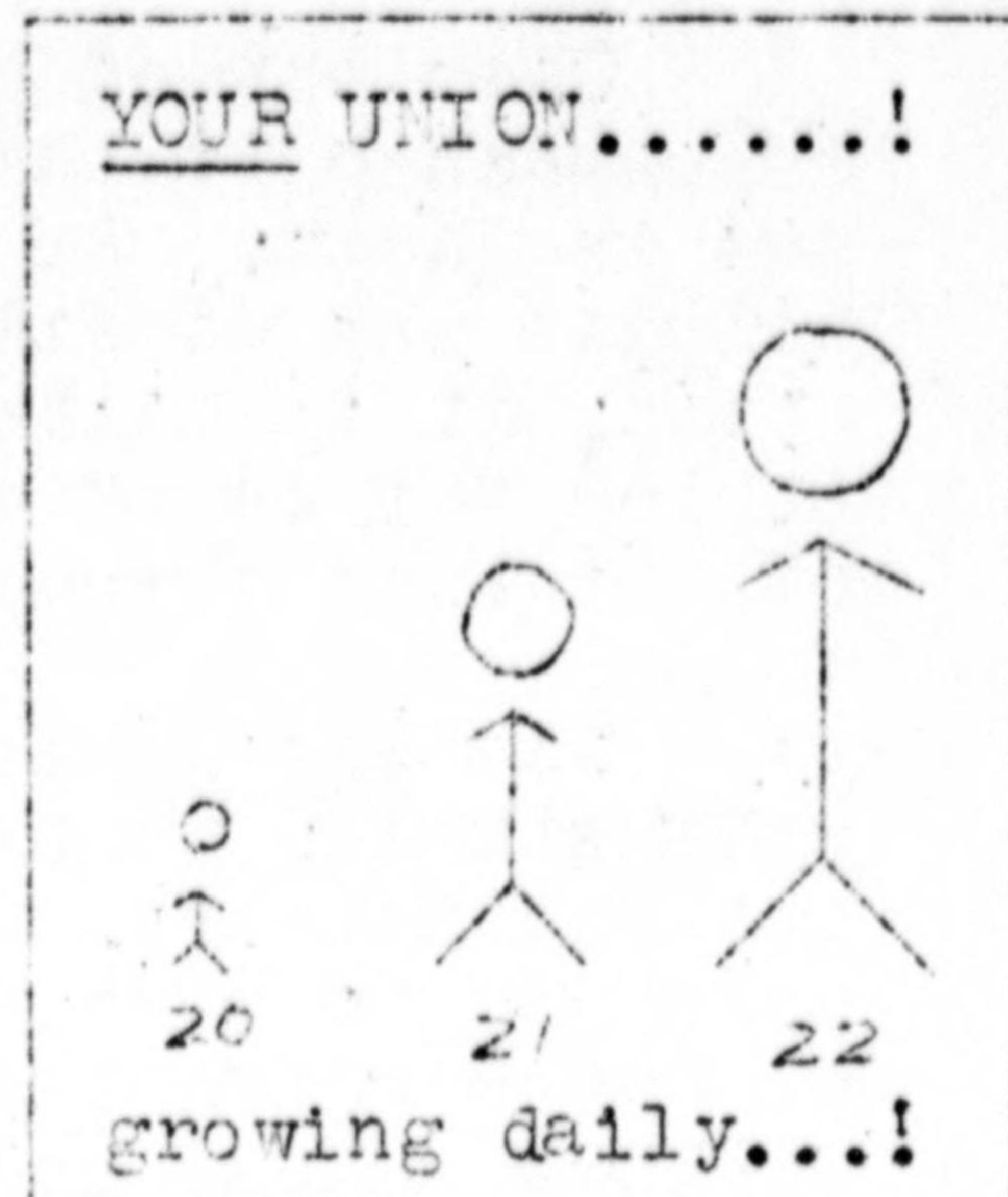
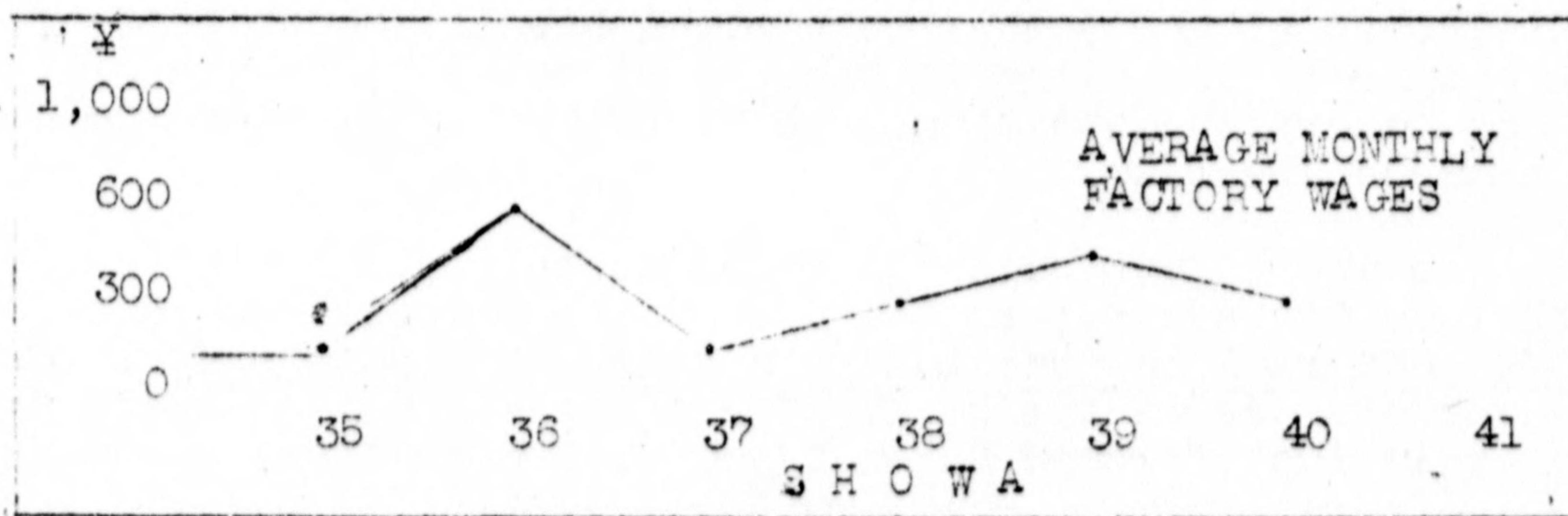


FIGURE CHART

Each type of chart shows a relation between two items -- between wages and months, between income and expenses, between time and the number of union members, and so forth.

The graph is another way to illustrate the same facts. But instead of relating sizes or percentages to one another, the graph is usually employed to relate trends -- the rise in the cost of living, the rise in salaries related to significant dates, and so forth. Thus:



EXPLOITATION OF AIDS

As with all other trade union education work, there must be planning on a long range basis in the utilization of visual aids. For instance, with movies, film strips, and kame shibai, the obvious planning is for the union to outline a series of subjects which are to be developed month by month. You may plan a series, one dealing with trade union principles, one with operation of the trade union meeting, one with collective bargaining, one on grievance machinery, and so on. After you plan a program, begin work so that every month or so you can produce another subject.

Next, plan for distribution so that there is maximum use of whatever of these aids you have developed. If you develop the kame shibai, you may plan to have one union brother go from plant to plant in one city, day by day, and show the kame shibai to the workers as they eat their lunch. When he finishes one city, he goes on to the next city where you have several chapters, and repeats the process. By the time he has visited as many chapters as practicable, he then returns and begins all over with a new subject. Thus, every worker in nearly all of the chapters is able to see a new kame shibai every month.

In regions where there are several different local unions, they may arrange to show the kame shibai on a regional basis, assigning one of their members to the task of showing the kame shibai monthly to all local chapters in the region. That is the kind of work that the district or regional education committee may very profitably carry on.

With the bulletin board, the local union education director should make it a practice to clip some important item from the local newspaper, collect clever rodo kumiai cartoons, and otherwise keep a new item on the bulletin board every day. Sometimes it is possible to use such a bulletin board right in the shop; sometimes it can be done in the eating hall; and sometimes in the dormitory. The important thing is to change the items daily and use plenty of small posters, cartoons, and other items clipped from newspapers and magazines.

Regarding posters, the national education director can be of great assistance to the local union education director if he will send out a monthly bulletin outlining new developments, announcing union policy decisions, and suggesting poster ideas. The local union education director has something to work on, and can follow a regular program in developing his own poster series. The basic information and ideas come from the national union, but the artistic treatment of the information or idea rests with each and every local union education director.

DISTRIBUTION

So far, we have discussed distribution only in terms of the local union. But with many ideas, the union desires to inform the public. The American unions have developed the idea of putting their posters where the public can see and read them. Thus, in Japan, posters may possibly be placed in railroad stations, in the public bath, in tea rooms, and in other places where the worker who is not working in a union plant can see them and read the message of the union. A well-designed information and education program based on such a wise use of posters placed in public places can often be of great assistance in developing public understanding of the purposes and objectives of the trade union movement.

SUMMARY

This discussion has been but an outline of the use of visual aids in trade union education and information work. With the exception of the cinema, all of the visual aids discussed here are within the reach of practically every local union in Japan.

Their use depends upon the imagination and talents of the local union education director. A wise use of visual aids in the trade union education and information program can go far in changing lectures and classes which are as flat as rice cakes into interesting and informative meetings where the trade union membership will find new ideas, new inspiration, and new understanding.

- end -

Note: It is reported that there are some companies in Japan manufacturing film strip machines at this time. One such company is the OKUDA CO., Kyobashi Ku, Kyobashi 3-chome, No. 4. They offer a 200-person machine, with case, for ¥ 1,000 and 500-person machines in two models priced at ¥ 2,000 and ¥ 2,500.

GRIEVANCE MACHINERY & THE SHOP STEWARD SYSTEM

Background

After a union has been formed, one of the first acts of the union is to negotiate, through collective bargaining, a written contract with the employer. That contract covers wages, hours, and general working conditions, defining the rights and duties of both the employer and the unions,

When the contract has been signed by both the company and the union, both parties agree with sincerity to live up to its terms for a fixed period. The agreement may be for six months, one, or two years. During that period, problems come up from day to day, and it would be impracticable for the head of the union to meet with the president of the company every day in order to solve these problems and disputes.

Grievance Machinery

In order to handle these day-to-day problems arising under the contract, the union and the management agree beforehand to a system to be used in settling grievances as rapidly as they arise. In order to secure rapid settlement of grievances, the system to be used must be outlined in advance, agreed to, and set down in writing as a part of the labor agreement. Thus, when a worker has a grievance or some problem relating to his wages, hours, or working conditions under the contract, he knows exactly what must be done in order to try and solve that problem.

On the other hand, if there is no such system set up in advance, many grievances may arise which cause first confusion, and may finally result in the precipitation of a labor-management dispute.

Grievance machinery is the system used to minimize friction, to establish daily industrial democracy in the plant or mine, and to promote stable management-labor relations.

School of Democracy

By decentralizing authority within the plant, and by arranging to have foremen meet frequently with shop stewards, many persons learn how to present an argument, how to argue for the adoption of their point of view, and how to speak in rational and factual manner.

This aids in the development of the dignity of many workers right inside the shop, and that in turn aids in the production of new leadership inside the local union. Instead of one man at the top doing all the talking and thinking, the use of grievance machinery and the shop steward system develops wide participation in collective bargaining on the part of many members. The implementation of grievance machinery thus aids in the development of skilled negotiators both on the side of management and of the trade unions.

The shop steward system is the method used to make grievance machinery work from day to day. The shop steward, as the representative of the workers in a certain department or section of a plant, mine, or mill, is elected by the workers he represents and is responsible to them for prompt and intelligent settlement of grievances.

The Shop Steward

The shop steward has the important task of settling disputes regarding enforcement and application of both the letter and the spirit of the contract or collective agreement concluded by the trade union and the company.

The shop steward is therefore the watchdog of democracy in the shop. It is his or her job to make the contract work, to guard democracy jealously. And just as important, it is the job of the shop steward to keep the workers in his department or building informed on union activities and interested in the day-to-day activities of the union. The shop steward puts life into the contract, and makes it live. Likewise, by inspiration and example, the shop steward encourages all of the trade union members in his or her department to become more and more conscious of the mission of the trade union in building a better world for everyone.

How It Works

ks in this fashion. Each department has a company foreman or r. In turn, the union has its shop steward who is the counter any foreman, only that he represents the workers of the trade Whenever a worker in any department thinks that something must be done in his shop, he goes to his shop steward and hands him a slip of paper. On it he gives his name, his clock number, briefly writes out his grievance, and signs his name. Once a day, usually for half an hour, the shop steward leaves his job and goes to the office of the foreman. He presents the grievance, tells the foreman why it should be granted, and then they argue about the grievance. Perhaps they settle it, and the change is made. If not, then the steward writes on the back of the slip the decision of the foreman, then hands this to the bargain-
ing council. Once a week, the bargaining council will have a meeting with the heads of the factory, and the grievances not solved on the local shop level will then be brought up. Again, the bargaining council will argue with the top company manager, and they will attempt to reach an agreement. Often agreement will be reached, and the change will be made. Or, as in some cases, the union and the company will use an impartial umpire, and the unresolved grievance will go to the impartial umpire for his decision or to the Rodo Iin Kai.

This has a very important effect in the shop. A worker with a good suggestion on increasing production makes it through his shop steward, and the union gets behind his suggestion. If it is accepted, through bargaining, the union has scored -- and the worker realizes that his brain, and his ideas are important. A worker who needs a safety device on his machines, by going through the union, gets that device ... and he realizes that the union is working for him.

And the company begins to realize that every worker in the plant is a human being with dignity and intelligence-- that every worker is working every day to improve his working conditions, his productivity, and his usefulness to the economy .

no longer just a cog in a machine -- he is an intelligent,
of the economic society.

Steward Selection

Take an example of a small factory in one Ken of Japan. The factory employs 500 workers, all of whom are members of a union. The factory is divided into five parts -- raw materials, foundry, machine shop, assembly shop, and warehouse. The union decided that it will have 50 workers per shop steward, so that permits 10 shop stewards in this plant. The raw material building has 50 workers, so all of the workers in that building will get together and elect 1 shop steward. The foundry has 100 workers, so they elect 2 shop stewards. The machine shop has 150 workers, so they elect 3 shop stewards. The assembly building has 100 workers, so they elect 2 shop stewards. At finally the warehouse has 100 workers, so they elect 2 stewards.

The system of election will vary from shop to shop, from mine to mine, from mill to mill. In a department store, the shop stewards will probably represent the different departments of the store. On a ship, the shop stewards will represent the types of sailors. With longshoremen, the shop steward will possibly represent the different work gangs, and so forth.

Once elected democratically by the workers in their respective branches, the shop stewards then meet with the President and other officers of the union, and together the shop stewards and the union officer will constitute the bargaining council of the local union.

Thus, in electing a shop steward to represent them, the workers in America are usually careful to select a person of intelligence and maturity. They usually elect a man or woman who will work unselfishly to enforce the contract and promote stable labor-management relations. That does not mean the elected shop stewards will always agree with the company. But when they disagree, they agree on the principles involved and they argue with energy and logic.

Recall

of fair and just representation, many union constitutions provide for the recall of shop stewards should it prove that they are lazy, incompetent, or inclined to represent the company instead of the union. The recall means that any time the workers in a department can call a meeting and take a vote on the present shop steward. If the majority of the workers vote to recall him or her, the shop steward is dismissed from the post. Then the workers will elect another shop steward. This recall system provides for rank-and-file control of the person they elect to represent them.

Payment of Shop Steward

The present usually arises: "Who pays the wages of the shop stewards when they are adjusting grievances?" If a man leaves his job for an hour or two, the employer will probably deduct the lost time from his wages. However, in British and American unions, it is often the practice to include in the contract between the union and the company a clause regarding the shop steward system. This includes a certain amount of time per day which the shop steward may use for grievance adjustment. The company usually agrees to pay the wages during this specified time. If he consumes more than that, the extra lost time is paid by the rodo kumiai. American unions found that if the company paid unlimited lost time for shop stewards, some of them would abuse the privilege and idle day away. If a shop steward is allowed a time limit of 30 minutes or an hour a day for grievance adjustment, paid by the company, it will usually be found sufficient. The justification of payment is based on the fact that the shop steward is working with the foreman to adjust grievances and keep production flowing smoothly. That is important to both union and company -- although both have different interests in the problem.

The Shop Steward and Contract Negotiation

The shop steward system and the bargaining council have another important function. As the months go by, the shop steward in each department becomes an expert on the operations and functions of his department. He knows just what must be done to make production and working conditions better. He knows what the workers want in his department. When it is time to begin meetings with the company to discuss terms for a new contract, each shop steward makes a contribution -- one department needs this, another department needs that. The bargaining committee meets with the shop stewards and they write down all of the demands of the union. Then, at a general meeting of the membership of the entire local union, the demands are read, point by point, and the membership either approves, or changes the demands. When the final demands are worked up, then the bargaining council and the union officials begin their meetings with management, making their demands, and fighting for them if the company will not accept the demands. Because the shop stewards know so much about their own department, they are able to give convincing arguments, and can quote facts and figures. The shop stewards are able effectively to work for a good contract.

Voluntary

The use of mediation, conciliation, or arbitration as a part of grievance machinery is completely voluntary. The only compulsory feature of arbitration is that both the trade union and management, if they agree to use arbitration, agree in advance as to the points to be arbitrated. Once they agree on the points to be arbitrated, and the persons to do the arbitration, then both management and the trade union agree to accept in advance the decision of the arbitrator or the never go to arbitration in most of the American and British trade unions. They will reach agreement on most items through collective bargaining, and will refer to the arbitrator board a few items upon which they have not reached precise agreement. The arbitration machinery is used to break a deadlock.

Why are Grievance Negotiations So Important?

Negotiations of grievances are the union representative's toughest and most important job. The members of your local will gauge the strength of your union by the success of grievance settlements. They will regard an unsettled and long seething grievance as an indication of the union's inefficiency and ineffectiveness. Unfortunately, it will be remembered even though the union has obtained important gains which should outweigh this seemingly unimportant incident.

On the other hand, a swift and successfully processed grievance, well advertised to the members, is an active object lesson of the union's strength and effectiveness. Here is where the union officer at the local level plays a most important role in the union.

Careless and indifferent local union officers can demoralize the members to such an extent that it takes a long time to rebuild the support that the union should have from the members of that particular local.

What is a Grievance?

A grievance is any unsatisfactory working condition that affects either an individual or group of people. A violation of any part of the contract constitutes a grievance. By now you know what your contract includes. When you find that any section of the agreement is violated you should not wait until some member calls it to your attention. Act immediately by pointing this out to the management, through your shop steward.

The contract can be violated in spirit as well as in letter. The management may ignore the intent of a certain section of the contract while following the wording of it carefully, and may disagree that their action constitutes a violation. They may misinterpret the meaning. That is why the understanding of the contract is so necessary, for many grievances flow from improper understanding of the agreement where either the management of the union, representative may be mistaken.

Sometimes a member will report to you that he does not think that he is being treated fairly on some condition. Other times it will be apparent to you that this is happening although the member may not bring the complaint to you. He may be reluctant about referring it. Be sure to let him know that if his grievance is not cleared up it will eventually affect others. Whatever the factors are, the union officer must be on his toes to see that the unsatisfactory working condition is eliminated. To help you decide what constitutes a grievance to American workers, here are some examples.

Examples of Grievances

1. An unfair and unjustified demotion.
2. Unfair assignment of hours in violation of seniority.
3. Vacations not scheduled with consideration of seniority.
4. Ignoring seniority as a factor to be considered in promotions.
5. Too short a period of rest work hours.
6. Physical comforts such as poor ventilation, inadequate food in cafeteria, not enough heat, etc.
7. An unfair and unjustified dismissal.
8. Too rigid supervision.
9. Unwise and unkind comments by immediate management or harsh and bureaucratic attitude in correcting employees.
10. Coercion or intimidation because a member or representative referred a grievance.
11. Favoritism.
12. Violation of contract and many others too unmerous to mention.

The following steps will help shop stewards in the processing of a grievance.

Investigate the condition referred to you or the complaint of the aggrieved member. Impress upon the member making the complaint that it hurts his case if some of the facts are withheld or misrepresented. In grievances dealing with some management practice that affects the well being of all members, don't accept only one member's views. Know all of your facts first by checking with other members or through discussion of the grievance at a membership meeting. Never go into a meeting with management without preparation or without previous investigation of the case.

In all cases be sure that you check the validity of the grievance. "Validity" means "Does the grievance warrant appealing?" "Has the member any justification for complaining?" No one representative should determine whether a grievance is valid or whether it is worthy of the consideration of the local shop committee. (The local shop committee consists of chairman and shop stewards.) This often is a matter for the entire committee to decide.

If a Member is Wrong Does the Union Back Him?

Some members think that a union exists for the purpose of protecting them no matter what they do. A union defends its members against unfair and arbitrary actions of the management, against unjust dismissals and unfair demotions and against discrimination and coercion. However, the union cannot back a member if he is wrong in his actions. Poor workmanship cannot be defended. Yet the union can defend a man against dismissal or demotion if it was proved that he was insufficiently trained or that he wasn't given a chance.

If a worker's attendance is consistently bad without reason, the union cannot justifiably defend him. If he constantly breaks rules which are a condition of the industry and which every one else must follow, the union cannot support him. If the rules are unreasonable, that is a logical grievance which should be referred to the local committee for settlement. If he is rude and insolent to customers as well as to co-workers, the union cannot reasonably protect him. If he refuses to carry his share of the work, he cannot expect the

union to support him when management disciplines him, But if management's methods of correction are bad, that is the union's concern. It is difficult to get the support of the members if they know a person is in the wrong. Yet most members can be called upon to support a just cause.

Strong Unions and Good Workmanship Go Hand in Hand

A union is proud of its ability to defend its members in a just cause and often is forced to use strong measures to do this. But also a union card and a union label have long stood for superior workmanship. "A fair day's work for a fair day's pay" is a standard union slogan.

There is a close tie-up between union membership and good workmanship. A strong union means security. Members are secure in the knowledge that the union will support them if their working conditions are bad. They know that a good union will be aggressive in making wage demands. When a worker recognizes that through his union he has rights on the job, he feels that he has a stake in his job, When he (or she) has a stake in the job, he turns out better work. One does not need to be a psychologist to know that. A good union member is proud of his (or her) ability to do the job well. Union dues are not a protection against shoddy work.

Call A Local Committee Meeting

Do not wait until grievances pile up or until an unsatisfactory working condition becomes really serious. It only adds to the confusion of your local and your members lose confidence in your ability to settle an aggravating and undesirable situation. An old grievance is more difficult to adjust. As soon as grievances are brought to the attention of shop steward, a meeting of the local committee should be called by the chief shop steward (chairman).

Negotiating the Grievance

The chief shop steward is usually spokesmand at this meeting, He may call upon a committee member to help present the grievance if it was previously agreed upon. However:

upon. However, presentation of matters to be discussed or followed up are the responsibility of the local chairman. If he follows an agenda, being sure that each item is disposed of before moving on to the next grievance, the results are more orderly. The rest of the committee may assist him, but only to strengthen the position of the union. No union representative should offer a personal point of view in opposition to the group opinion.

Stick to the Subject Discussion

While there are management who are seriously interested in helping to work out a problem, there are some that would like to circumvent the settlement of certain grievances. These management develop a technique of cross examination and argument designed either to confuse the committee members or try to contradict a statement made. Others go into great detail, deviating from the actual subject under discussion. Some use a patronizing attitude. This is why it is very important that the chairman and the committee members keep their heads. They must not permit themselves to lose their tempers and must remain firm, cool and polite.

When the chairman sees that he is getting nowhere, it is best to restate the grievance, bring the management back to the problem and explain again, firmly, what the union expects should be done. If you see that you are spending a great deal of time on a grievance without accomplishing anything, inform the management that further consideration will be given to the problem by the committee.

Just as there are over-talkative management, sometimes union officers talk too much. Avoid the temptation to indulge in a lengthy dissertation. This meeting is not the place for self expression. you are meeting here to settle grievances. Stick to the point, state your case briefly and completely.

Call a Brief Recess of Difference of Opinion Occurs

Occasionally an unexpected situation may arise where it is obvious that there is a difference of opinion simply because the members of the committee are not sure what their position should be. If this does occur, the chairman should call a brief recess. Excused from the meeting with management, this issue should be straightened out. When a decision is reached, then resume the meeting. If it is evident that it is a question which cannot be easily decided on such a short notice, inform the management that the committee is not prepared to discuss the matter further and your thinking on the issue will be presented at a future meeting.

Managements often take advantage of an apparent difference of opinion and play one person against the other. Some use a method of singling out one person to ask him what he thinks, hoping that he will be flattered by such attention and will commit himself to a personal opinion. If each person in turn is asked by the management what he thinks, they hope to get enough differences of opinion to show that the committee is not sure what it wants. Be sure that no matter what happens, you maintain the group opinion. Unity shows management that you mean what you say.

Union Is No Place for Opportunists

At one time or another in a meeting with management, some of us have encountered the kind of a representative who hopes to gain management's approval by siding with them. Such a person uses this opportunity to secure a possible promotion. He is a union officer under false pretenses who betrays the confidence of the member who elected him to represent them. He is only representing himself. By using the union as a stepping stone to further his own gains such an officer is doing the union a great deal of harm. Pressure should be exerted by the committee members who should not permit him to build himself up at the expense of his co-workers. A grievance committee should work together as a team. In this teamwork there is no room for a solo performance by a prima-donna who

care nothing about winning better conditions for co-workers. If his un-union-like behavior persists, members have a right to file charges against him for acting in opposition to the common interests of the local.

What To Do If Disposition of Grievance Is not Satisfactory

If the disposition of a grievance is not satisfactory, the committee need not accept the management's answer as final. The chairman may indicate that the solution to that problem does not meet with the union's approval and will require further study. The Committee may decide either to try to negotiate it again later, or appeal it to the District Grievance Committee. Be sure that an accurate account of this meeting is recorded by the secretary of the committee. One copy should be sent to headquarters office and a copy retained by the chairman for his file.

Local Grievance Committee Meets After Meeting With Management

A Meeting of the members of the Local Grievance Committee should be held immediately after your meeting with management. This is important, for at this meeting you have an opportunity to discuss your mistakes, where you could have improved your presentation and strengthened your arguments. Here you decide whether an unsatisfactory decision on a grievance is to be referred to the District Committee, or if further work must be done on it in the local.

Settle Locally If Possible

The use of the impartial umpire, arbitration, or some other manner of settling unresolved grievances at a higher level is usually resorted to only when absolutely necessary.

The entire philosophy of grievance machinery is for the shop steward and the foreman to settle as many problems as possible on the local level. Both are given certain responsibilities by the union and company respectively, and they should endeavor through discussion and compromise to settle as many grievances as possible on the local level.

Use of Grievance Forms

Most American unions employ what they call "Grievance Slips", a copy of which is shown in the appendix. When a worker has a complaint, he writes out the nature of his complaint very briefly and takes it to the shop steward. On the basis of the written complaint, if the shop steward feels it is a legitimate grievance, the shop steward then discusses the matter with the foreman. If the matter is settled, the complaint or grievance is adjusted and the shop steward turns the settled grievance over to the chief shop steward at their regular weekly meeting.

If the matter is not settled, the shop steward makes a note on the grievance as to what the foreman said in explaining why he could not or would not settle the grievance. It is then turned over to the Chief Shop Steward, who again brings up the matter at the regular meeting of the entire Shop Steward body with the Management. By having the matter under discussion in writing, there is no confusion. The statement of the worker is there, and so is the reply of the foreman. These statements keep the discussion concerned with the problem, and both management and the steward know exactly what they are talking about. This helps to avoid confusion and misinterpretation. It also fixes responsibility on the worker, for once he has signed a grievance slip he or she must be ready to defend the truth of the complaint or grievance.

A Few Rules

American trade unions have developed a few rules for the help of the shop steward and chief shop steward:

- (a) Shop stewards and chief shop steward should:
 - (1) Act as spokesman of your committee.
 - (2) Keep a record of all grievance settlements.
 - (3) Keep written records of all meetings and agreements.
 - (4) Keep all grievances moving through the proper grievance procedure.

- (5) Keep your representatives on their toes. See that they know and follow the contract.
- (6) Report all grievances to the membership.
- (7) See that all representatives meet prior to a meeting with management to discuss and plan negotiations of grievances.
- (8) See that representatives meet with you following the meeting with management so that you may review and evaluate your approach and plan your next step.
- (9) Make out your grievance forms at the proper time and do it briefly but fully. Send copies to the headquarters office.
- (10) Refer grievances not settled at the local level to your District Grievance Committee at once on a grievance form. Send a copy to the headquarters office and keep one for your files.

And here are some of the rules for stewards and shop stewards as to actions which should be avoided:

1. Don't allow unsettled grievances to pile up.
2. Don't let your representatives play politics with grievances.
3. Don't be a big shot. Good leaders don't forget they are workers.
4. Don't accept personal favors from the boss.
5. Don't allow management to divide your committee.
6. Don't argue with any representative in front of management. Call for a recess if necessary and straighten it out.
7. Don't move on to another grievance before the previous one is disposed of.
8. Don't allow all to talk at once; you will lose your point.
9. Don't lose your temper. Be firm and aggressive, but polite.
10. Don't be lax about keeping a proper record of grievances on the forms provided for this purpose.

Reach Joint Decision on Presentation of Grievances

After a complete discussion on the validity of grievances and whether they are to be handled locally, the committee should decide how it is to present its case. While it is not always possible to be in complete agreement, always the group opinion or majority viewpoint is the one that is presented. It is a good idea to try to anticipate some of the management's objections to the settlement of the grievance so that you may line up your arguments.

While the entire committee, including the shop stewards, may pass on the validity of grievances and sift grievances to determine whether they are matters for the local to handle, the responsibility of negotiating the grievances belongs to the Local Grievance Committee. (The Local Grievance Committee is the chairman and representatives, or chairman and alternate in small locals.) The Local Grievance Committee may decide whether the chairman is to present all the grievances at the meeting with management, or whether he may call upon a member of the committee who may be more familiar with the particular situation. If the Local Grievance Committee anticipates a great deal of difficulty in negotiating a particularly complex problem, the chairman may call in the District or Regional Chairman to assist in the meeting with management.

Minutes should be recorded at this Local Committee meeting. From these minutes the chairman will be able to draw up an agenda to help her present the case in the meeting with management.

Don't ever go into a meeting unprepared, not knowing what you're going to talk about, not having your facts and not knowing how the rest of the committee feels about these grievances. When the Local Grievance Committee meets with management it should present a united front and back the group opinion.

Arrange for Joint Union-Management Meeting

Arranging for a meeting between the management and the Local Grievance Committee is the job of the local chairman. Time should be arranged for the entire Local Grievance Committee.. While in most cases the management will set aside

time for a meeting as soon as possible, occasionally a management person, not educated to the importance of the union, will try to postpone a meeting. Insist that meeting time mutually convenient be set and that these problems must be discussed. You may also point out that problems get more serious if settlement is delayed and it is also to their interest to get these things straightened out. Be courteous but firm.

Let You Members Know About Settled Grievances

Often members know nothing about the fact that grievances were expedited swiftly and that their working conditions were made more pleasant through the alertness of their union officers. Members have a right to know that the union has controlled over unsatisfactory conditions and unjust treatment, that their own elected officers are performing well.

In some instances the local officers, in their inexperience, have permitted the management to talk them into keeping mum about the union's success in clearing up bad conditions. It was done from a "that a water under the bridge now, let's not stir up any more trouble" point of view. The management knows from experience that the stock of the union goes up when members realize their union officers can deliver the goods. Of course, the union officer will need to use his judgment in withholding certain facts in a delicate situation where general knowledge of the details would harm the aggrieved member.

Letting your members know what you have been able to do helps to solidify your local and rallies your members' support around you. You, as a representative, will have the confidence you rightfully deserve. Confidence and backing are necessary for you to do your work with courage. You can do much to secure this confidence if you follow through carefully on every step of the grievance procedure properly, conscientiously read information given to you, pass it on to the members and carry on the rest of the responsibilities expected of you as a

union officer. As fully as possible, the following grievance steps have been outlined to help you in your job. While there is no substitute for experience, study of these steps can help you avoid mistakes which may be costly, not only to your own prestige but to the welfare of the co-workers you represent.

Educational Activities

When a shop steward system first gets underway in a plant, it is the duty of the local union education director to attend every meeting of the shop committee (when the stewards meet each week) and begin by giving them a short 15-minute talk, week by week. The education director can divide the shopsteward manual into four or five parts, and give them a short lecture on each part, following this up with questions to the shop stewards in order to make sure that they understand every principle.

Next, the education director will take up the contract with the company, analyze, and explain it to the shop stewards, again explaining the points by asking intelligent questions.

Finally, the education director can drive home the whole idea of the shop steward and collective bargaining by at random selecting two shop stewards at a meeting. They are called to the front of the group. For example, the education director of the local union says:

"Sato San, you will be the foreman. Your company is not making very much money, and has given you orders to refuse any grievance which will involve spending any additional yen at this time.

"Watanabe San, you will be a shop steward. One of the workers in your department, the machine shop, complains that many of the workers and himself are being cut and injured by a lack of safety devices. The worker has demanded certain minimum safety devices. You know that they will cost about 1,500 yen to install."

The education director then says, "Now, Sato San, and Watanabe San, you just play your parts. You, Sato San, argue as best as you can. You, Watanabe San, you think up enough arguments to win your cases. Both of you play fair and do not go to extremes. But don't give in to the other fellow unless you feel he has really won the argument".

The first time the education director tries this technique of teaching day-to-day collective bargaining, it may not work so well. Both as your shop stewards get the idea, you will find that they develop wonderful arguments, make speeches, and use their intelligence - whether they are playing shop steward or boss. In America, for instance, where unions use this technique, many workers who play the part of the boss will get excited and really try and fight the union side. From this argument, this clash of personalities and intelligence, both of the workers begin to understand the technique of collective bargaining.

And the shop stewards who are watching this little amateur geki will get as much benefit out of it as the players. If the actor loses his temper and calls the other man names, he will illustrate an important point: Never lose your temper.

If the union man playing the part of the employer can change the discussion and get the union actor all snarled up on an entirely irrelevant issue, so much the better, for it will illustrate another important point: Don't lose sight of the argument -- stick to the argument and avoid any irrelevant issues.

A few months of this sort of education, which is called "workshop" education because the workers reproduce actual conditions and act them out, and the shop stewards will be ready to carry on actual collective bargaining in the plant.

But even then, the educational director of the local union has a very important job to perform with the shop stewards. He has to continue meeting with them every week. From time to time, he should ask them about the things they

want to know -- and prepare lectures on various topics in order to broaden the knowledge of the shop stewards. Some shop stewards will want to know how much money machinists in Osaka are paid for the same kind of work as in Sato San's plant. Another will want to know about safety precautions. Another shop steward will ask for full information on the impartial umpire system. In all cases, it is the job of the education director to keep them informed, to carry on research work, and be the servant of the workers in the plant, especially the shop steward.

Paid Officers

That is why in America and Great Britain there are three key officials of the local union or chapter:

1. The President of the Rodo Kumiai
2. The Clerk of the Rodo Kumiai.

The president is often employed and paid by the union (usually in larger local unions) full time in order to give him complete liberty in moving about the plant, in attending union meetings, Ken conferences, and national conferences, and in sitting in on allshop steward and plant bargaining council meetings.

The clerk of the union will usually be employed in maintaining the records of the union, checking union finances, keeping the union office open, and answering union correspondence. The clerk will also take charge of mimeographing or printing rodo kumiai leaflets and the local union newspaper or bulletin.

And the educational director is frequently employed full time in order that he can have time to prepare for night classes for the workers; so that he can write the leaflets for the clerk to mimeograph; in order that he can prepare the material for the rodo kumiai shinbun; and in order that he can prepare himself to deliver intelligent and useful lectures at the weekly shop steward meetings.

He also, will attend Ken conferences, will work on all sorts of educational projects -- he will start a union library in the union office, he will clip important articles from the various national Japanese newspaper, and call them to the attention of the shop stewards. He will study the decisions of the Ken Rodo Iin Kai as well as the Central Rodo Iin Kai, and any which may apply to his plant will then be read at the shop stewards weekly meeting and discussed.

The shop steward is the vital link between the workers in the shop and the union. But their strength and their activity is largely a result of the intelligent work and energy of the local union education director. If they work closely together, it will not be long before the shop stewards -- perhaps none of them more than primary school men and women -- the shop stewards will know as much about their plant as the manager or the chief engineer.

Developing the Habit of Collective Bargaining

In this fashion, as the years go on, union working conditions as improved, productions increased, and both union and company profit.

For you see, a good union develops healthy human relations in the plant, The worker is more interested in his job. Democracy in the shop is promoted. And the workers feel that they are more a part of the company. That does not mean that the company dominates the union. Rather, the union and the company learn to live with each other, to bargain, to march forward together on the road to industrial democracy.

Additional Reading

If you can read English, you will find in the Tokyo CI&E Library (for Japanese only), directly opposite the Hibiya Theater, a collection of American pamphlets on collective bargaining and grievance procedure. One good book there

to be read is: Harry MILLIS: HOW COLLECTIVE BARGAINING WORKS. You can also secure from the Welfare Ministry, in Japanese, a new booklet, LABOR AGREEMENT PROVISIONS, and from the Central Labor College, in Japanese, two pamphlets, THE CHRYSLER CONTRACT, and the GENERAL MOTORS CONTRACT.

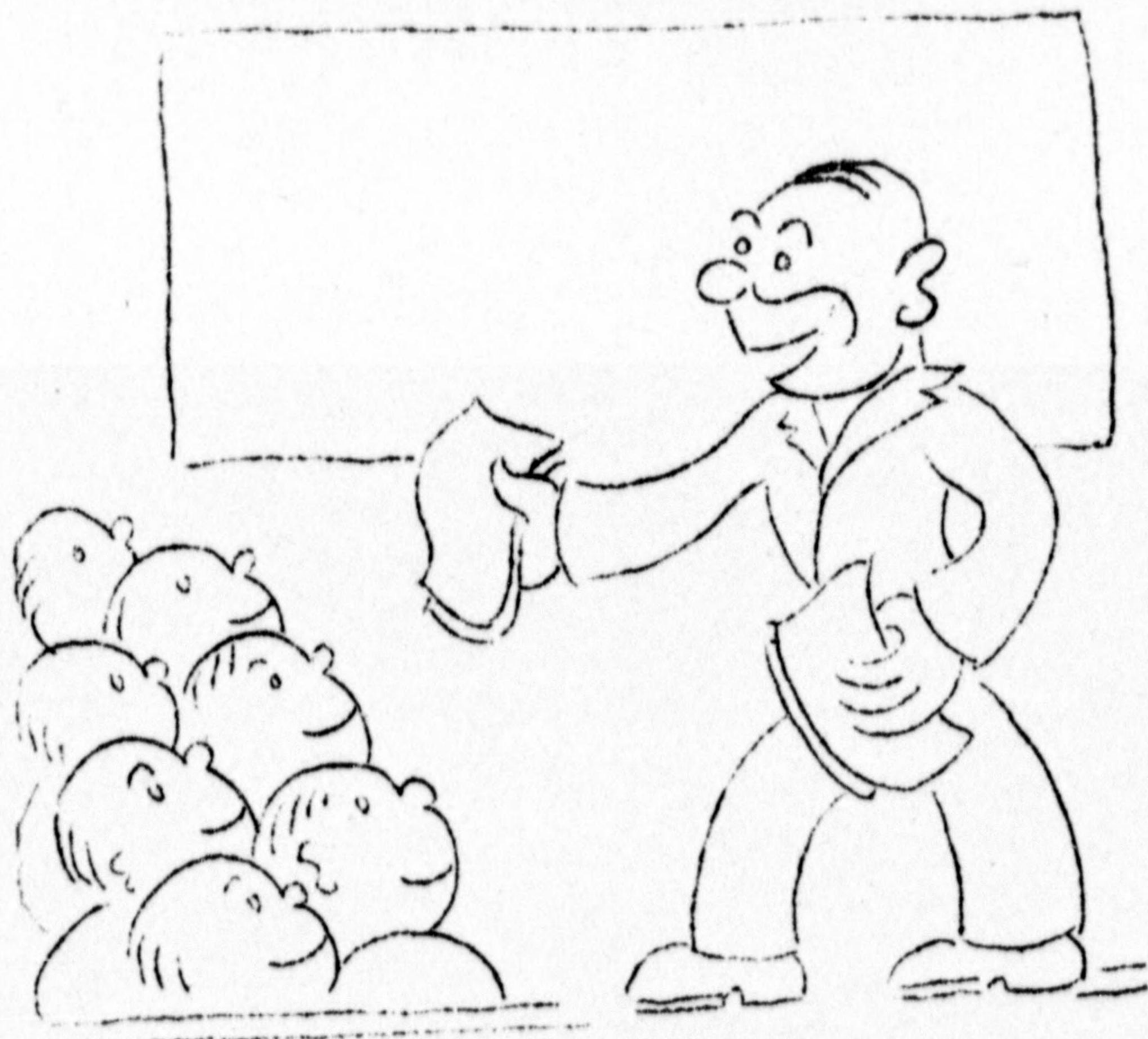
A local union (or chapter) is the unit of the trade union which is established in any one plant, mine, mill, or other unit of employment. A shop steward is the democratically elected representative of the workers in any given unit of a factory, mine, or mill, who conducts day-to-day collective bargaining. A bargaining council is the organization of all shop stewards in any plant, mine, or mill, headed by a democratically-elected chairman, that conducts week-by-week collective bargaining, and participates in basic formulation of contract revisions, changes, demands, and clarifications. A grievance is any demand, report of contract violation, request, or suggestion made by the worker to his shop steward. A grievance slip is the piece of paper on which the worker writes out his name, clock number (or other designation), and grievance. Seniority refers to the length of service of workers either in their own department or in the plant in which they are employed. An impartial umpire system is a system employed in many industries where there are large numbers of employees. The union and the company jointly employ some private citizen, usually a person of great learning, who is paid by both company and union. The union and the company agree through contract to accept the decision of the impartial umpire in advance. Incentive bonus is that system of working whereby workers are paid by the pieces of work, with a rising rate of pay for increased daily production. Many unions in America and Great Britain have abolished incentive bonus systems because they tend to break down the union through inordinate competition between union members. The shop committee is another name for the bargaining council. A union card is the card which

every member carries certifying that he is a member of the union. If he does not pay his dues on time, he is then not in good standing, and the union will take away his union card. The union card must be shown whenever the union member enters a union meeting or other union function. The checkoff is that system whereby the company deducts union dues from the workers' pay if authorized and hands it over in a lump sum to the union treasurer.

Conciliation means that either labor or management, or both, has called in an impartial outsider of knowledge, whose duty it is to keep tempers down, get both parties to define their demands, and in this fashion aid in their achieving a mutual agreement. Mediation means that either labor or management, or both (or some outside private or governmental agency) has called in one or more persons of knowledge who perform the services of conciliation, hear each side, prepare drafts of a proposed settlement, marshal public opinion, and in this manner attempt to bring about a peaceable and just settlement of the dispute. Arbitration is employed when both labor and management agree to set up a board, headed by a impartial outsider, which will hear the dispute points. Both management and labor agree, in advance, to accept the award of the arbitration board.

TRADE UNION PAMPHLETS AND LEAFLETS

Information conference with the
Education Directors of Japanese
National Trade Unions held at
Radio Tokyo on 20 November 1946



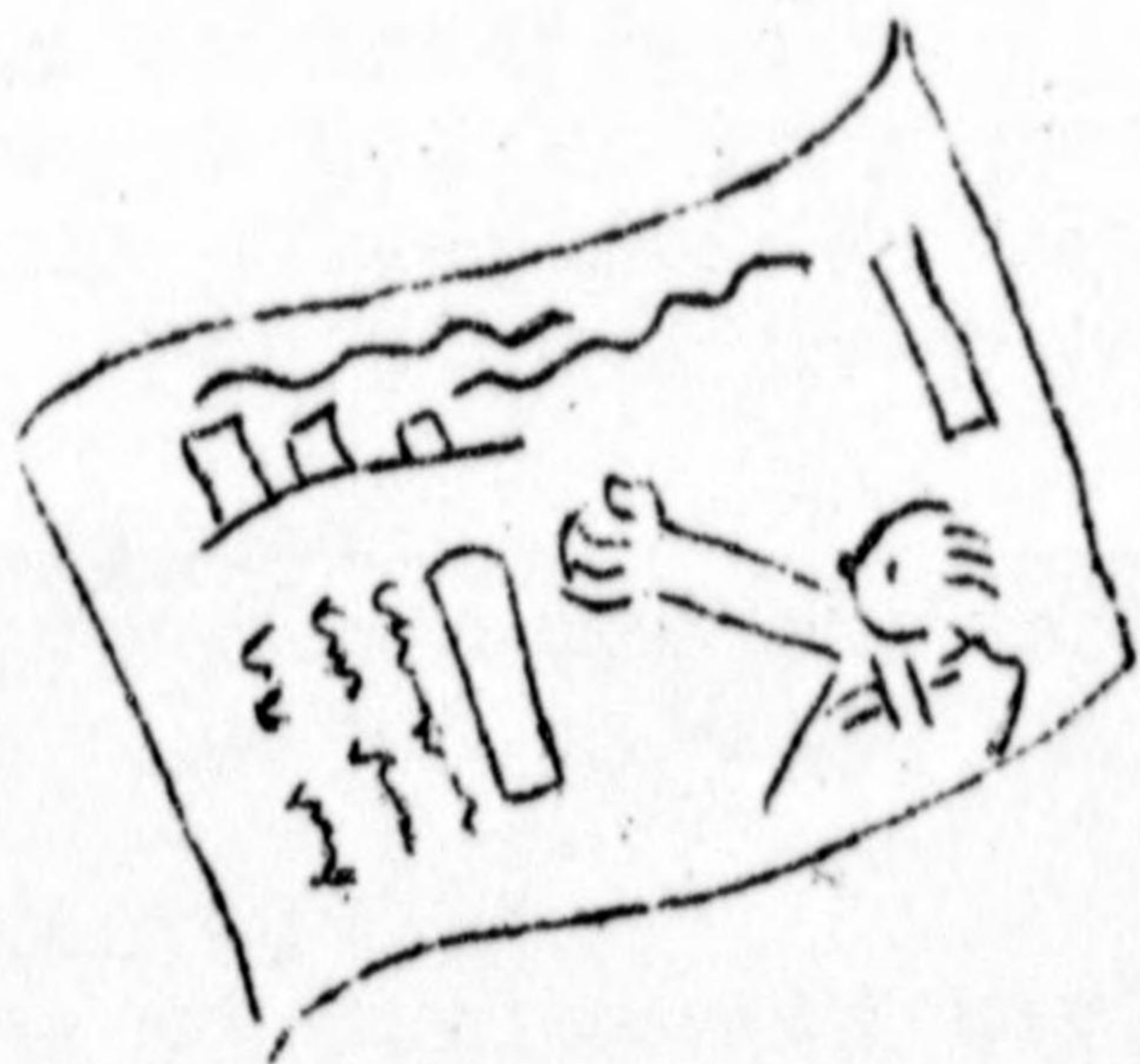
by
Richard L-G Deverall
Chief, Labor Education Branch

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION
G. H. Q.
TOKYO

INTRODUCTION

Media Trade unions use leaflets and pamphlets in order to inform large numbers of trade unionists, prospective trade unionists, and the general public. The purpose of this discussion is to outline the use of leaflets and pamphlets, give a few hints on their preparation, and advise on their distribution.

Because of the current paper shortage, the Japanese trade unions find it very difficult to prepare and issue pamphlets and leaflets. Because of this shortage, that makes it all the more important that such pamphlets and leaflets as are issued will be the best possible pamphlets and leaflets.



Leaflets First of all, what is a leaflet? A leaflet is usually a single sheet of paper, printed on one or both sides, or else a single sheet folded into a convenient size. The leaflet is used to present one thought. It is used to give information to trade union members on a special problem or matter, or to inform the general public. No matter how pressing the need may be for a leaflet at a certain time, it is imperative that there be careful preparation.

Pamphlets A pamphlet is a little book of from eight to ten pages to several dozen pages. It usually presents one or more ideas, is quite extended, and is used as a technique of teaching as well as one of general information for the trade union membership, union officers, and the general public.



Choice of Media The Education Director of the national union or the national Federation is usually the issuing agent of pamphlets and leaflets, for, as they are printed in quantity, the local union alone cannot usually afford the expense. By centralizing the printing of pamphlets and leaflets, the national union can aid in the development of trade union literature without asking any one local union for too much money.

As a trade union education director travels from local union to local union, he is usually besieged with questions from the officers and members of the local union.

One officer says: "How is the national headquarters organized?"

Another officer says: "What happens to the money which we send to Tokyo -- our per capita tax?"

A union member asks: "What is the purpose of the trade union?"

Another union member asks: "What are the policies of our national headquarters? What does our union stand for?"

He will also meet with shop stewards, who will tell him: "We have heard about labor contracts and grievance machinery, but we do not know what all these new developments are. Can you furnish a book of instruction which will help us?"

Again, a local union education committee will complain: "We have organized an education committee. We are anxious to do educational work. But what do we do? Where do we get some books for our guidance? What will we teach the membership?"

ANALYSIS

The education director of the national union, if he is a careful man and keeps notes, will soon have a note book filled with questions, problems, and outlines of pamphlets and leaflets to be written.

First of all, he must decide which materials are absolutely essential. Which must be written and published right now? Which can be put off a few months? Which must wait research and study before they can be written?

After he has worked over the problem and consulted with other trade union education directors, he may work up a short list of titles and subjects which must be clarified and explained immediately.

Having arrived at titles and subjects, he must then decide which types can be handled with leaflets, which types with pamphlets.

Let us put ourselves in the place of a national union education director. We have studied the problem for some time, and finally decide that the following subjects must be dealt with as soon as possible:

What is a labor union?

Why should I be a member of a labor union?

What are the duties of union officers?

What is grievance machinery?

Why must the union have money?

What does the local union do for the membership?

How does the local union go about securing a contract?

What does the education committee of the local union do?

These subjects are just a few -- you will think of many more as you continue to visit local unions and discuss problems with the membership and the officers.

But consider just these few. You could write a book on what a labor union is, but you feel that a short, brief leaflet will do the job. You want something small, but with enough written material to give the rank-and-file a good idea of the purposes and objectives of the labor union. You have just one idea to get across ... and the leaflet appears to be the best way to do it.

Going down the list, you decide that "Why Should I be a Member of a Labor Union?" and "Why Must the Union have Money?" should be leaflets, as each presents a single idea.

That further indicates that you have decided to write pamphlets on the other subjects -- Duties of Union Officers, Grievance Machinery, Union Contracts, and The Duties and Functions of a Local Union Education Committee.

The first step is to decide what you will discuss. But of equal importance is what you will do once you have made the decision. How will you treat the subject? What will you say? And how will you say it?

PRINCIPLES

There are a few basic principles regarding leaflet and pamphlet psychology which should be discussed before we go into the mechanics of writing.

First and foremost, remember that in all your writing, you must state the truth, the whole truth, and nothing but the truth. Name-calling, half-truths, and misstatements serve only to discredit the union you represent. By stating facts, through logical thought development, and by adhering to the truth your leaflets may not only win the respect and support of the membership, but also of the general public. Your union needs the support of both!



Next thing to remember is that when you write a leaflet, do not preach! Never write with the attitude, "The membership of our union is very ignorant. I, an expert, must tell them what they should know and think." No matter how ignorant people may be, they do not like to be treated as if they are dull-witted. Write simply, state your facts, but prepare your material in such a fashion that Sato Sen listens to you. If you preach, your reader will become angry and throw down your pamphlet.

In addition, everything you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help solve his problems?" In other words, always write in terms of what the rank-and-file talk about, what they are interested in, and what they want to know.



Again, do not clutter up the leaflet or pamphlet with closely-printed pages and poor illustrations. When a person picks up a leaflet or a pamphlet, he will either be attracted to it ... or he will throw it away. If the leaflet or pamphlet is a printed mass of ideographs, and appears to be very difficult to read, it will probably be thrown into the bonjo. If it looks easy to read, and has several clever illustrations and charts, the membership will be more inclined to read it.

Finally, whatever the leaflet or pamphlet says must be short, well-thought out, and expressed in simple language. You might want to use very high-sounding words in order to show that you are an educated man. An educated man who does not know how to write in the language of the rodosha is a very un-educated man. You must learn to write in such simple form, and with such logic, that the simplest rodosha can read the pamphlet, enjoy it, find stimulating new ideas ... and then pass the pamphlet on to a friend.

Summing up, the principles you must observe if you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give them the truth!

Write in terms of the reader ... Talk in terms of his problems, his needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

SAMPLE LEAFLET

In order to illustrate the problem, let us consider a sample leaflet and two methods of treating it.

Let us suppose that you intend to write a leaflet on "What is a Labor Union."

There are many ways to handle this, but let us consider a very poor way, and a very good way, in order to illustrate the principles which we have just discussed.

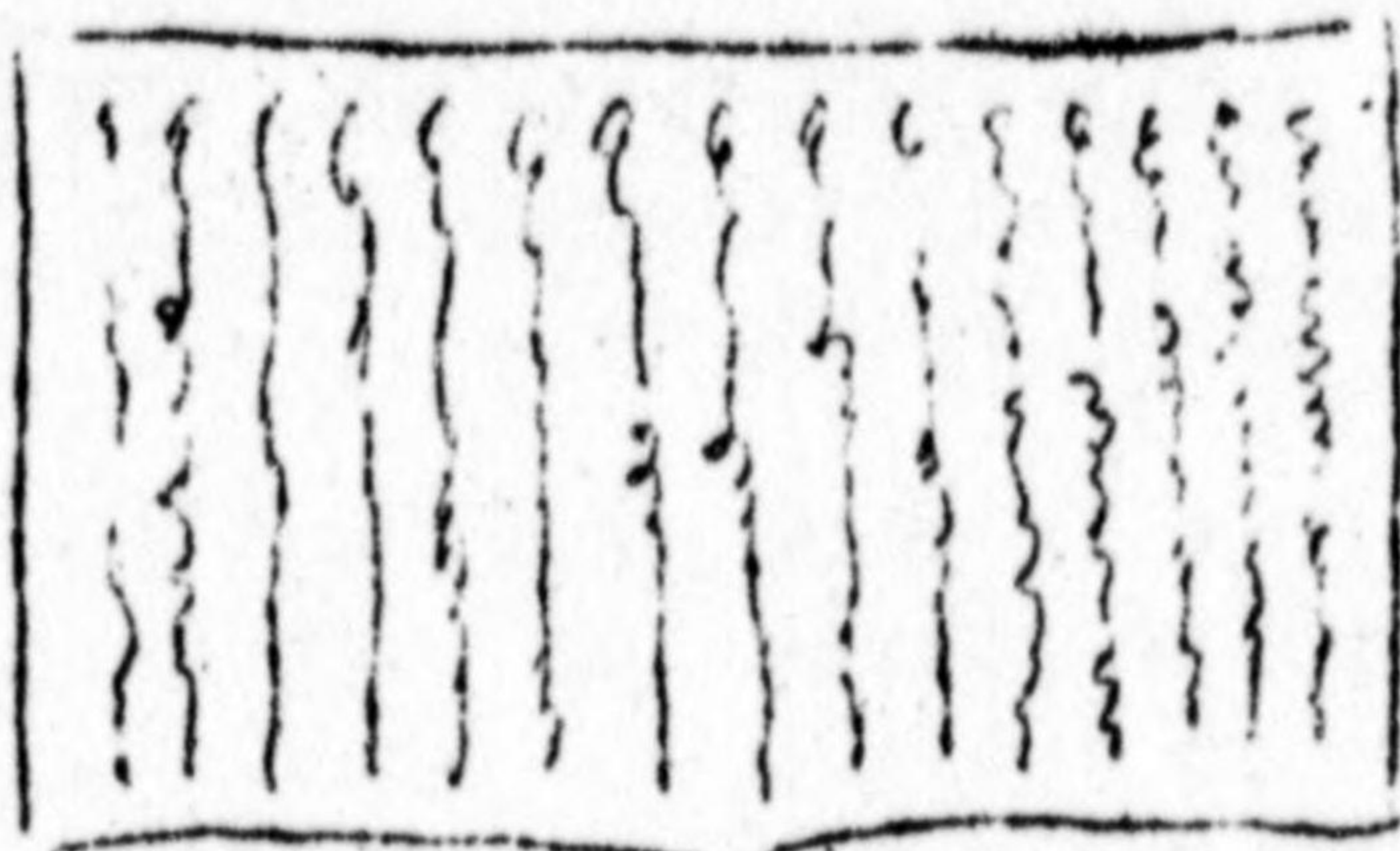
One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE
CONTEMPORARY JAPANESE TRADE UNION MOVEMENT

by

Onishi San, Education Director
All Japan Allied-Bath House Employees Union

And then will follow four solid pages of type which would look something like this.....



When our typical Japanese worker, Sato San, looks at such a leaflet he will say: "My, what a lot of characters. It looks very difficult to read. Ah, so..! What do I care about the philosophy and ultimate purposes of the trade union... I want another daikon!" Sato San then proceeds to throw the leaflet to the ground. Your message is as flat as a rice cake.

The other approach is sensible. You appeal to the self-interest of Sato San. You ask him a question through your pamphlet which will cause him to say, "Yes, I wonder. Maybe this leaflet will be of use to me." How would you do that?

Obviously, you must use the first page of the leaflet for but one purpose -- to attract Sato San's attention by asking him a question or stating a thought which will arouse his self-interest. He will then read the leaflet if you arouse his personal interest. Look at this treatment of a first page. It does but one thing. And it uses large type and an illustration.



As you can see, when Sato San looks at that leaflet, he will probably say, "Ah, so desu ka... Can my rodo kumiai help me? I must read this at once and find out." He then opens up the little leaflet and finds a first page which looks like this:

As you can see, the first page is written in terms of Sato San... It says: "You have joined a union in order to take part in securing a better life for your wife, yourself, and your children. You want to take part in the building of democracy and the New Japan..."

Then the leaflet explains that the purpose of the rodo kumiai is to form an



association of workers who, through collective bargaining and mutual assistance can improve their economic and social conditions. It mentions wages, hours, and working conditions. It mentions trade union education and a few other important subjects. But each and every page is brief... it is well illustrated... and it discusses but one subject: "Your Union - Your Friend!"

You can be sure that after Sato San has read such a well-prepared leaflet he will probably take it to a friend and say, "Ano ne! This is very interesting. I did not realize that the union was a part of democracy! I did not realize that it can help not only myself but my family. Read this and then give it to someone else..."

Thus by stating facts, stating the truth, using illustrations, and writing the leaflet in terms of Sato San, you can transmit trade union ideas. And Sato San will help you to, in turn, spread them to others.

It sounds very easy, but it is difficult. It is very difficult to plan that front page -- to make it so interesting and so attractive that Sato San will want to read the leaflet. You will write and rewrite the leaflet, you will take it to friends, and you will show it to union members. After a few days, you will begin to see it develop. Write it, and then rewrite it. Plan the final leaflet, and have many persons look it over. After a week of work, you will finally develop a leaflet worth publishing. Get good illustrations, and you are then ready to see the printer.

Leaflets on which you spend much time and effort will repay you, for they will be well read.

One final point. It is often inadvisable to place the name of the union on the front page. Sometimes a person will not read the leaflet because of a long name and address on the cover. It is usually wiser to put the union label and name of the union publisher on the last page of the pamphlet, so that when the person has read it, he can then get an answer to his question: "I wonder who wrote this excellent leaflet? It is very good!"

Now this applies to mimeographed leaflets as well as to printed leaflets. In fact, with mimeographed leaflets, it is even more important, for mimeographed material does not look too good even if well done. You should plan a personal question, a good title ... and use an illustration to drive home the question. A well-prepared mimeographed leaflet will be read. One which merely rambles on and has no illustrations will soon find its way to the benjo.

PAMPHLETS

Turning now to the problem of the pamphlet, let us consider as an illustration preparation of a pamphlet on collective bargaining. Before you even begin to think about planning the subject, the first thing is to consider the needs of the shop stewards, the local union officers, and the people who will be responsible in the local union for conducting collective bargaining.

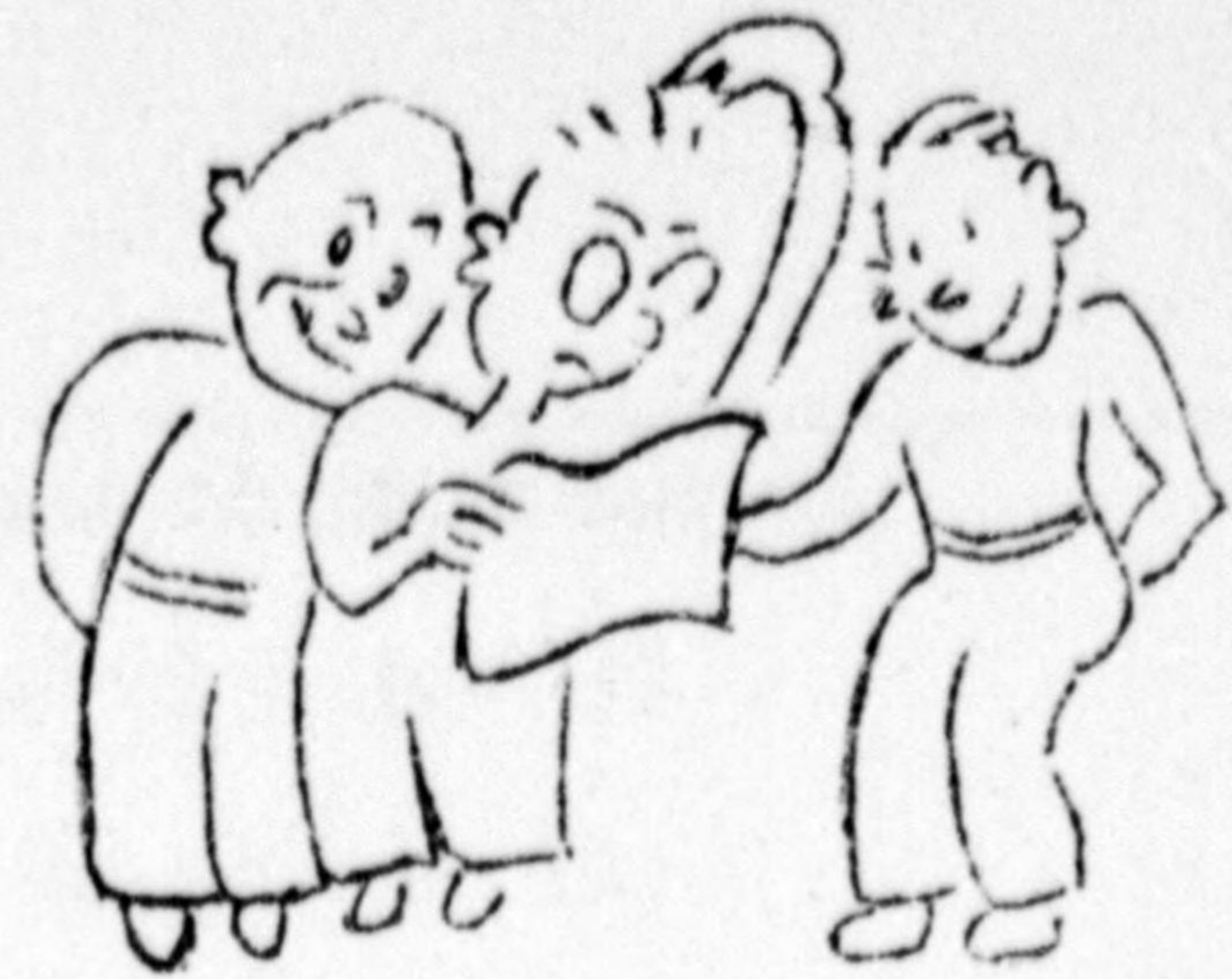
As you think it through logically, you list a series of ideas:

- (1) What is Collective Bargaining?
- (2) How is it practiced in other Countries?
- (3) Development of Collective Bargaining in Japan
- (4) Legal framework for Collective Bargaining
- (5) Election of the Negotiation Committee
- (6) Preparatory work of the Negotiation Committee -- Research and Statistics.
- (7) Formulation of the Demands -- Presenting them to the Membership for Discussion and Adoption
- (8) Preparation of the draft contract or agreement
- (9) Meeting with Management -- Techniques -- Public Relations
- (10) What to do Should Collective Bargaining break down or reach a Standstill
- (11) Signing and Ratification of the Contract
- (12) Legal Aids to Enforce Collective Bargaining
- (13) Enforcement of the Contract through the Shop Steward System
- (14) Education of Membership to use Collective Bargaining. Use of Grievance Machinery.
- (15) Education of Shop Stewards

No two education directors will develop the same sort of a pamphlet. Each union has its own specific needs. Some unions will handle collective bargaining procedures in one manner, another union in a different manner.

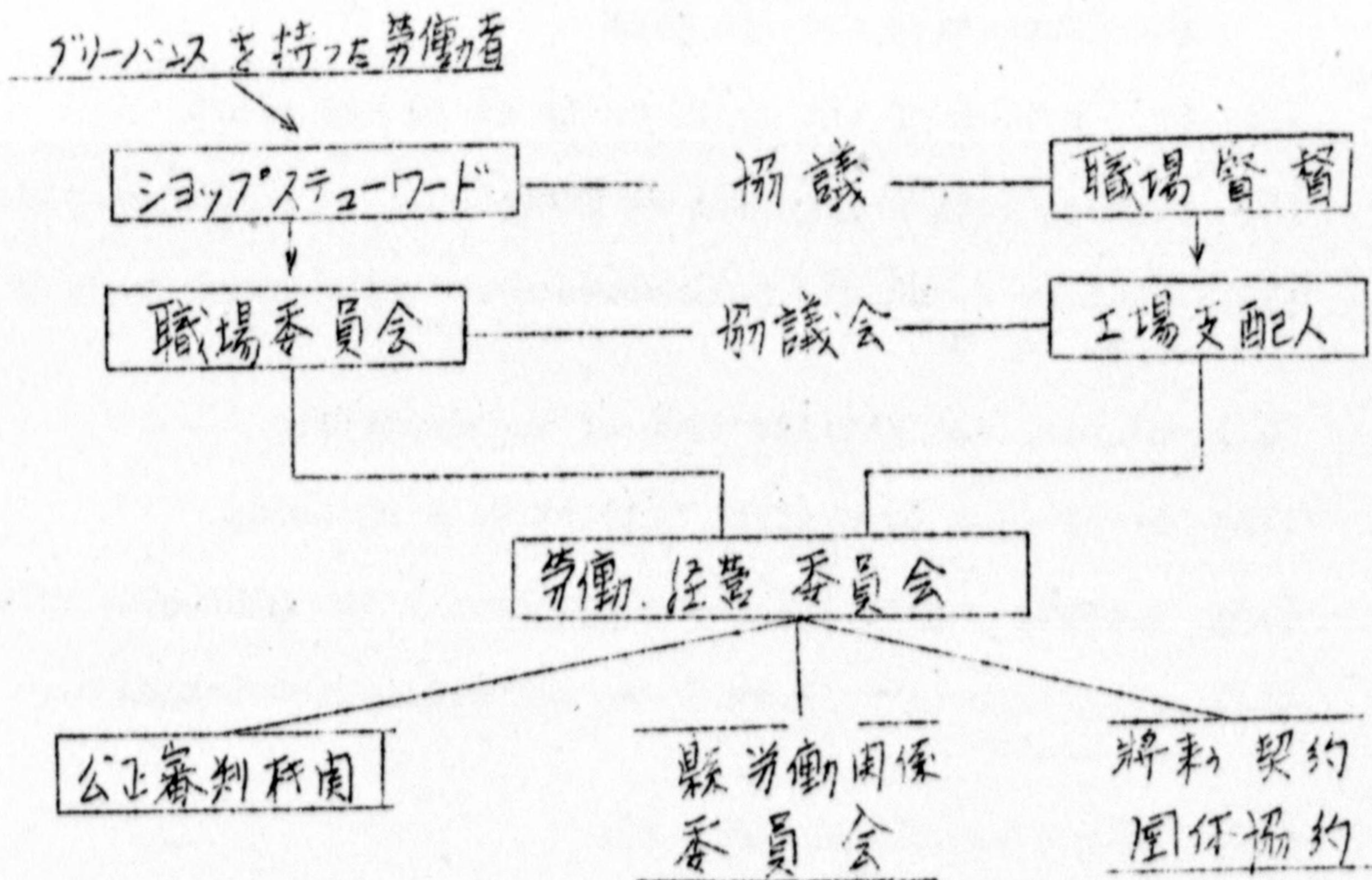
But after you have outlined everything which your membership wants to know, your next job is to carry on the research work necessary to secure the basic information. You may consult with other trade union education directors, with local authorities, and perhaps you visit the Tokyo C. I. & E. Library (for Japanese only) in order to study books on collective bargaining procedures in America and other countries.

As in the case of the leaflet, you should then write a draft of the pamphlet, section by section. Write it in simple and clear language. Wherever possible, use illustrations so that the reader of the pamphlet will get the idea and fully understand what you are trying to say. As you complete each chapter, give it to friends, have them criticize it, and then re-write it.



All of this is essential. For instance, when you are writing about collective bargaining, it is useful to employ a few sketches illustrating the collective bargaining process from the time that the worker has a grievance until the grievance has been settled.

グリーバンス手続の圖解



And if you are talking about grievance slips, show them what such a slip may look like:

グリーバンス傳票

姓名 _____ 職番 _____ 附 _____

グリーバンス内容 _____

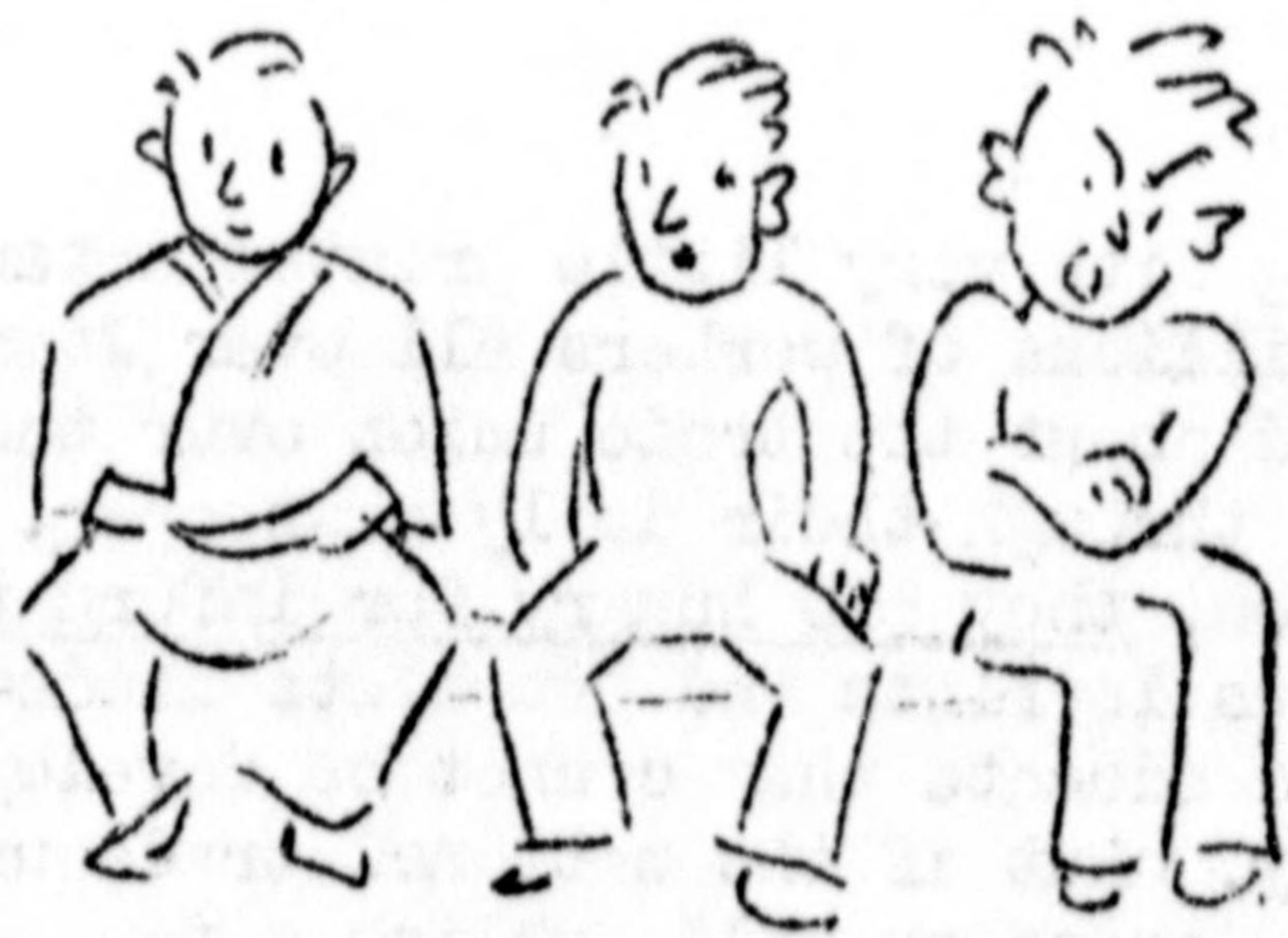
契約違反の事実 _____

要求の處置 _____

then where and how they can obtain the pamphlet. For example, suppose you are planning a question-and-answer meeting based on a pamphlet, "HOW TO CONDUCT A UNION MEETING" ...

The education director then goes through the pamphlet and writes out a few hundred questions based on the pamphlet -- every possible sort of question the answer to which is found in the pamphlet.

When the meeting is held, all persons who think they have mastered the pamphlet are seated in front of the membership of the local. All of the questions are written on small slips of paper and placed in a large jar. One by one, in turn, the education director asks the contestants the questions. As soon as one person cannot answer correctly, he or she is ruled out of the contest and becomes a spectator. Finally there are only two persons left ... and questions continue until one of them is ruled out of the contest.



The winner receives the prize, yes! But the entire membership has listened carefully to the questions and answers, has heard the rulings of the education director, and by the time they leave the meeting place ALL have received a good education on the subject matter.

This type of question-and-answer meeting can well be staged in the primary school on a Sunday afternoon. Everyone loves a contest of brains -- and if Papasen brings the family with him to the meeting, his wife and children will also receive a little education about rodo kumiai.



Notices of new pamphlets and publications can frequently be placed on the bulletin board at the gates of the factory, in the public bath house, on the dormitory bulletin board, or perhaps even written in chalk on the walls of the benjo.

All of this is mentioned to focus the attention of the Japanese trade union director on one of his major problems: to get the widest distribution and circulation of trade union literature possible with a minimum of effort.

MASS INFORMATION

During times of negotiation or possible labor disputes, always be careful to prepare well-documented leaflets which present the case of the union. Give nothing but **FACTS** -- plenty of **FACTS**. Describe the wages, hours, and working conditions of the workers. Tell precisely what the union is demanding and why they should receive it. Avoid name-calling. Stick to facts.

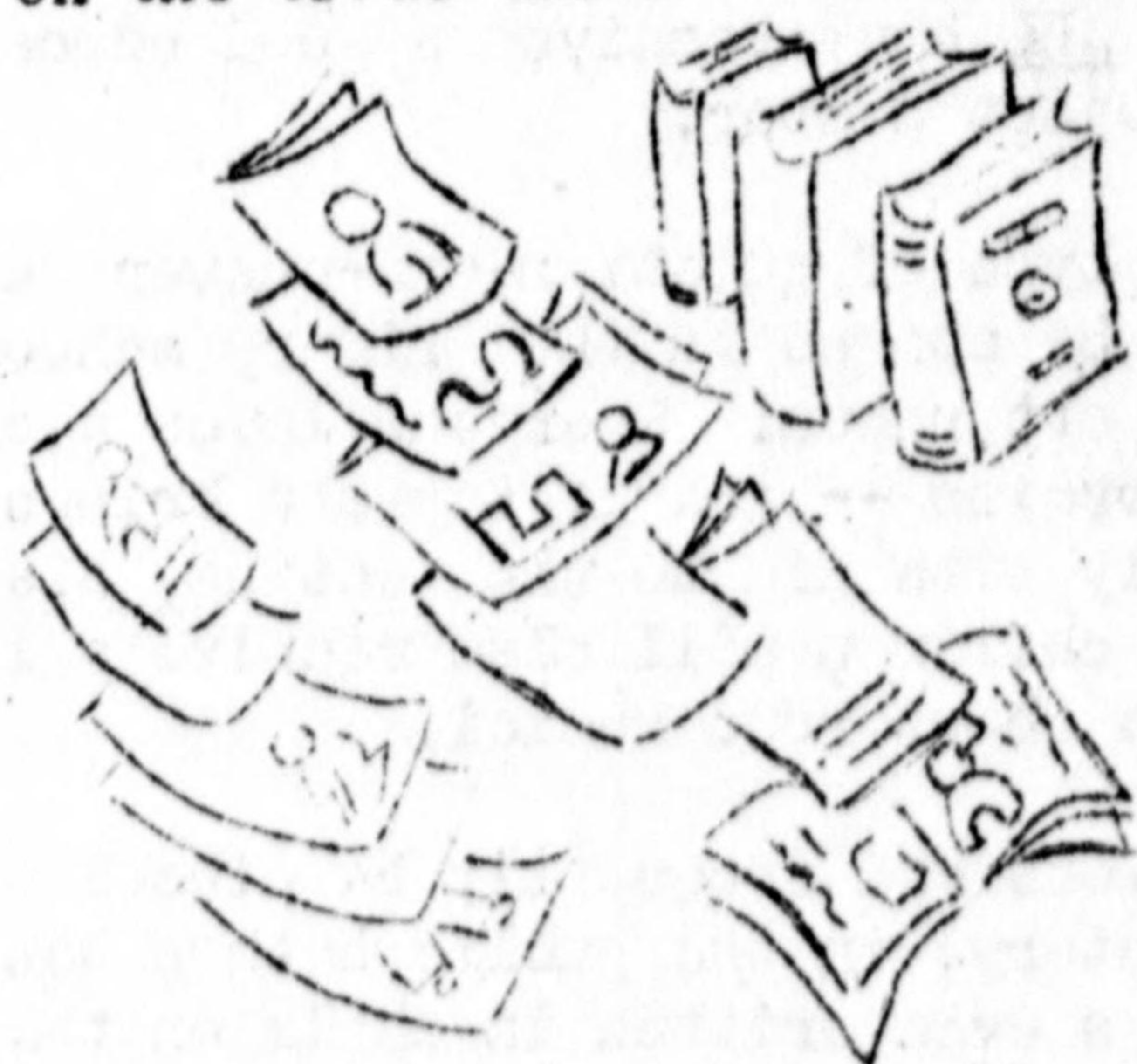
One well-prepared leaflet which states the union position and tells why it is in the interest of the public that the union should win its demands can aid the bargaining committee in its negotiations. Through such well-timed leaflets and pamphlets explaining the union position, you can use mass distribution not only to inform the workers accurately, but also to inform the public.

For, you see, the education director of the union is not only interested in educating the membership. He is equally interested in educating the general public, public officials, and other persons, so that they may understand the position of the trade union.

That is one excellent way to build up a "sound public opinion"; that is, informing the public to such an extent that they sympathetically approve the demands of the trade union. Then if a dispute should arise, the public has been informed in advance, they know the issues, and they will probably support the trade union.

LIBRARY:

The Japanese trade unions are growing with very little printed material on the trade union movement available. Millions of workers all over Japan have heard about the trade union over the radio and through their daily newspaper, but as you know, they are hungry for information. The various leaflets and pamphlets needed to inform and educate them cannot be developed in one day. But if the national trade union education directors will publish a few good leaflets and one well-written pamphlet before the end of this year, they will have taken one important step forward. First come leaflets... then pamphlets, and finally, as the literature and as knowledge and experience develop, then will come books.



With the leaflets will come discussion.

With the pamphlets will come classes and courses of instruction.

Then as books on the labor movement develop, schools can begin to function, labor colleges will have sufficient texts to conduct regular classes ... and a real workers' education movement will be under way in Japan.

As with all things, it must of necessity proceed from very small beginnings. The little leaflets may seem very unimportant, but they are beginnings of Japanese trade union literature.

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

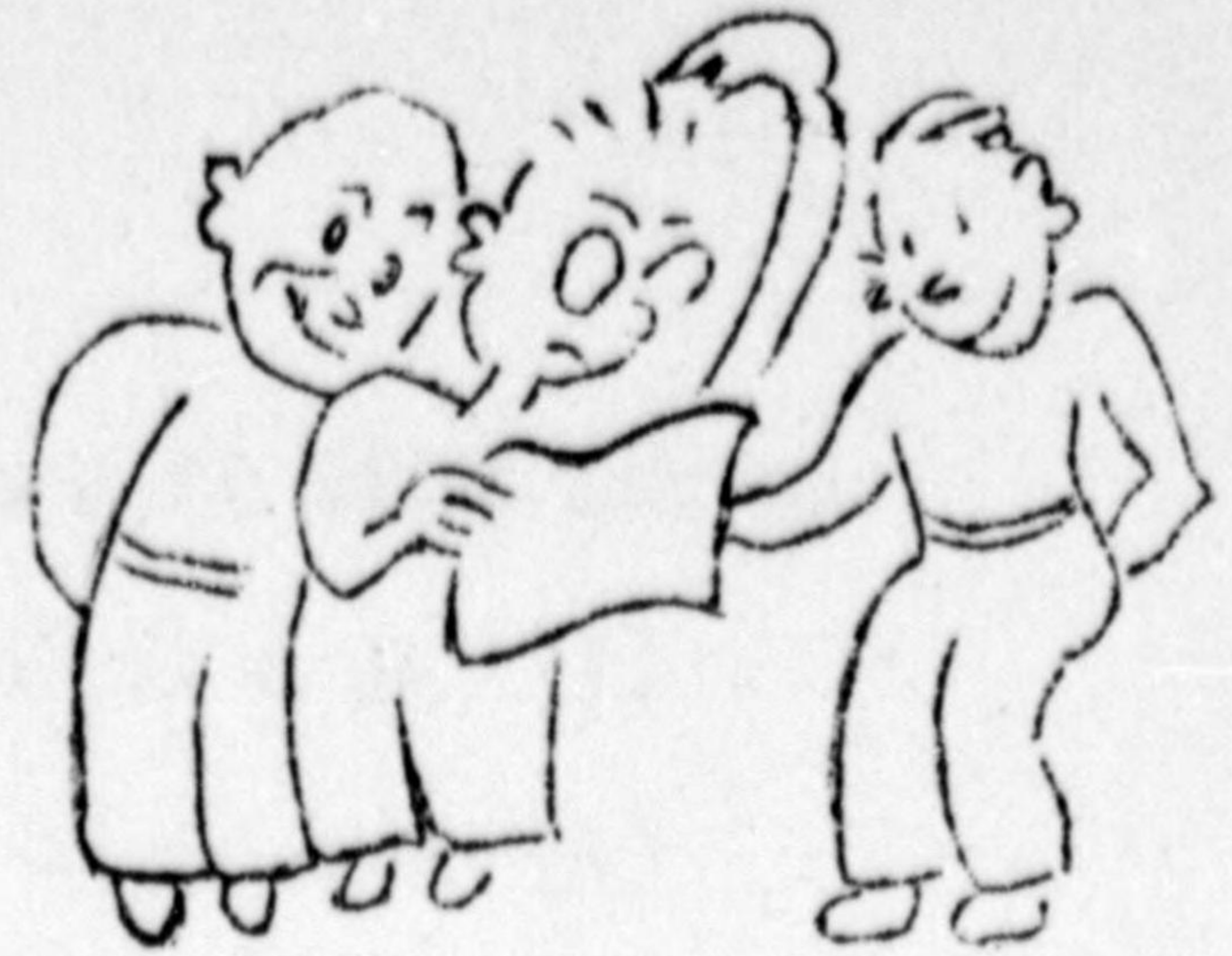
As you think it through logically, you list a series of ideas:

- (1) What is Collective Bargaining?
- (2) How is it practiced in other Countries?
- (3) Development of Collective Bargaining in Japan
- (4) Legal framework for Collective Bargaining
- (5) Election of the Negotiation Committee
- (6) Preparatory work of the Negotiation Committee -- Research and Statistics.
- (7) Formulation of the Demands -- Presenting them to the Membership for Discussion and Adoption
- (8) Preparation of the draft contract or agreement
- (9) Meeting with Management -- Techniques -- Public Relations
- (10) What to do Should Collective Bargaining break down or reach a Standstill
- (11) Signing and Ratification of the Contract
- (12) Legal Aids to Enforce Collective Bargaining
- (13) Enforcement of the Contract through the Shop Steward System
- (14) Education of Membership to use Collective Bargaining. Use of Grievance Machinery.
- (15) Education of Shop Stewards

No two education directors will develop the same sort of a pamphlet. Each union has its own specific needs. Some unions will handle collective bargaining procedures in one manner, another union in a different manner.

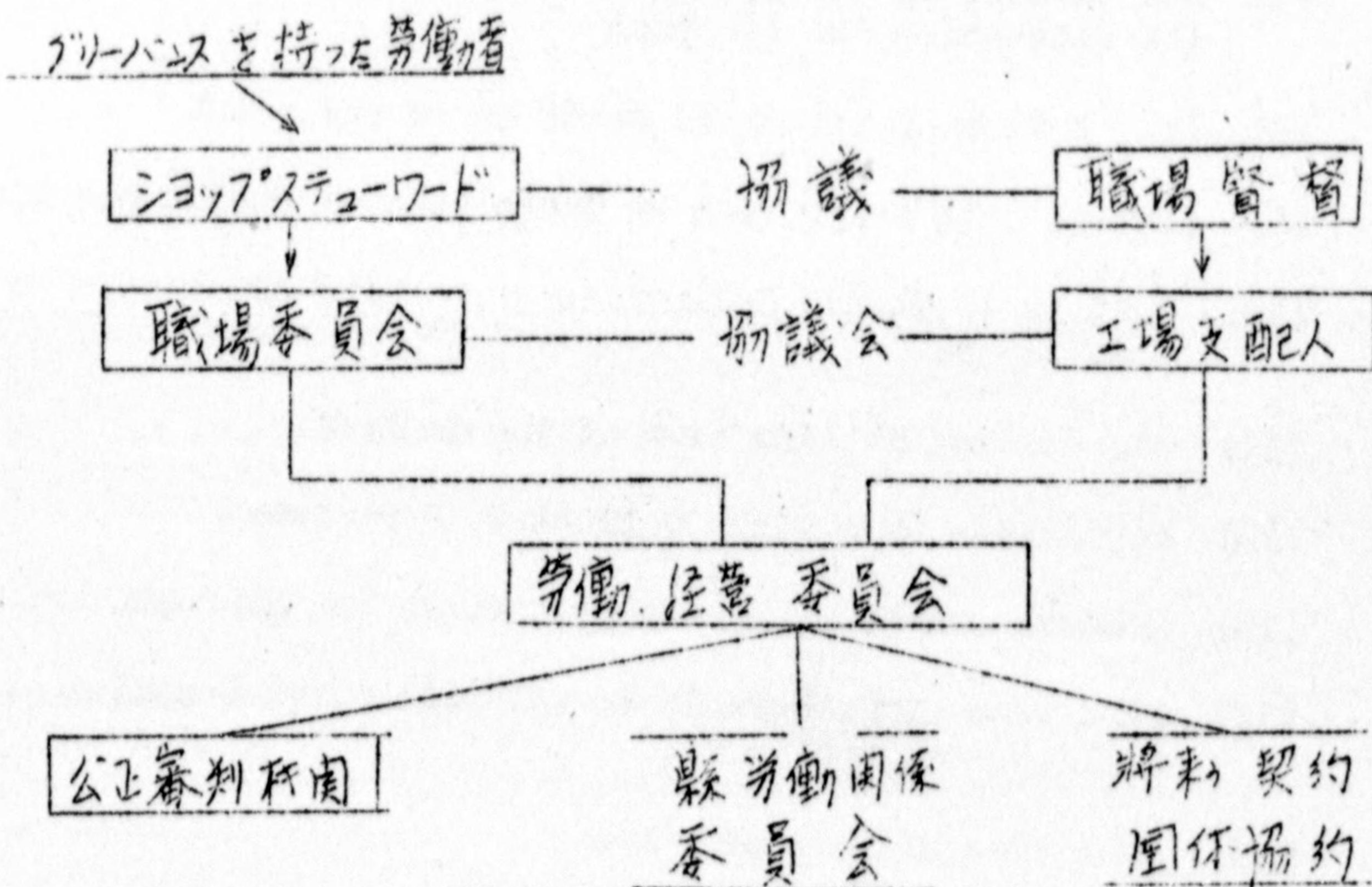
But after you have outlined everything which your membership wants to know, your next job is to carry on the research work necessary to secure the basic information. You may consult with other trade union education directors, with local authorities, and perhaps you visit the Tokyo C. I. & E. Library (for Japanese only) in order to study books on collective bargaining procedures in America and other countries.

As in the case of the leaflet, you should then write a draft of the pamphlet, section by section. Write it in simple and clear language. Wherever possible, use illustrations so that the reader of the pamphlet will get the idea and fully understand what you are trying to say. As you complete each chapter, give it to friends, have them criticize it, and then re-write it.



All of this is essential. For instance, when you are writing about collective bargaining, it is useful to employ a few sketches illustrating the collective bargaining process from the time that the worker has a grievance until the grievance has been settled.

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You may decide that it is important not only to quote the law on the subject, but to include at the end of your pamphlet important quotations from the Trade Union Law, the Labor Relations Adjustment Law, and other pertinent labor laws. Some unions may find it pertinent to include a model contract to aid local union negotiation committees in drawing up their own contract forms.

As the pamphlet takes form, continue to consult with advisers, get criticism, and PLAN, PLAN, PLAN. Do not rush the job. One well-written pamphlet is worth a hundred poor pamphlets. One pamphlet written in simple language and filled with practical suggestions can be of tremendous aid in the development of sound collective bargaining procedures in your national union.

After you have taken the pamphlet apart, rewritten it, and drawn new sketches until you have something which is as near perfect as possible, then - and only then - is it time to mimeograph the pamphlet, or take it to the printer.

PRICE

Remember that people pay more attention to pamphlets and leaflets when they have to pay for them. It is a wise practice to sell the pamphlets at the actual cost - just a few sen or a few yen - but enough to pay for the preparation and printing. The practice with American unions is for the local union to purchase the leaflets and pamphlets from the national union at cost, and then either re-sell or give them to the membership.

Never give anything away! It will be valued only if you value it yourself by putting a price on it!

DISTRIBUTION

The next important step, once you have prepared the pamphlet, is to decide on distribution. Put a small notice in your rodo kumiai shimbun describing the leaflet or pamphlet, outlining its contents, give the price, and indicate exactly how it can be purchased.

Then write a letter to every local union education committee, send them a sample copy of the pamphlet, tell them how they can use it in their local union, and invite their order.

But that is the internal distribution scheme.

There is another distribution which is just as important. Consider the nature of your leaflet or pamphlet and work up a list of persons who should be given a copy. One pamphlet may be of such basic interest that a copy should be sent to Diet Members, to Labor Administration Officials, or to the Prefectural Labor Relations Committee. Remember, if they receive copies of your pamphlet, they will often be grateful for the work you have done, and will make use of your pamphlet in their daily work.

Send a copy of the pamphlet to your local newspaper, describe it, and ask the newspaper to tell the general public so all persons may know that the union has just published a new leaflet or pamphlet.

In a word, when you think of distribution of your pamphlet, plan distribution not only for your own membership, but also for all private and public agencies and persons who may find it of use. The wider the distribution, the more good will and intelligent understanding you may win for your union.

Too often, very fine pamphlets are written and printed, but because the education director does not make intelligent use of distribution methods, few persons ever read the pamphlet.

PRACTICAL HINTS

Distribution methods and procedures are so vital to the successful use of leaflets and pamphlets that a few practical remarks may be of help. After the national headquarters has sent a new leaflet or pamphlet to the local unions, it is a wise practice for the local union education director to study the publication, write a few notes which briefly summarize it, and then at the next meeting of officers and members, describe briefly the leaflet and tell the membership where they can purchase copies. This arouses rank-and-file interest. Also, put a short description of the new publication either on the shop bulletin board or in the local union newspaper or mimeographed bulletin.

The American unions often post a notice in the shop which says: "Are you an expert on collective bargaining? Do you know all of the answers? If not, read the new pamphlet issued by the national headquarters, 'COLLECTIVE BARGAINING,' which can be obtained at the union office for two yen per copy..."



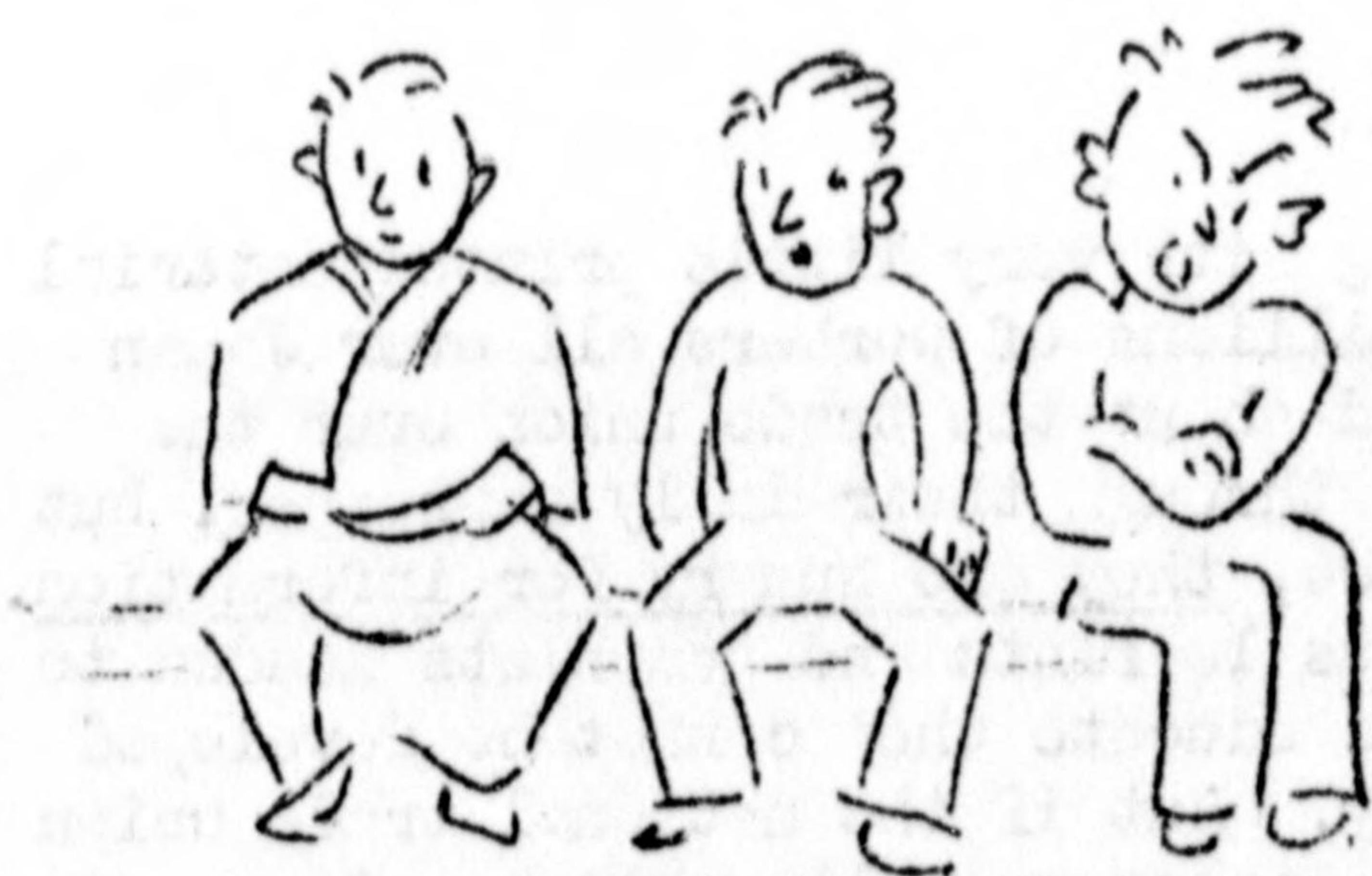
Again, when distributing pamphlets or leaflets to local persons not in the union, such as school teachers or university professors, it is wiser to visit them in person rather than just mail the publication. You can describe the new publication, and explain how they may find it useful. After you have left, they will be much more inclined to read the publication.

Another technique used to stimulate reading of the pamphlet is to hold a question-and-answer meeting based on the factual material in a new trade union publication. The local union announces that on a certain date a public question-and-answer meeting will be held. The person answering the largest number of questions correctly will be awarded, say, a prize -- a pack of cigarettes, some soyu' sauce, a book, or some other valued trophy. The members are told that if they want to take part in the contest, they must read a certain new trade union pamphlet. Give them the price and tell

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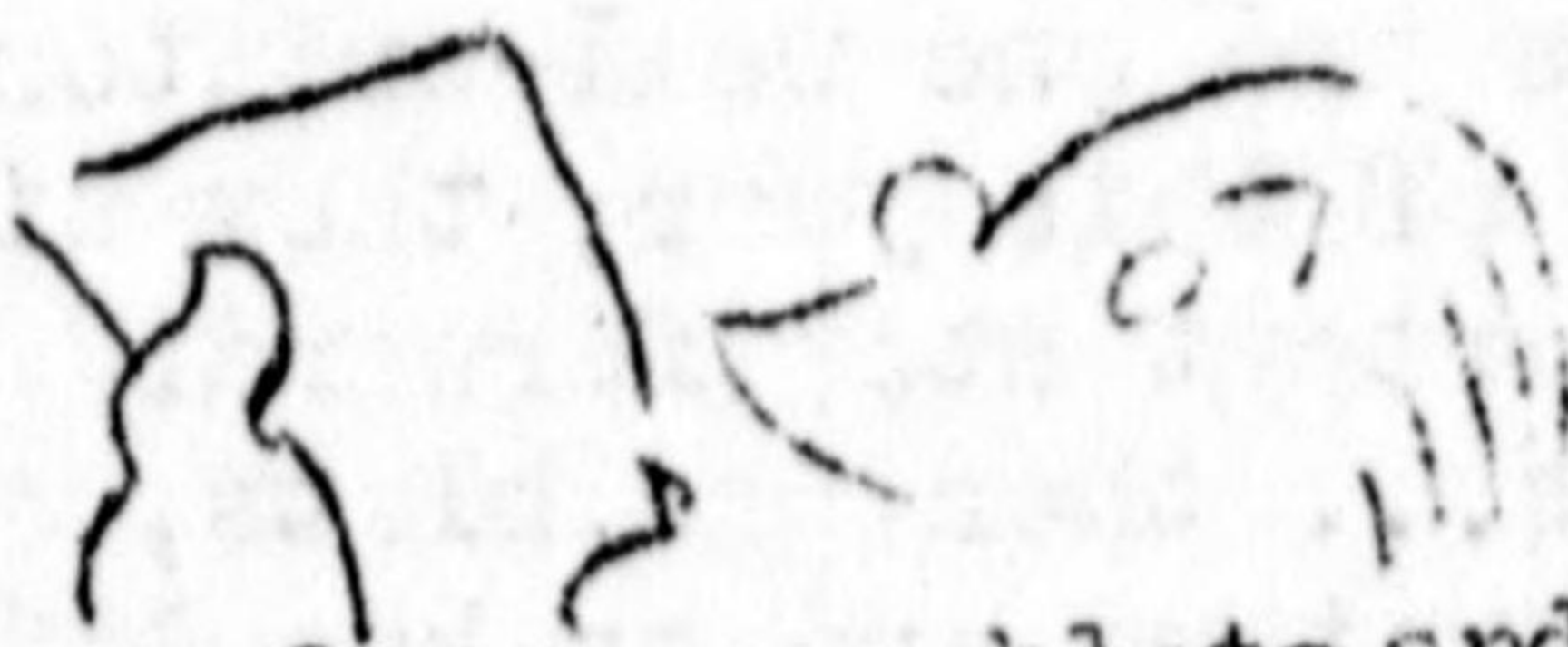
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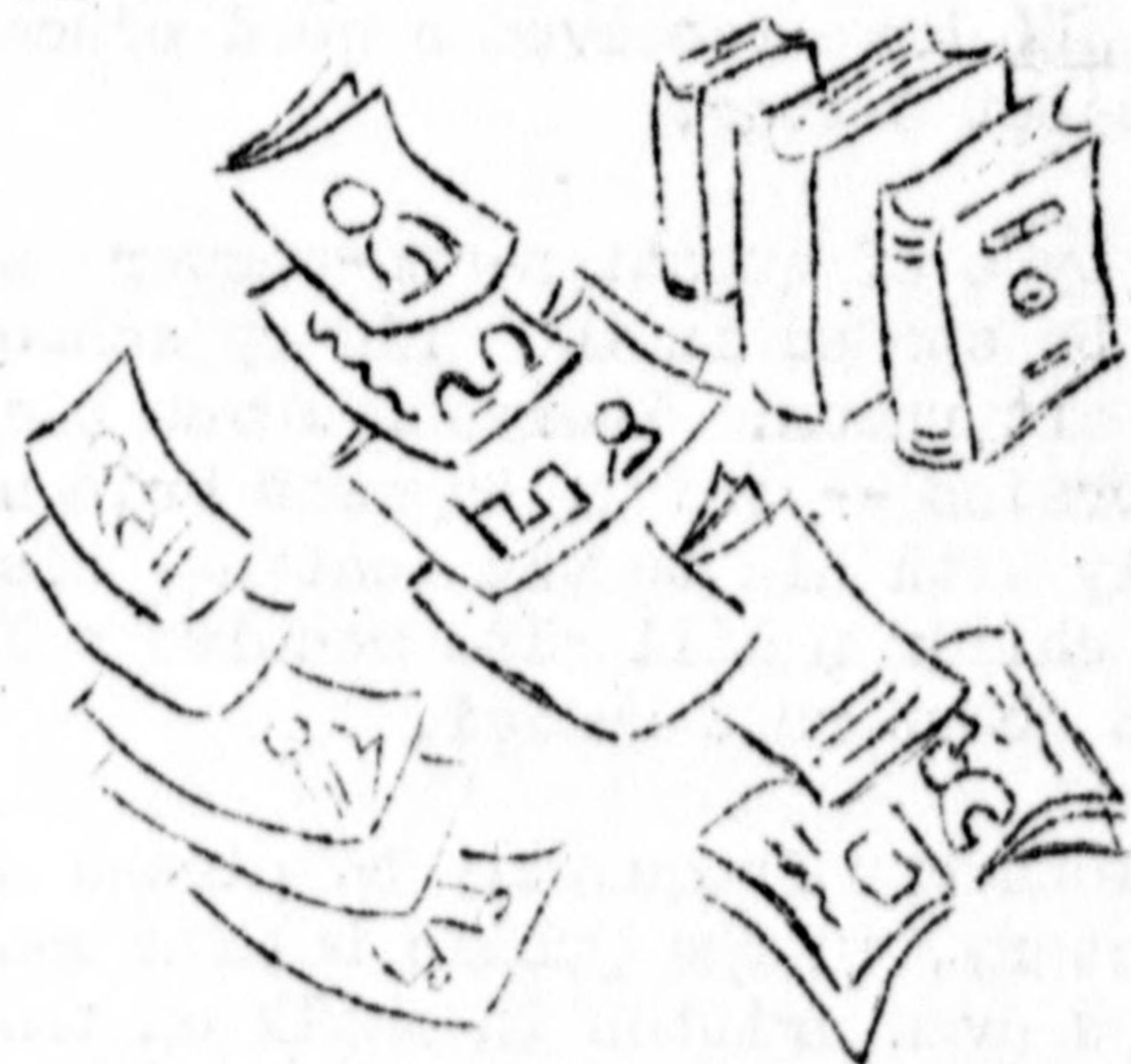
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The mighty trees which line the road to Nikko were once tiny seeds.

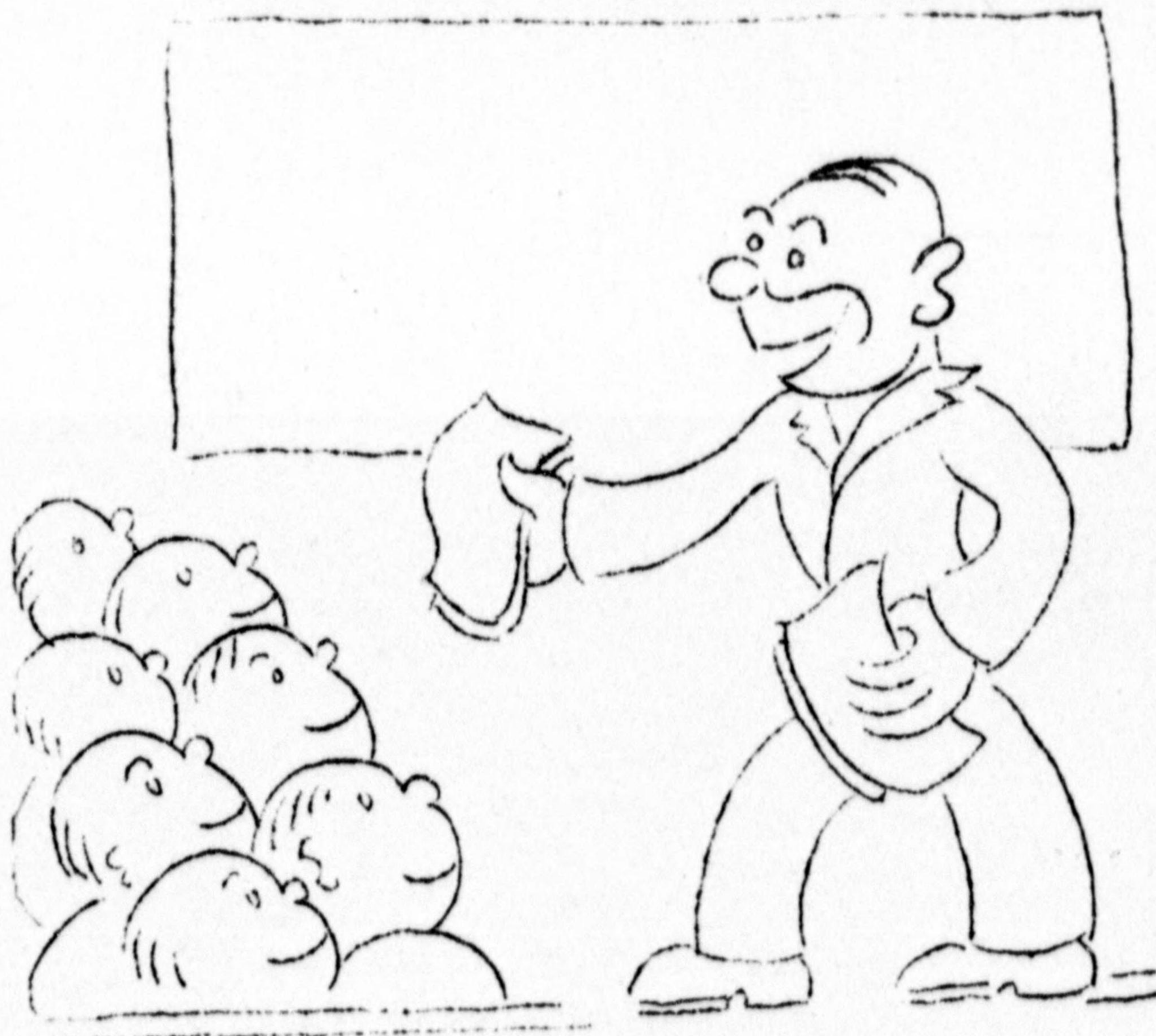
So too, in America and Great Britain, the beginnings of workers' education were found in tiny pamphlets and leaflets.

Have you begun to plant the seeds of trade unionism in your union? Are you planning for the mighty trade union trees of tomorrow which will grow along the path which trade unionism is building toward a better, free, democratic world?



TRADE UNION PAMPHLETS AND LEAFLETS

Information conference with the
Education Directors of Japanese
National Trade Unions held at
Radio Tokyo on 20 November 1946



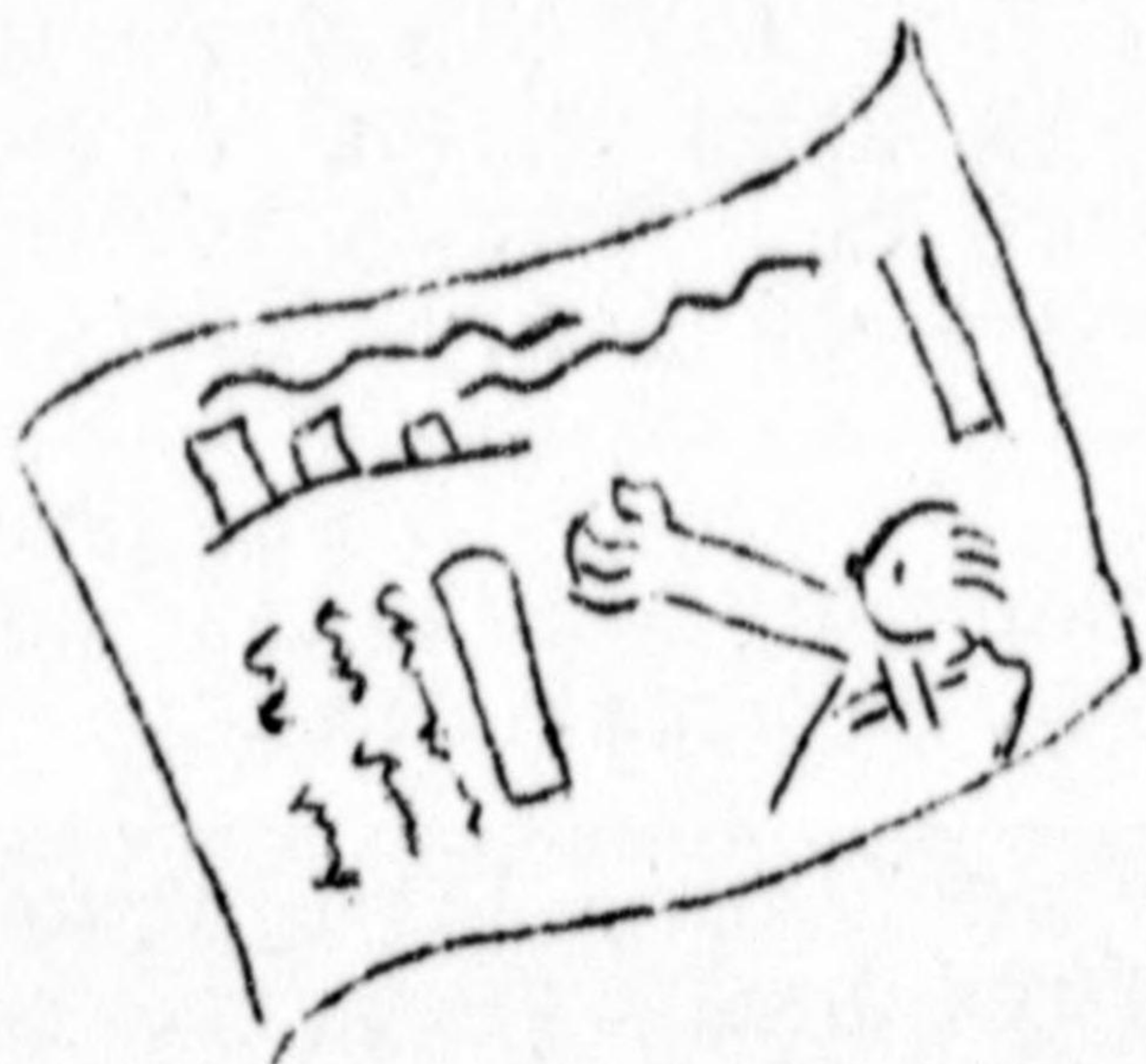
by
Richard L-G Deverall
Chief, Labor Education Branch

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION
G. H. Q.
TOKYO

INTRODUCTION

Media Trade unions use leaflets and pamphlets in order to inform large numbers of trade unionists, prospective trade unionists, and the general public. The purpose of this discussion is to outline the use of leaflets and pamphlets, give a few hints on their preparation, and advise on their distribution.

Because of the current paper shortage, the Japanese trade unions find it very difficult to prepare and issue pamphlets and leaflets. Because of this shortage, that makes it all the more important that such pamphlets and leaflets as are issued will be the best possible pamphlets and leaflets.



Leaflets

First of all, what is a leaflet? A leaflet is usually a single sheet of paper, printed on one or both sides, or else a single sheet folded into a convenient size. The leaflet is used to present one thought. It is used to give information to trade union members on a special problem or matter, or to inform the general public. No matter how pressing the need may be for a leaflet at a certain time, it is imperative that there be careful preparation.

Pamphlets

A pamphlet is a little book of from eight to ten pages to several dozen pages. It usually presents one or more ideas, is quite extended, and is used as a technique of teaching as well as one of general information for the trade union membership, union officers, and the general public.



Choice of Media

The Education Director of the national union or the national Federation is usually the issuing agent of pamphlets and leaflets, for, as they are printed in quantity, the local union alone cannot usually afford the expense. By centralizing the printing of pamphlets and leaflets, the national union can aid in the development of trade union literature without asking any one local union for too much money.

As a trade union education director travels from local union to local union, he is usually besieged with questions from the officers and members of the local union.

One officer says: "How is the national headquarters organized?"

Another officer says: "What happens to the money which we send to Tokyo -- our per capita tax?"

A union member asks: "What is the purpose of the trade union?"

Another union member asks: "What are the policies of our national headquarters? What does our union stand for?"

He will also meet with shop stewards, who will tell him: "We have heard about labor contracts and grievance machinery, but we do not know what all these new developments are. Can you furnish a book of instruction which will help us?"

Again, a local union education committee will complain: "We have organized an education committee. We are anxious to do educational work. But what do we do? Where do we get some books for our guidance? What will we teach the membership?"

ANALYSIS

The education director of the national union, if he is a careful man and keeps notes, will soon have a note book filled with questions, problems, and outlines of pamphlets and leaflets to be written.

First of all, he must decide which materials are absolutely essential. Which must be written and published right now? Which can be put off a few months? Which must wait research and study before they can be written?

After he has worked over the problem and consulted with other trade union education directors, he may work up a short list of titles and subjects which must be clarified and explained immediately.

Having arrived at titles and subjects, he must then decide which types can be handled with leaflets, which types with pamphlets.

Let us put ourselves in the place of a national union education director. We have studied the problem for some time, and finally decide that the following subjects must be dealt with as soon as possible:

What is a labor union?

Why should I be a member of a labor union?

What are the duties of union officers?

What is grievance machinery?

Why must the union have money?

What does the local union do for the membership?

How does the local union go about securing a contract?

What does the education committee of the local union do?

These subjects are just a few -- you will think of many more as you continue to visit local unions and discuss problems with the membership and the officers.

But consider just these few. You could write a book on what a labor union is, but you feel that a short, brief leaflet will do the job. You want something small, but with enough written material to give the rank-and-file a good idea of the purposes and objectives of the labor union. You have just one idea to get across ... and the leaflet appears to be the best way to do it.

Going down the list, you decide that "Why Should I be a Member of a Labor Union?" and "Why Must the Union have Money?" should be leaflets, as each presents a single idea.

That further indicates that you have decided to write pamphlets on the other subjects -- Duties of Union Officers, Grievance Machinery, Union Contracts, and The Duties and Functions of a Local Union Education Committee.

The first step is to decide what you will discuss. But of equal importance is what you will do once you have made the decision. How will you treat the subject? What will you say? And how will you say it?

PRINCIPLES

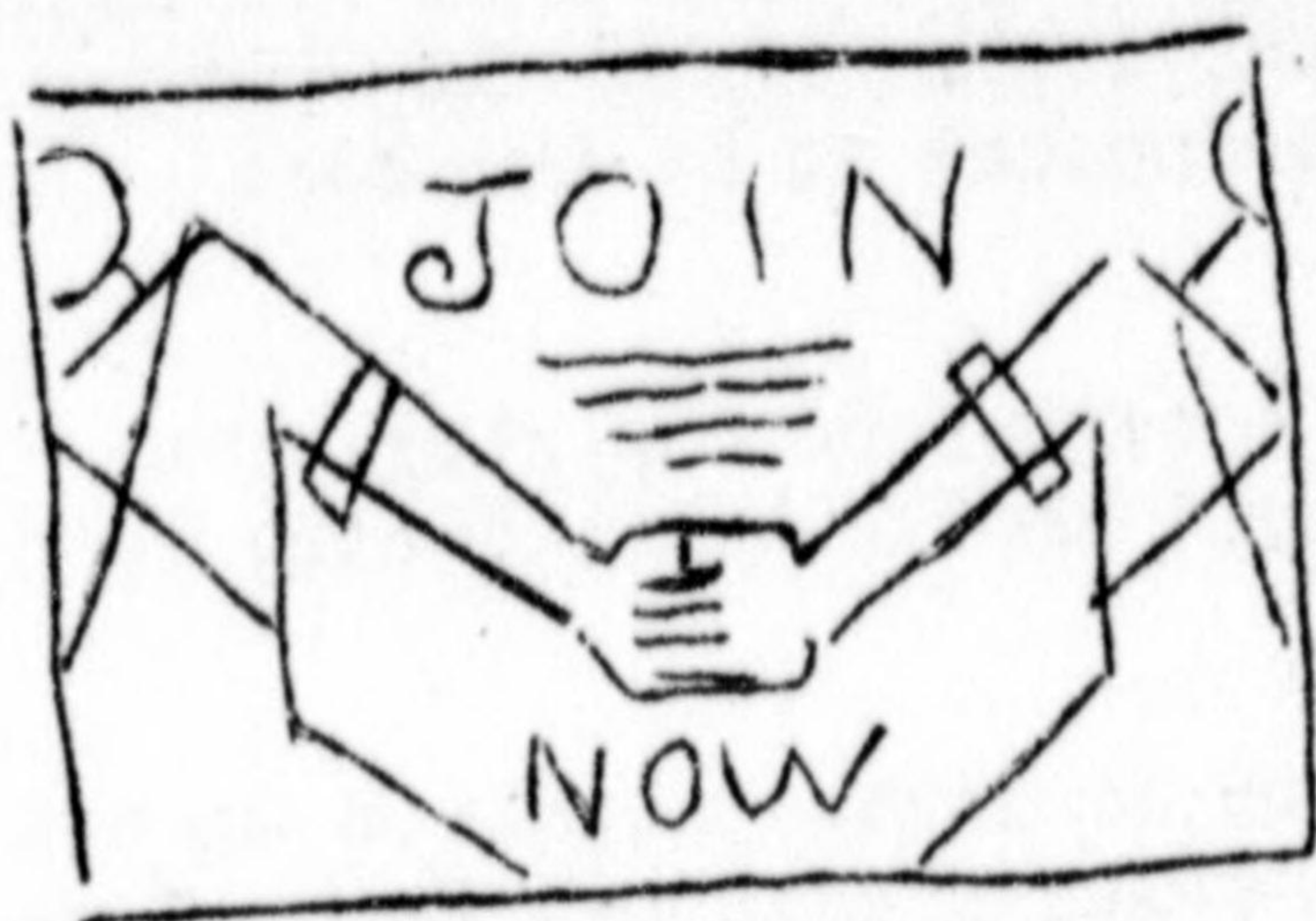
There are a few basic principles regarding leaflet and pamphlet psychology which should be discussed before we go into the mechanics of writing.

First and foremost, remember that in all your writing, you must state the truth, the whole truth, and nothing but the truth. Name-calling, half-truths, and misstatements serve only to discredit the union you represent. By stating facts, through logical thought development, and by adhering to the truth your leaflets may not only win the respect and support of the membership, but also of the general public. Your union needs the support of both!



Next thing to remember is that when you write a leaflet, do not preach! Never write with the attitude, "The membership of our union is very ignorant. I, an expert, must tell them what they should know and think." No matter how ignorant people may be, they do not like to be treated as if they are dull-witted. Write simply, state your facts, but prepare your material in such a fashion that Sato Sen listens to you. If you preach, your reader will become angry and throw down your pamphlet.

In addition, everything you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help solve his problems?" In other words, always write in terms of what the rank-and-file talk about, what they are interested in, and what they want to know.



Again, do not clutter up the leaflet or pamphlet with closely-printed pages and poor illustrations. When a person picks up a leaflet or a pamphlet, he will either be attracted to it ... or he will throw it away. If the leaflet or pamphlet is a printed mass of ideographs, and appears to be very difficult to read, it will probably be thrown into the bonjo. If it looks easy to read, and has several clever illustrations and charts, the membership will be more inclined to read it.

Finally, whatever the leaflet or pamphlet says must be short, well-thought out, and expressed in simple language. You might want to use very high-sounding words in order to show that you are an educated man. An educated man who does not know how to write in the language of the rodosha is a very un-educated man. You must learn to write in such simple form, and with such logic, that the simplest rodosha can read the pamphlet, enjoy it, find stimulating new ideas ... and then pass the pamphlet on to a friend.

Summing up, the principles you must observe if you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give them the truth!

Write in terms of the reader ... Talk in terms of his problems, his needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

SAMPLE LEAFLET

In order to illustrate the problem, let us consider a sample leaflet and two methods of treating it.

Let us suppose that you intend to write a leaflet on "What is a Labor Union."

There are many ways to handle this, but let us consider a very poor way, and a very good way, in order to illustrate the principles which we have just discussed.

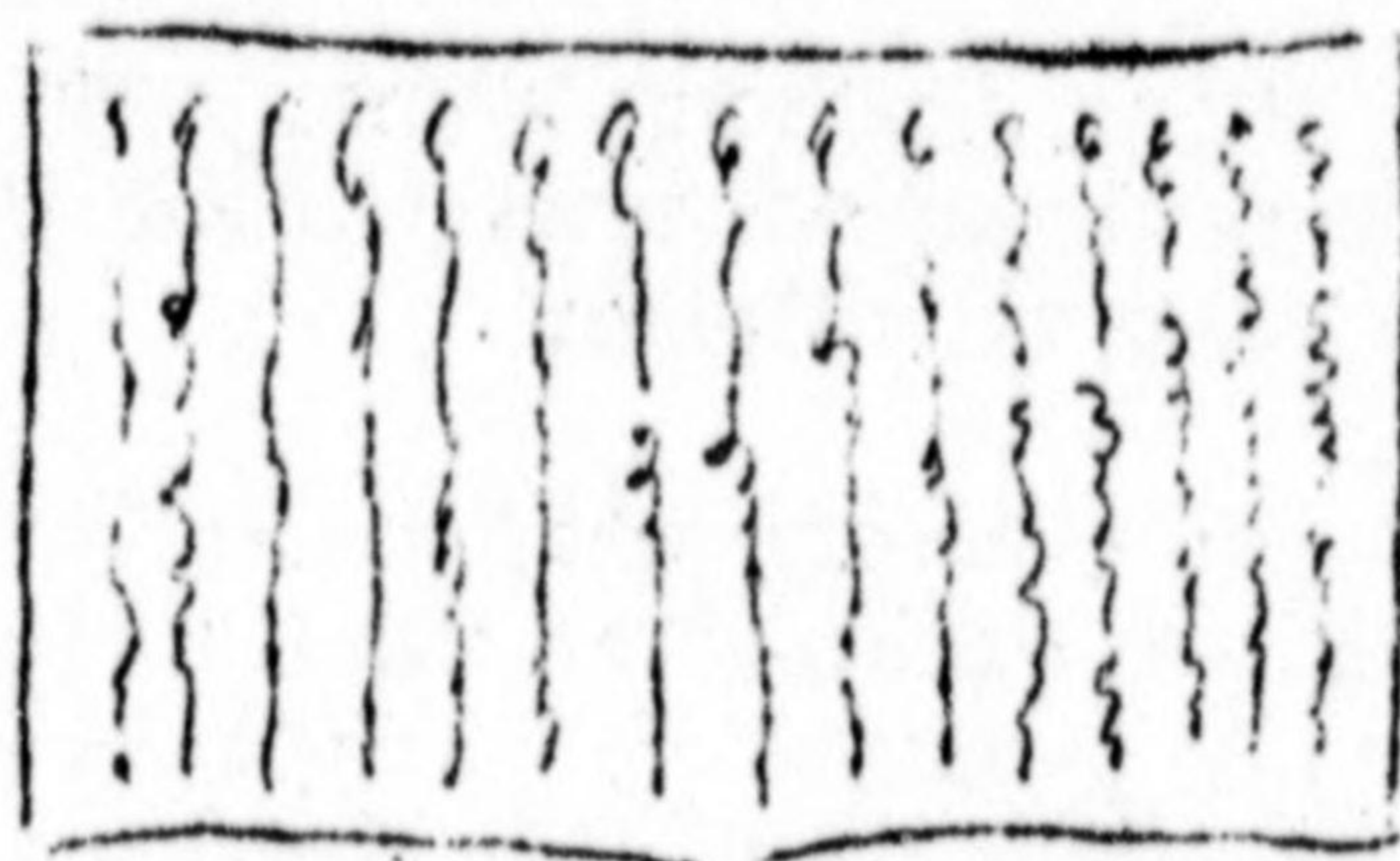
One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE
CONTEMPORARY JAPANESE TRADE UNION MOVEMENT

by

Onishi San, Education Director
All Japan Allied-Bath House Employees Union

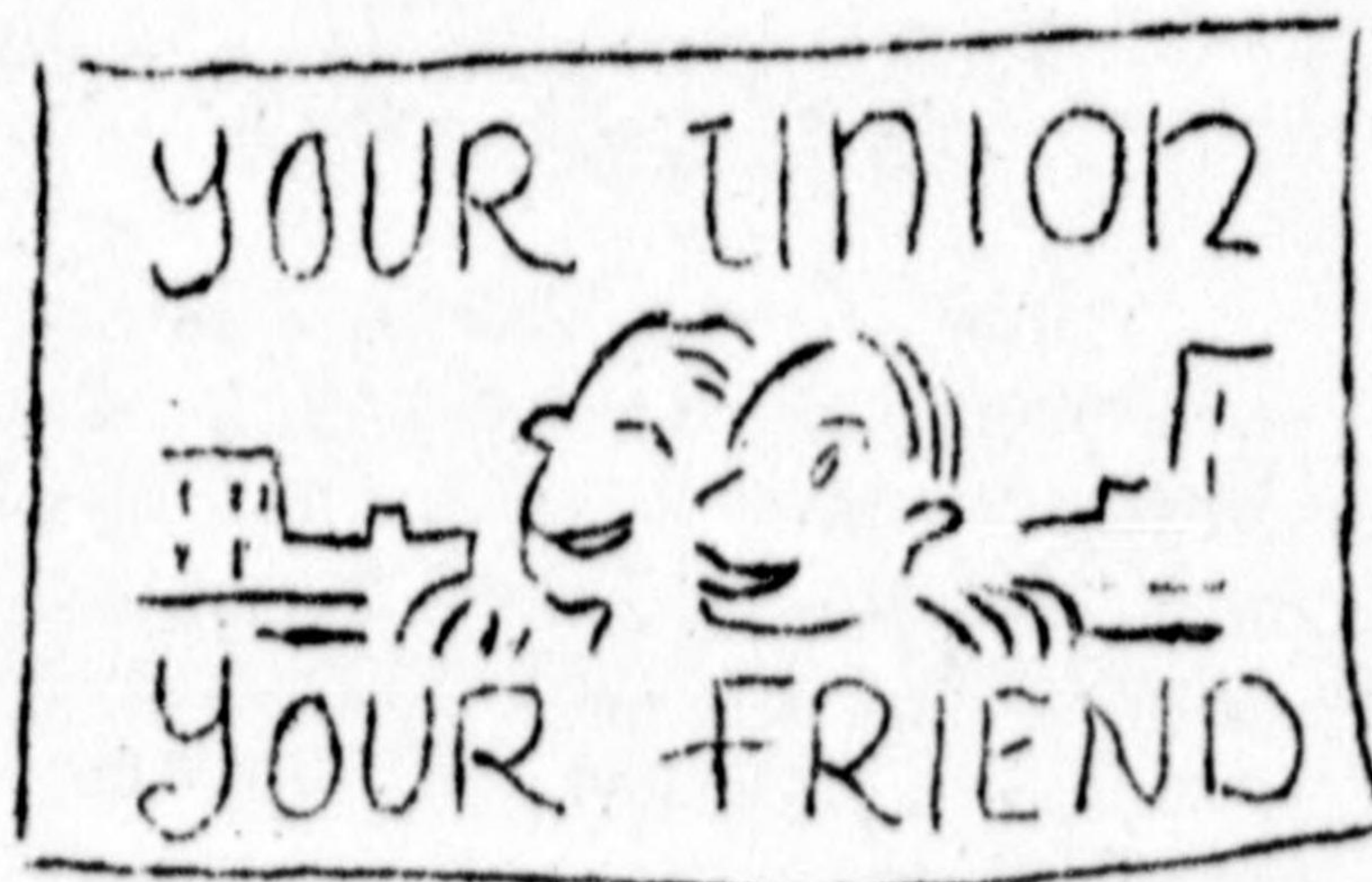
And then will follow four solid pages of type which would look something like this.....



When our typical Japanese worker, Sato San, looks at such a leaflet he will say: "My, what a lot of characters. It looks very difficult to read. Ah, so..! What do I care about the philosophy and ultimate purposes of the trade union... I want another daikon!" Sato San then proceeds to throw the leaflet to the ground. Your message is as flat as a rice cake.

The other approach is sensible. You appeal to the self-interest of Sato San. You ask him a question through your pamphlet which will cause him to say, "Yes, I wonder. Maybe this leaflet will be of use to me." How would you do that?

Obviously, you must use the first page of the leaflet for but one purpose -- to attract Sato San's attention by asking him a question or stating a thought which will arouse his self-interest. He will then read the leaflet if you arouse his personal interest. Look at this treatment of a first page. It does but one thing. And it uses large type and an illustration.



As you can see, when Sato San looks at that leaflet, he will probably say, "Ah, so desu ka... Can my rodo kumiai help me? I must read this at once and find out." He then opens up the little leaflet and finds a first page which looks like this:

As you can see, the first page is written in terms of Sato San... It says: "You have joined a union in order to take part in securing a better life for your wife, yourself, and your children. You want to take part in the building of democracy and the New Japan..."

Then the leaflet explains that the purpose of the rodo kumiai is to form an



association of workers who, through collective bargaining and mutual assistance can improve their economic and social conditions. It mentions wages, hours, and working conditions. It mentions trade union education and a few other important subjects. But each and every page is brief... it is well illustrated... and it discusses but one subject: "Your Union - Your Friend!"

You can be sure that after Sato San has read such a well-prepared leaflet he will probably take it to a friend and say, "Ano ne! This is very interesting. I did not realize that the union was a part of democracy! I did not realize that it can help not only myself but my family. Read this and then give it to someone else..."

Thus by stating facts, stating the truth, using illustrations, and writing the leaflet in terms of Sato San, you can transmit trade union ideas. And Sato San will help you to, in turn, spread them to others.

It sounds very easy, but it is difficult. It is very difficult to plan that front page -- to make it so interesting and so attractive that Sato San will want to read the leaflet. You will write and rewrite the leaflet, you will take it to friends, and you will show it to union members. After a few days, you will begin to see it develop. Write it, and then rewrite it. Plan the final leaflet, and have many persons look it over. After a week of work, you will finally develop a leaflet worth publishing. Get good illustrations, and you are then ready to see the printer.

Leaflets on which you spend much time and effort will repay you, for they will be well read.

One final point. It is often inadvisable to place the name of the union on the front page. Sometimes a person will not read the leaflet because of a long name and address on the cover. It is usually wiser to put the union label and name of the union publisher on the last page of the pamphlet, so that when the person has read it, he can then get an answer to his question: "I wonder who wrote this excellent leaflet? It is very good!"

Now this applies to mimeographed leaflets as well as to printed leaflets. In fact, with mimeographed leaflets, it is even more important, for mimeographed material does not look too good even if well done. You should plan a personal question, a good title ... and use an illustration to drive home the question. A well-prepared mimeographed leaflet will be read. One which merely rambles on and has no illustrations will soon find its way to the benjo.

PAMPHLETS

Turning now to the problem of the pamphlet, let us consider as an illustration preparation of a pamphlet on collective bargaining. Before you even begin to think about planning the subject, the first thing is to consider the needs of the shop stewards, the local union officers, and the people who will be responsible in the local union for conducting collective bargaining.

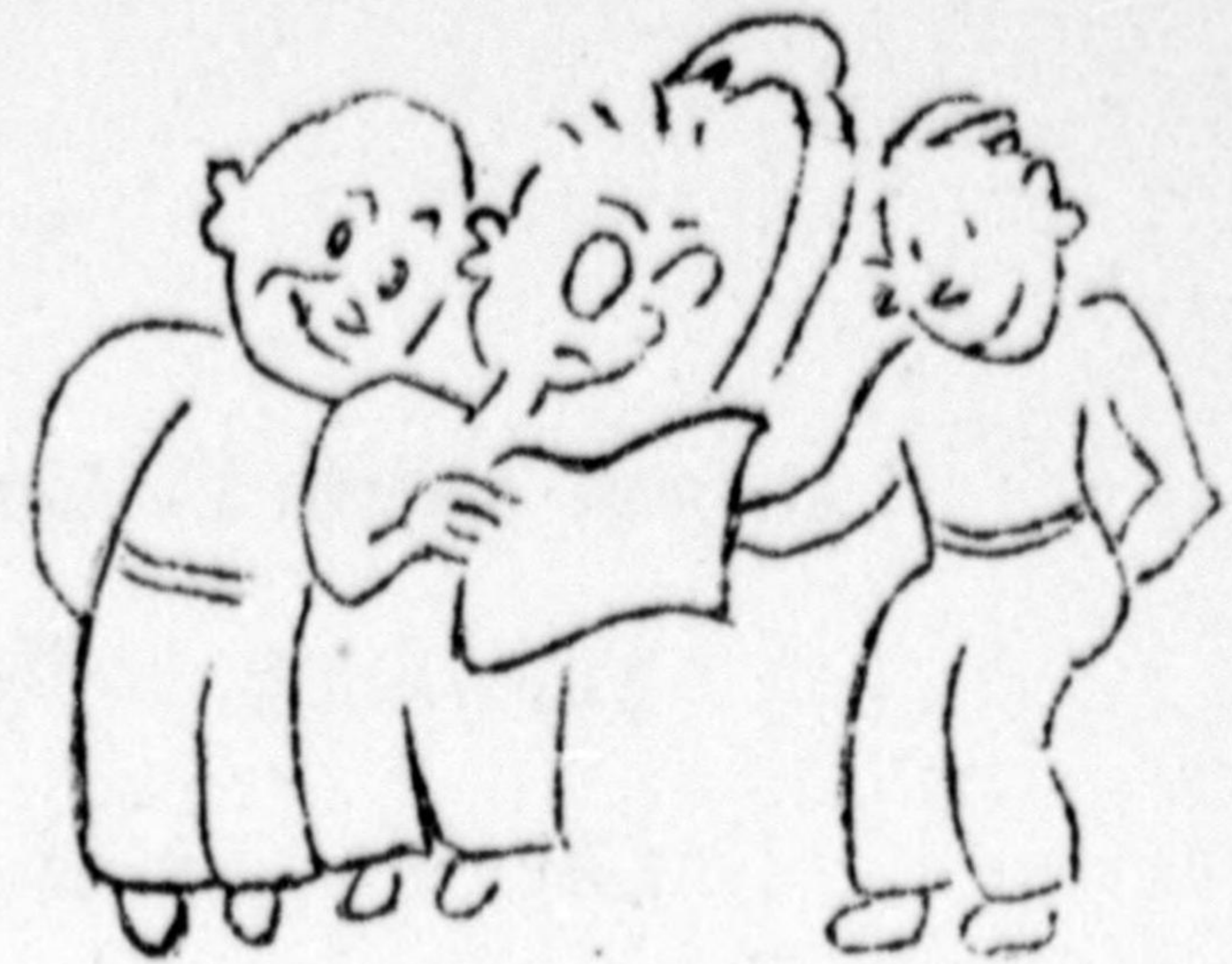
As you think it through logically, you list a series of ideas:

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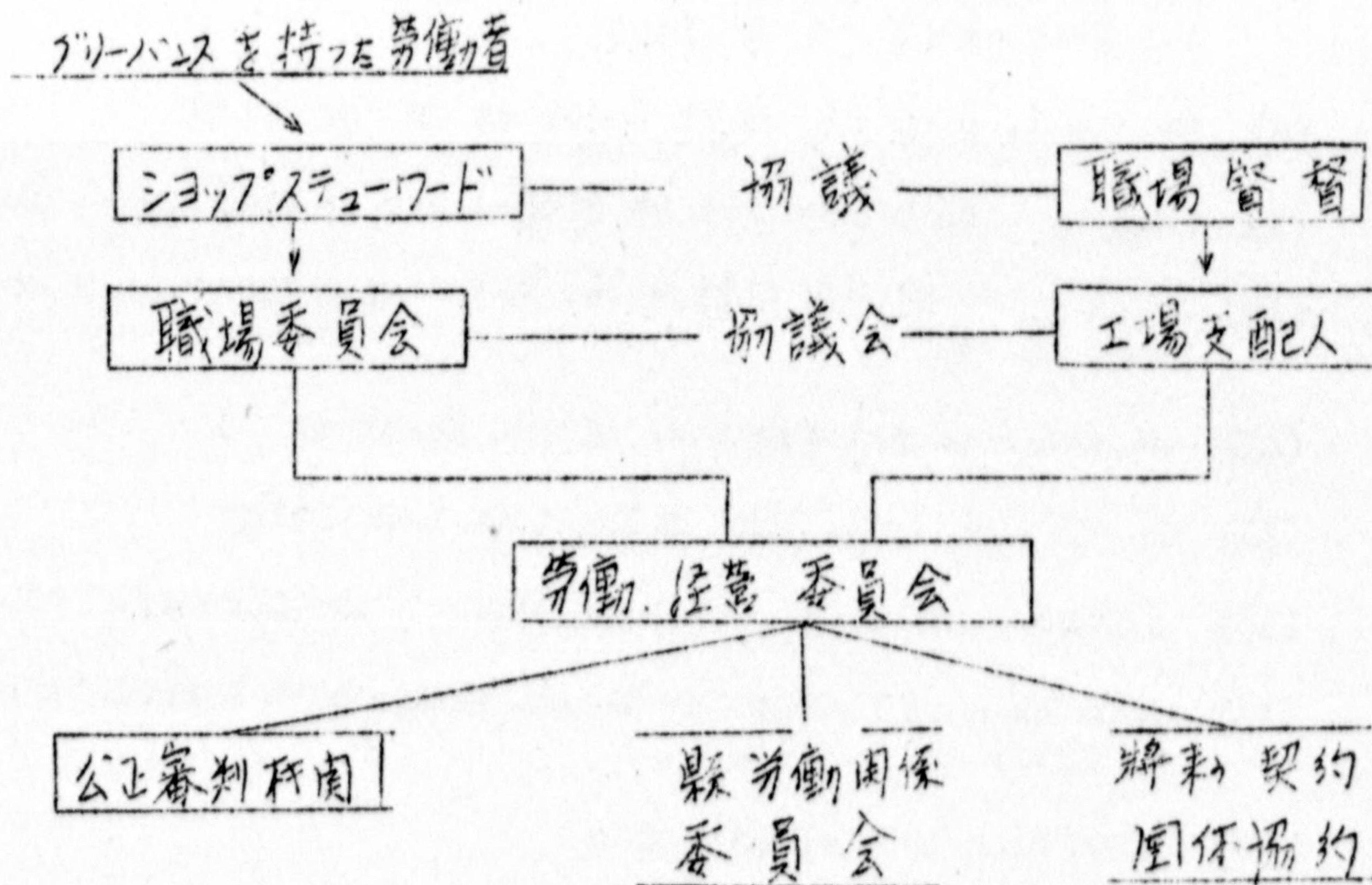
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All of this is essential. For instance, when you are writing about collective bargaining, it is useful to employ a few sketches illustrating the collective bargaining process from the time that the worker has a grievance until the grievance has been settled.

グリーバンス手続の圖解



And if you are talking about grievance slips, show them what such a slip may look like:

グリーバンス傳票

姓名 _____ 職番 _____ 日付 _____

グリーバンス内容 _____

契約違反の事実 _____

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DISTRIBUTION

The next important step, once you have prepared the pamphlet, is to decide on distribution. Put a small notice in your rodo kumiai shimbun describing the leaflet or pamphlet, outlining its contents, give the price, and indicate exactly how it can be purchased.

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Send a copy of the pamphlet to your local newspaper, describe it, and ask the newspaper to tell the general public so all persons may know that the union has just published a new leaflet or pamphlet.

In a word, when you think of distribution of your pamphlet, plan distribution not only for your own membership, but also for all private and public agencies and persons who may find it of use. The wider the distribution, the more good will and intelligent understanding you may win for your union.

Too often, very fine pamphlets are written and printed, but because the education director does not make intelligent use of distribution methods, few persons ever read the pamphlet.

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The American unions often post a notice in the shop which says: "Are you an expert on collective bargaining? Do you know all of the answers? If not, read the new pamphlet issued by the national headquarters, 'COLLECTIVE BARGAINING,' which can be obtained at the union office for two yen per copy..."



Again, when distributing pamphlets or leaflets to local persons not in the union, such as school teachers or university professors, it is wiser to visit them in person rather than just mail the publication. You can describe the new publication, and explain how they may find it useful. After you have left, they will be much more inclined to read the publication.

Another technique used to stimulate reading of the pamphlet is to hold a question-and-answer meeting based on the factual material in a new trade union publication. The local union announces that on a certain date a public question-and-answer meeting will be held. The person answering the largest number of questions correctly will be awarded, say, a prize -- a pack of cigarettes, some shoyu sauce, a book, or some other valued trophy. The members are told that if they want to take part in the contest, they must read a certain new trade union pamphlet. Give them the price and tell

then where and how they can obtain the pamphlet. For example, suppose you are planning a question-and-answer meeting based on a pamphlet, "HOW TO CONDUCT A UNION MEETING" ...


The education director then goes through the pamphlet and writes out a few hundred questions based on the pamphlet -- every possible sort of question the answer to which is found in the pamphlet.

When the meeting is held, all persons who think they have mastered the pamphlet are seated in front of the membership of the local. All of the questions are written on small slips of paper and placed in a large jar. One by one, in turn, the education director asks the contestants the questions. As soon as one person cannot answer correctly, he or she is ruled out of the contest and becomes a spectator. Finally there are only two persons left ... and questions continue until one of them is ruled out of the contest.



The winner receives the prize, yes! But the entire membership has listened carefully to the questions and answers, has heard the rulings of the education director, and by the time they leave the meeting place ALL have received a good education on the subject matter.

This type of question-and-answer meeting can well be staged in the primary school on a Sunday afternoon. Everyone loves a contest of brains -- and if Papasen brings the family with him to the meeting, his wife and children will also receive a little education about rodo kumiai.



Notices of new pamphlets and publications can frequently be placed on the bulletin board at the gates of the factory, in the public bath house, on the dormitory bulletin board, or perhaps even written in chalk on the walls of the benjo.

All of this is mentioned to focus the attention of the Japanese trade union director on one of his major problems: to get the widest distribution and circulation of trade union literature possible with a minimum of effort.

MASS INFORMATION

During times of negotiation or possible labor disputes, always be careful to prepare well-documented leaflets which present the case of the union. Give nothing but **FACTS** -- plenty of **FACTS**. Describe the wages, hours, and working conditions of the workers. Tell precisely what the union is demanding and why they should receive it. Avoid name-calling. Stick to facts.

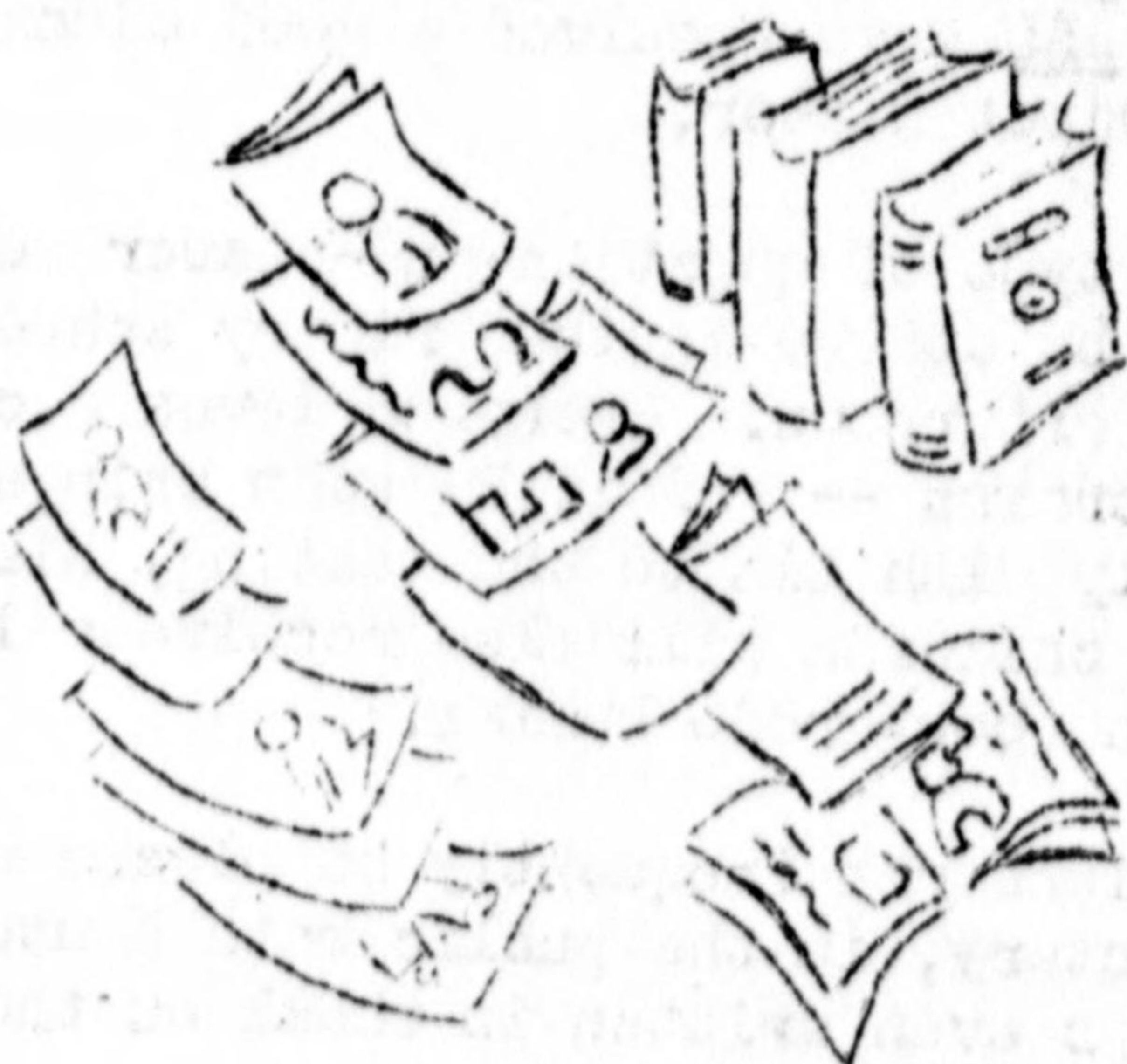
One well-prepared leaflet which states the union position and tells why it is in the interest of the public that the union should win its demands can aid the bargaining committee in its negotiations. Through such well-timed leaflets and pamphlets explaining the union position, you can use mass distribution not only to inform the workers accurately, but also to inform the public.

For, you see, the education director of the union is not only interested in educating the membership. He is equally interested in educating the general public, public officials, and other persons, so that they may understand the position of the trade union.

That is one excellent way to build up a "sound public opinion"; that is, informing the public to such an extent that they sympathetically approve the demands of the trade union. Then if a dispute should arise, the public has been informed in advance, they know the issues, and they will probably support the trade union.

LIBRARY

The Japanese trade unions are growing with very little printed material on the trade union movement available. Millions of workers all over Japan have heard about the trade union over the radio and through their daily newspaper, but as you know, they are hungry for information. The various leaflets and pamphlets needed to inform and educate them cannot be developed in one day. But if the national trade union education directors will publish a few good leaflets and one well-written pamphlet before the end of this year, they will have taken one important step forward. First come leaflets... then pamphlets, and finally, as the literature and as knowledge and experience develop, then will come books.



With the leaflets will come discussion.

With the pamphlets will come classes and courses of instruction.

Then as books on the labor movement develop, schools can begin to function, labor colleges will have sufficient texts to conduct regular classes ... and a real workers' education movement will be under way in Japan.

As with all things, it must of necessity proceed from very small beginnings. The little leaflets may seem very unimportant, but they are beginnings of Japanese trade union literature.

The mighty trees which line the road to Nikko were once tiny seeds,

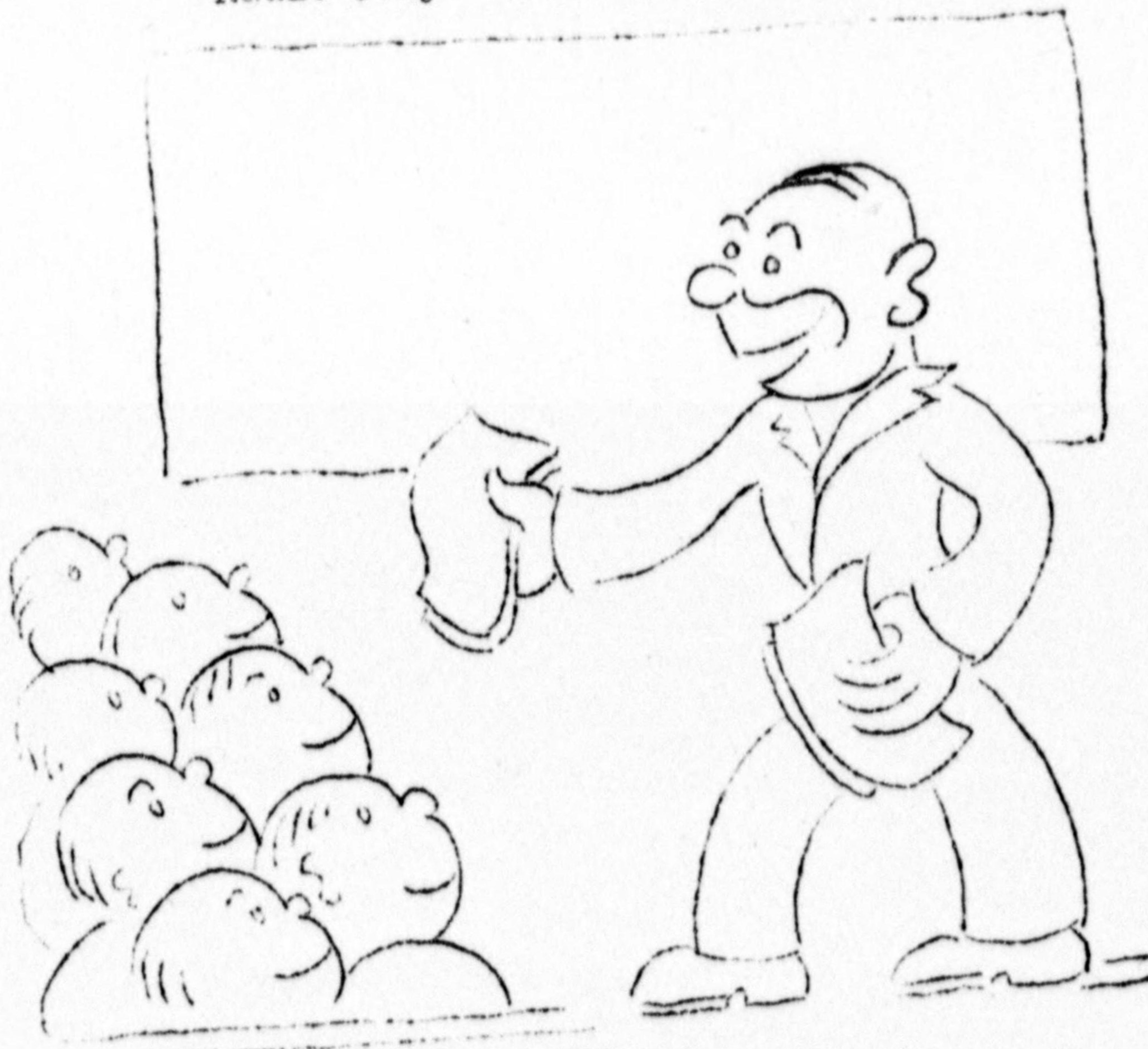
So too, in America and Great Britain, the beginnings of workers' education were found in tiny pamphlets and leaflets.

Have you begun to plant the seeds of trade unionism in your union? Are you planning for the mighty trade union trees of tomorrow which will grow along the path which trade unionism is building toward a better, free, democratic world?



TRADE UNION PAMPHLETS AND LEAFLETS

Information conference with the
Education Directors of Japanese
National Trade Unions held at
Radio Tokyo on 20 November 1946



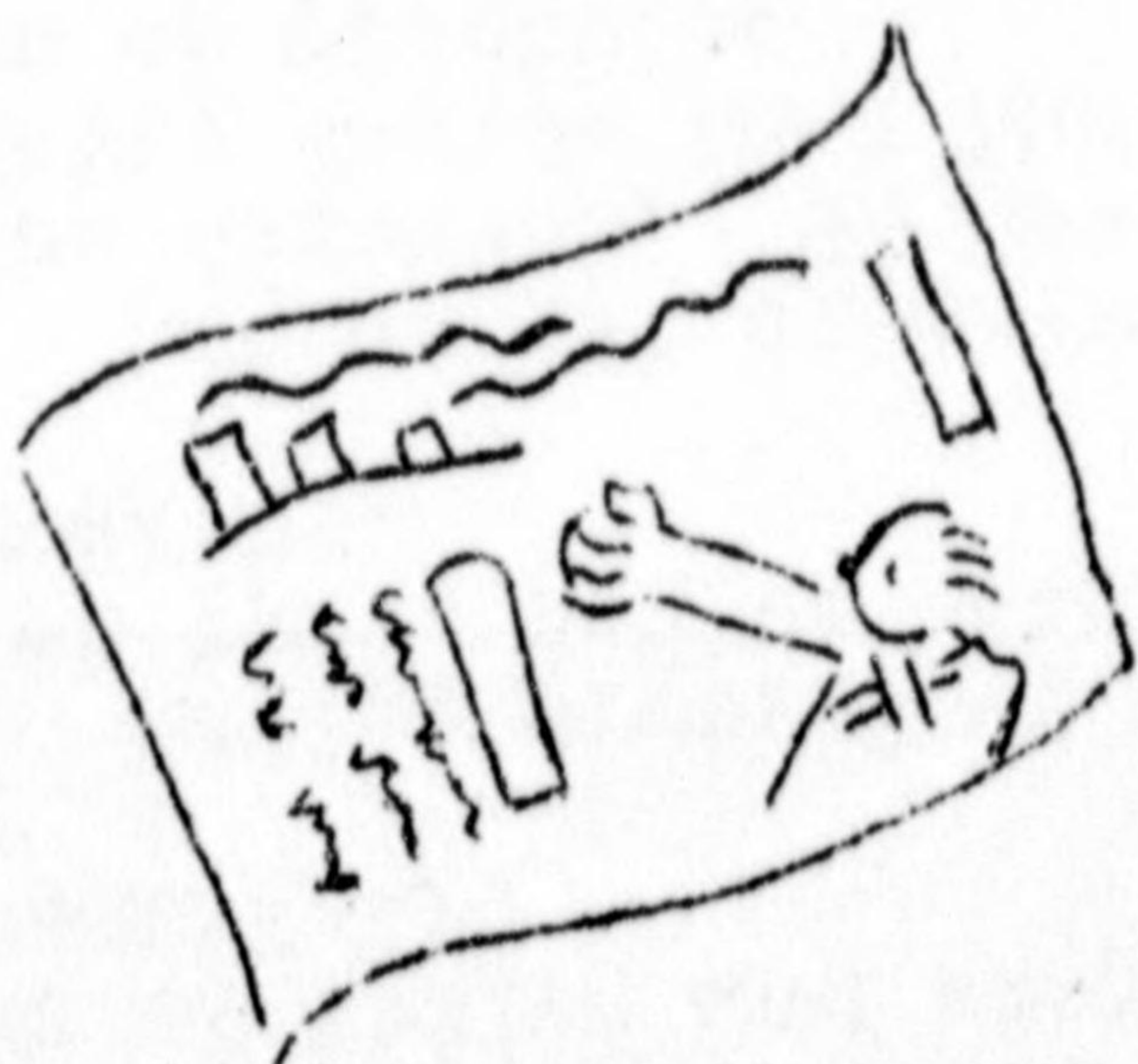
by
Richard L-G Deverall
Chief, Labor Education Branch

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION
G. H. Q.
TOKYO

INTRODUCTION

Media Trade unions use leaflets and pamphlets in order to inform large numbers of trade unionists, prospective trade unionists, and the general public. The purpose of this discussion is to outline the use of leaflets and pamphlets, give a few hints on their preparation, and advise on their distribution.

Because of the current paper shortage, the Japanese trade unions find it very difficult to prepare and issue pamphlets and leaflets. Because of this shortage, that makes it all the more important that such pamphlets and leaflets as are issued will be the best possible pamphlets and leaflets.



Leaflets

First of all, what is a leaflet? A leaflet is usually a single sheet of paper, printed on one or both sides, or else a single sheet folded into a convenient size. The leaflet is used to present one thought. It is used to give information to trade union members on a special problem or matter, or to inform the general public. No matter how pressing the need may be for a leaflet at a certain time, it is imperative that there be careful preparation.

Pamphlets

A pamphlet is a little book of from eight to ten pages to several dozen pages. It usually presents one or more ideas, is quite extended, and is used as a technique of teaching as well as one of general information for the trade union membership, union officers, and the general public.



Choice of Media

The Education Director of the national union or the national Federation is usually the issuing agent of pamphlets and leaflets, for, as they are printed in quantity, the local union alone cannot usually afford the expense. By centralizing the printing of pamphlets and leaflets, the national union can aid in the development of trade union literature without asking any one local union for too much money.

As a trade union education director travels from local union to local union, he is usually besieged with questions from the officers and members of the local union.

One officer says: "How is the national headquarters organized?"

Another officer says: "What happens to the money which we send to Tokyo -- our per capita tax?"

A union member asks: "What is the purpose of the trade union?"

Another union member asks: "What are the policies of our national headquarters? What does our union stand for?"

He will also meet with shop stewards, who will tell him: "We have heard about labor contracts and grievance machinery, but we do not know what all these new developments are. Can you furnish a book of instruction which will help us?"

Again, a local union education committee will complain: "We have organized an education committee. We are anxious to do educational work. But what do we do? Where do we get some books for our guidance? What will we teach the membership?"

ANALYSIS

The education director of the national union, if he is a careful man and keeps notes, will soon have a note book filled with questions, problems, and outlines of pamphlets and leaflets to be written.

First of all, he must decide which materials are absolutely essential. Which must be written and published right now? Which can be put off a few months? Which must wait research and study before they can be written?

After he has worked over the problem and consulted with other trade union education directors, he may work up a short list of titles and subjects which must be clarified and explained immediately.

Having arrived at titles and subjects, he must then decide which types can be handled with leaflets, which types with pamphlets.

Let us put ourselves in the place of a national union education director. We have studied the problem for some time, and finally decide that the following subjects must be dealt with as soon as possible:

What is a labor union?

Why should I be a member of a labor union?

What are the duties of union officers?

What is grievance machinery?

Why must the union have money?

What does the local union do for the membership?

How does the local union go about securing a contract?

What does the education committee of the local union do?

These subjects are just a few -- you will think of many more as you continue to visit local unions and discuss problems with the membership and the officers.

But consider just these few. You could write a book on what a labor union is, but you feel that a short, brief leaflet will do the job. You want something small, but with enough written material to give the rank-and-file a good idea of the purposes and objectives of the labor union. You have just one idea to get across ... and the leaflet appears to be the best way to do it.

Going down the list, you decide that "Why Should I be a Member of a Labor Union?" and "Why Must the Union have Money?" should be leaflets, as each presents a single idea.

That further indicates that you have decided to write pamphlets on the other subjects -- Duties of Union Officers, Grievance Machinery, Union Contracts, and The Duties and Functions of a Local Union Education Committee.

The first step is to decide what you will discuss. But of equal importance is what you will do once you have made the decision. How will you treat the subject? What will you say? And how will you say it?

PRINCIPLES

There are a few basic principles regarding leaflet and pamphlet psychology which should be discussed before we go into the mechanics of writing.

First and foremost, remember that in all your writing, you must state the truth, the whole truth, and nothing but the truth. Name-calling, half-truths, and misstatements serve only to discredit the union you represent. By stating facts, through logical thought development, and by adhering to the truth your leaflets may not only win the respect and support of the membership, but also of the general public. Your union needs the support of both!



Next thing to remember is that when you write a leaflet, do not preach! Never write with the attitude, "The membership of our union is very ignorant. I, an expert, must tell them what they should know and think." No matter how ignorant people may be, they do not like to be treated as if they are dull-witted. Write simply, state your facts, but prepare your material in such a fashion that Seto Sen listens to you. If you preach, your reader will become angry and throw down your pamphlet.

In addition, everything you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help solve his problems?" In other words, always write in terms of what the rank-and-file talk about, what they are interested in, and what they want to know.



Again, do not clutter up the leaflet or pamphlet with closely-printed pages and poor illustrations. When a person picks up a leaflet or a pamphlet, he will either be attracted to it ... or he will throw it away. If the leaflet or pamphlet is a printed mass of ideographs, and appears to be very difficult to read, it will probably be thrown into the benjo. If it looks easy to read, and has several clever illustrations and charts, the membership will be more inclined to read it.

Finally, whatever the leaflet or pamphlet says must be short, well-thought out, and expressed in simple language. You might want to use very high-sounding words in order to show that you are an educated man. An educated man who does not know how to write in the language of the rodosha is a very un-educated man. You must learn to write in such simple form, and with such logic, that the simplest rodosha can read the pamphlet, enjoy it, find stimulating new ideas ... and then pass the pamphlet on to a friend.

Summing up, the principles you must observe if you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give them the truth!

Write in terms of the reader ... Talk in terms of his problems, his needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

SAMPLE LEAFLET

In order to illustrate the problem, let us consider a sample leaflet and two methods of treating it.

Let us suppose that you intend to write a leaflet on "What is a Labor Union."

There are many ways to handle this, but let us consider a very poor way, and a very good way, in order to illustrate the principles which we have just discussed.

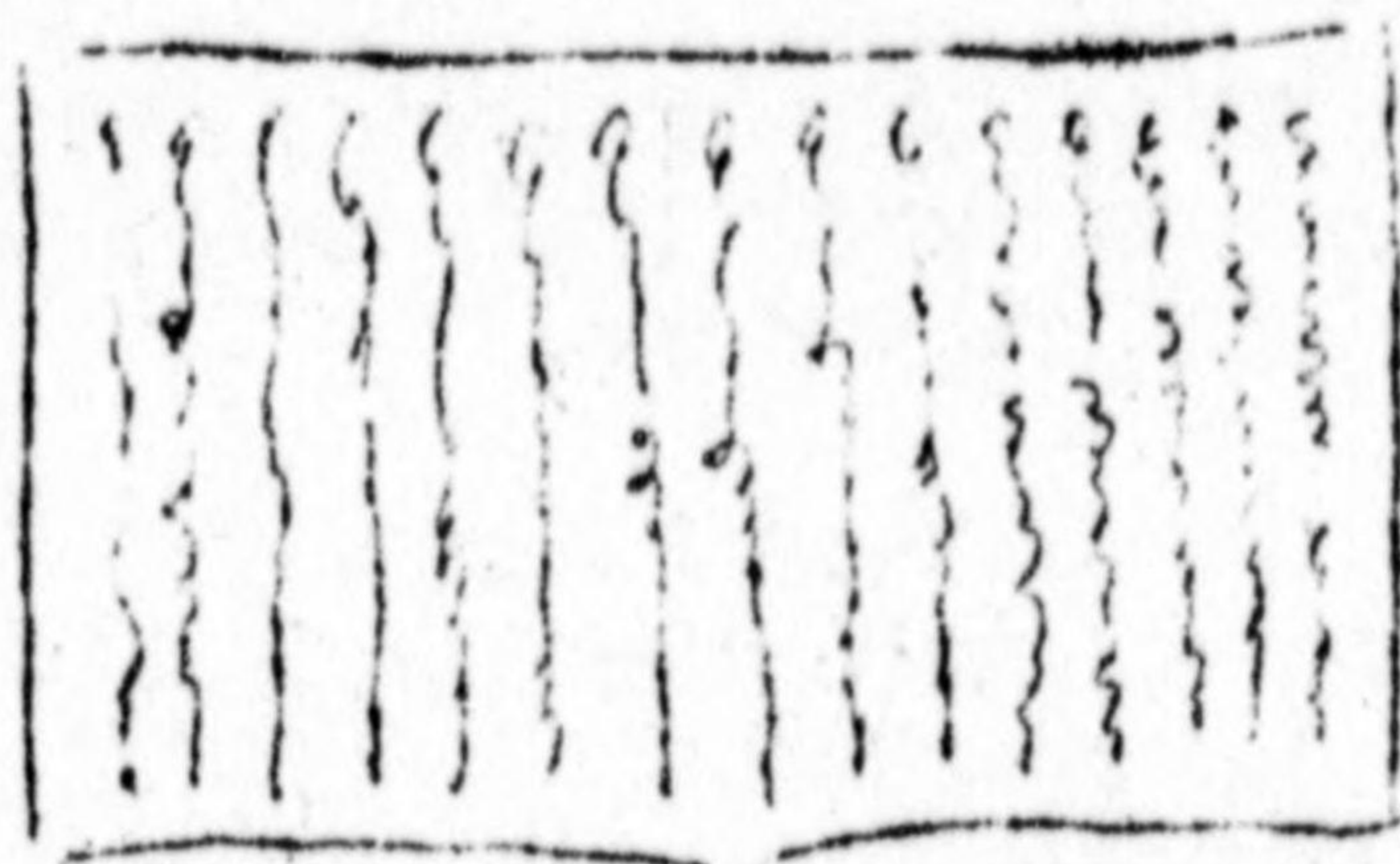
One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE
CONTEMPORARY JAPANESE TRADE UNION MOVEMENT

by

Onishi San, Education Director
All Japan Allied-Bath-House Employees Union

And then will follow four solid pages of type which would look something like this.....



When our typical Japanese worker, Sato San, looks at such a leaflet he will say: "My, what a lot of characters. It looks very difficult to read. Ah, so..! What do I care about the philosophy and ultimate purposes of the trade union... I want another daikon!" Sato San then proceeds to throw the leaflet to the ground. Your message is as flat as a rice cake.

The other approach is sensible. You appeal to the self-interest of Sato San. You ask him a question through your pamphlet which will cause him to say, "Yes, I wonder. Maybe this leaflet will be of use to me." How would you do that?

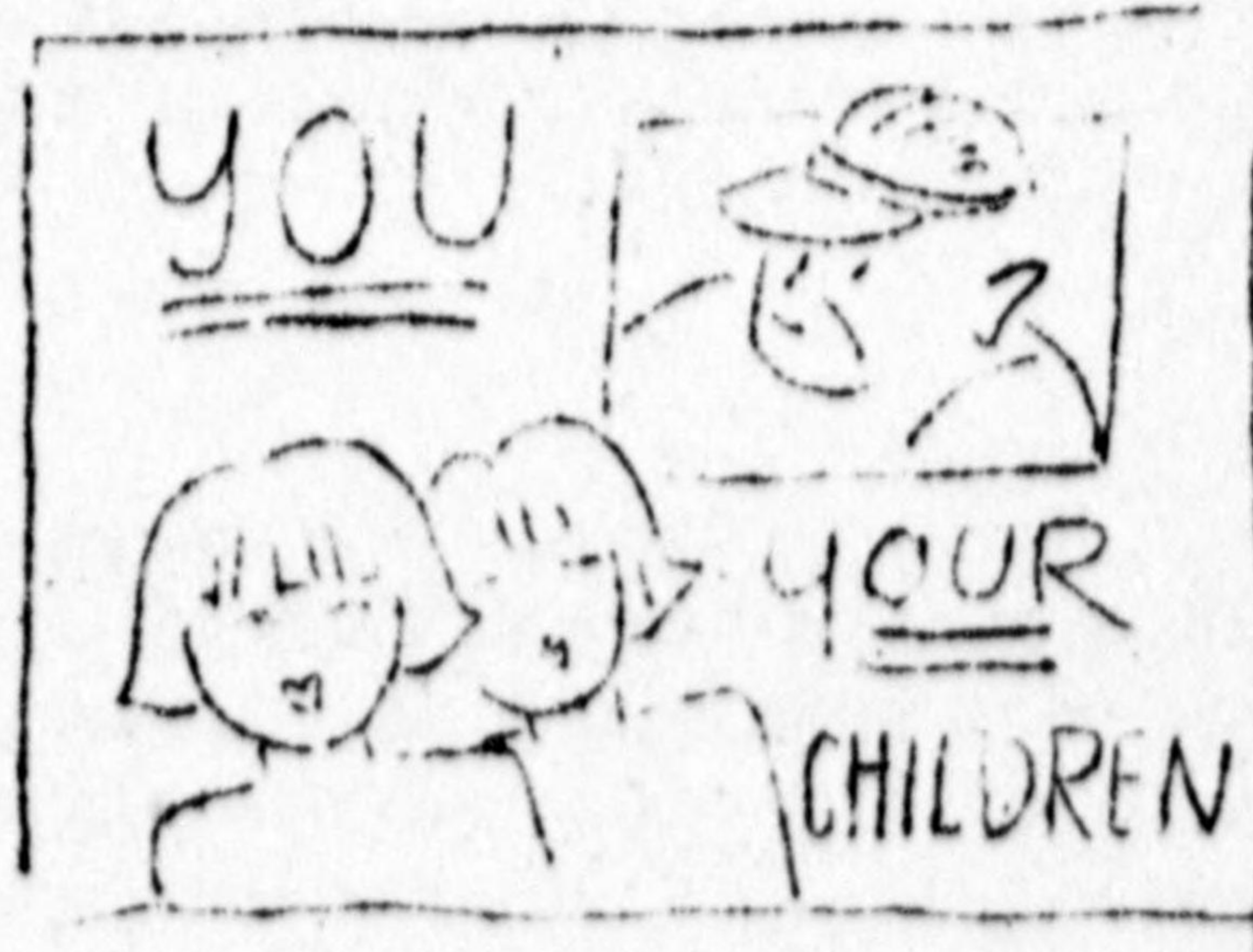
Obviously, you must use the first page of the leaflet for but one purpose -- to attract Sato San's attention by asking him a question or stating a thought which will arouse his self-interest. He will then read the leaflet if you arouse his personal interest. Look at this treatment of a first page. It does but one thing. And it uses large type and an illustration.



As you can see, when Sato San looks at that leaflet, he will probably say, "Ah, so desu ka... Can my rodo kumiai help me? I must read this at once and find out." He then opens up the little leaflet and finds a first page which looks like this:

As you can see, the first page is written in terms of Sato San... It says: "You have joined a union in order to take part in securing a better life for your wife, yourself, and your children. You want to take part in the building of democracy and the New Japan..."

Then the leaflet explains that the purpose of the rodo kumiai is to form an



association of workers who, through collective bargaining and mutual assistance can improve their economic and social conditions. It mentions wages, hours, and working conditions. It mentions trade union education and a few other important subjects. But each and every page is brief... it is well illustrated... and it discusses but one subject: "Your Union - Your Friend!"

You can be sure that after Sato San has read such a well-prepared leaflet he will probably take it to a friend and say, "Ano ne! This is very interesting. I did not realize that the union was a part of democracy! I did not realize that it can help not only myself but my family. Read this and then give it to someone else..."

Thus by stating facts, stating the truth, using illustrations, and writing the leaflet in terms of Sato San, you can transmit trade union ideas. And Sato San will help you to, in turn, spread them to others.

It sounds very easy, but it is difficult. It is very difficult to plan that front page -- to make it so interesting and so attractive that Sato San will want to read the leaflet. You will write and rewrite the leaflet, you will take it to friends, and you will show it to union members. After a few days, you will begin to see it develop. Write it, and then rewrite it. Plan the final leaflet, and have many persons look it over. After a week of work, you will finally develop a leaflet worth publishing. Get good illustrations, and you are then ready to see the printer.

Leaflets on which you spend much time and effort will repay you, for they will be well read.

One final point. It is often inadvisable to place the name of the union on the front page. Sometimes a person will not read the leaflet because of a long name and address on the cover. It is usually wiser to put the union label and name of the union publisher on the last page of the pamphlet, so that when the person has read it, he can then get an answer to his question: "I wonder who wrote this excellent leaflet? It is very good!"

Now this applies to mimeographed leaflets as well as to printed leaflets. In fact, with mimeographed leaflets, it is even more important, for mimeographed material does not look too good even if well done. You should plan a personal question, a good title ... and use an illustration to drive home the question. A well-prepared mimeographed leaflet will be read. One which merely rambles on and has no illustrations will soon find its way to the benjo.

PAMPHLETS

Turning now to the problem of the pamphlet, let us consider as an illustration preparation of a pamphlet on collective bargaining. Before you even begin to think about planning the subject, the first thing is to consider the needs of the shop stewards, the local union officers, and the people who will be responsible in the local union for conducting collective bargaining.

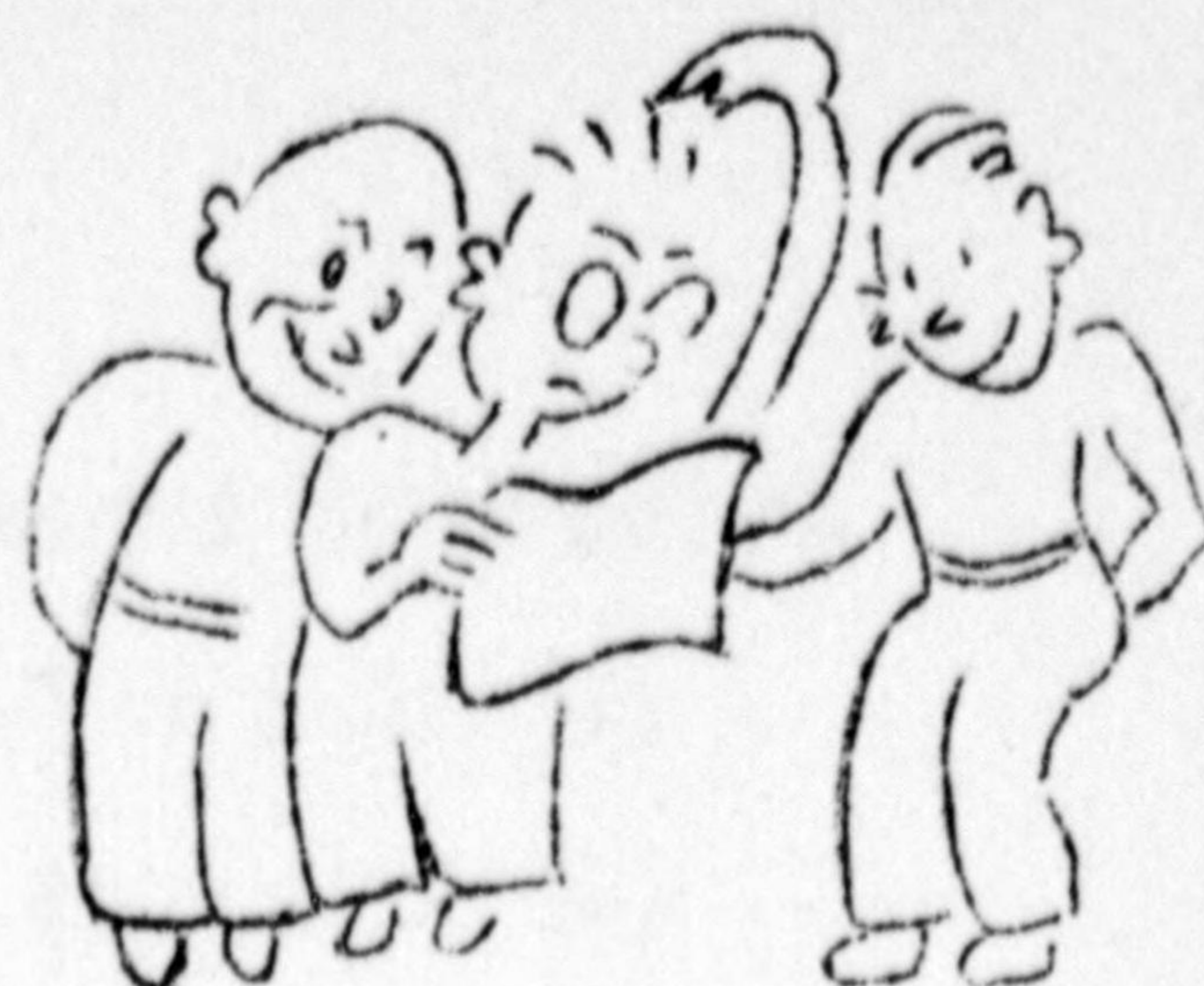
As you think it through logically, you list a series of ideas:

- (1) What is Collective Bargaining?
- (2) How is it practiced in other Countries?
- (3) Development of Collective Bargaining in Japan
- (4) Legal framework for Collective Bargaining
- (5) Election of the Negotiation Committee
- (6) Preparatory work of the Negotiation Committee -- Research and Statistics.
- (7) Formulation of the Demands -- Presenting them to the Membership for Discussion and Adoption
- (8) Preparation of the draft contract or agreement
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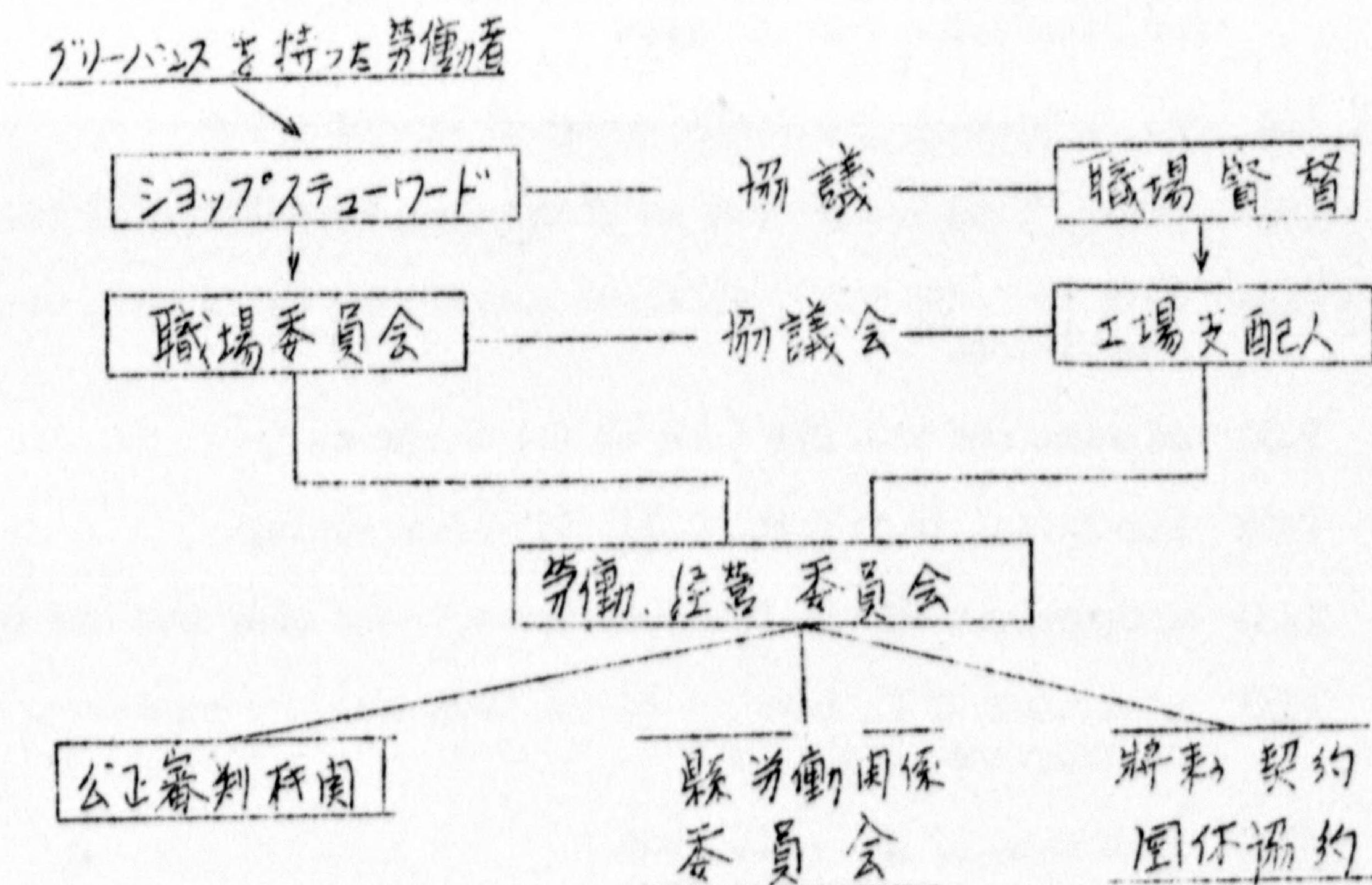
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All of this is essential. For instance, when you are writing about collective bargaining, it is useful to employ a few sketches illustrating the collective bargaining process from the time that the worker has a grievance until the grievance has been settled.

グリーバンス手続の圖解



And if you are talking about grievance slips, show them what such a slip may look like:

グリーバンス傳票

姓名 _____ 職番 _____ 附 _____

グリーバンス内容 _____

契約違反の事 _____

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Another technique used to stimulate reading of the pamphlet is to hold a question-and-answer meeting based on the factual material in a new trade union publication. The local union announces that on a certain date a public question-and-answer meeting will be held. The person answering the largest number of questions correctly will be awarded, say, a prize -- a pack of cigarettes, some shoyu sauce, a book, or some other valued trophy. The members are told that if they want to take part in the contest, they must read a certain new trade union pamphlet. Give them the price and tell

then where and how they can obtain the pamphlet. For example, suppose you are planning a question-and-answer meeting based on a pamphlet, "HOW TO CONDUCT A UNION MEETING" ...

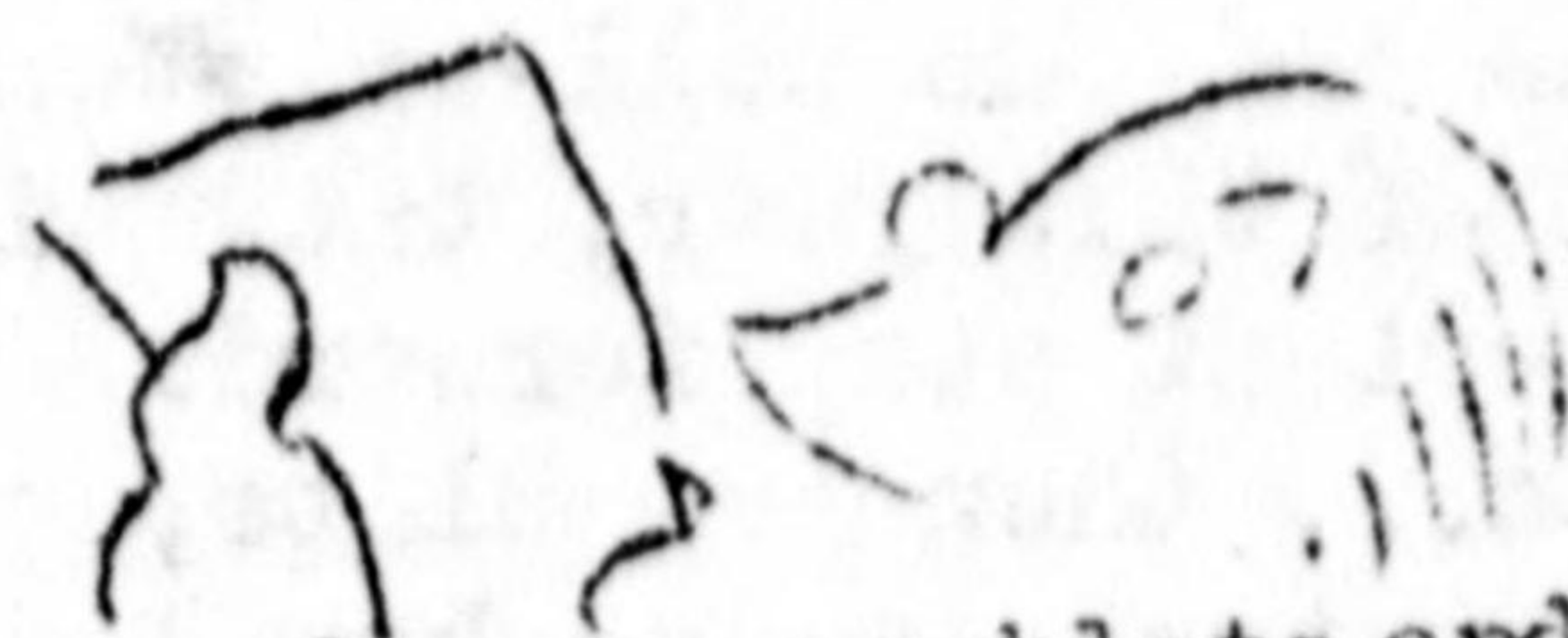
The education director then goes through the pamphlet and writes out a few hundred questions based on the pamphlet -- every possible sort of question the answer to which is found in the pamphlet.

When the meeting is held, all persons who think they have mastered the pamphlet are seated in front of the membership of the local. All of the questions are written on small slips of paper and placed in a large jar. One by one, in turn, the education director asks the contestants the questions. As soon as one person cannot answer correctly, he or she is ruled out of the contest and becomes a spectator. Finally there are only two persons left ... and questions continue until one of them is ruled out of the contest.



The winner receives the prize, yes! But the entire membership has listened carefully to the questions and answers, has heard the rulings of the education director, and by the time they leave the meeting place ALL have received a good education on the subject matter.

This type of question-and-answer meeting can well be staged in the primary school on a Sunday afternoon. Everyone loves a contest of brains -- and if Papasen brings the family with him to the meeting, his wife and children will also receive a little education about redo kumiai.



Notices of new pamphlets and publications can frequently be placed on the bulletin board at the gates of the factory, in the public bath house, on the dormitory bulletin board, or perhaps even written in chalk on the walls of the benjo.

All of this is mentioned to focus the attention of the Japanese trade union director on one of his major problems: to get the widest distribution and circulation of trade union literature possible with a minimum of effort.

MASS INFORMATION

During times of negotiation or possible labor disputes, always be careful to prepare well-documented leaflets which present the case of the union. Give nothing but **FACTS** -- plenty of **FACTS**. Describe the wages, hours, and working conditions of the workers. Tell precisely what the union is demanding and why they should receive it. Avoid name-calling. Stick to facts.

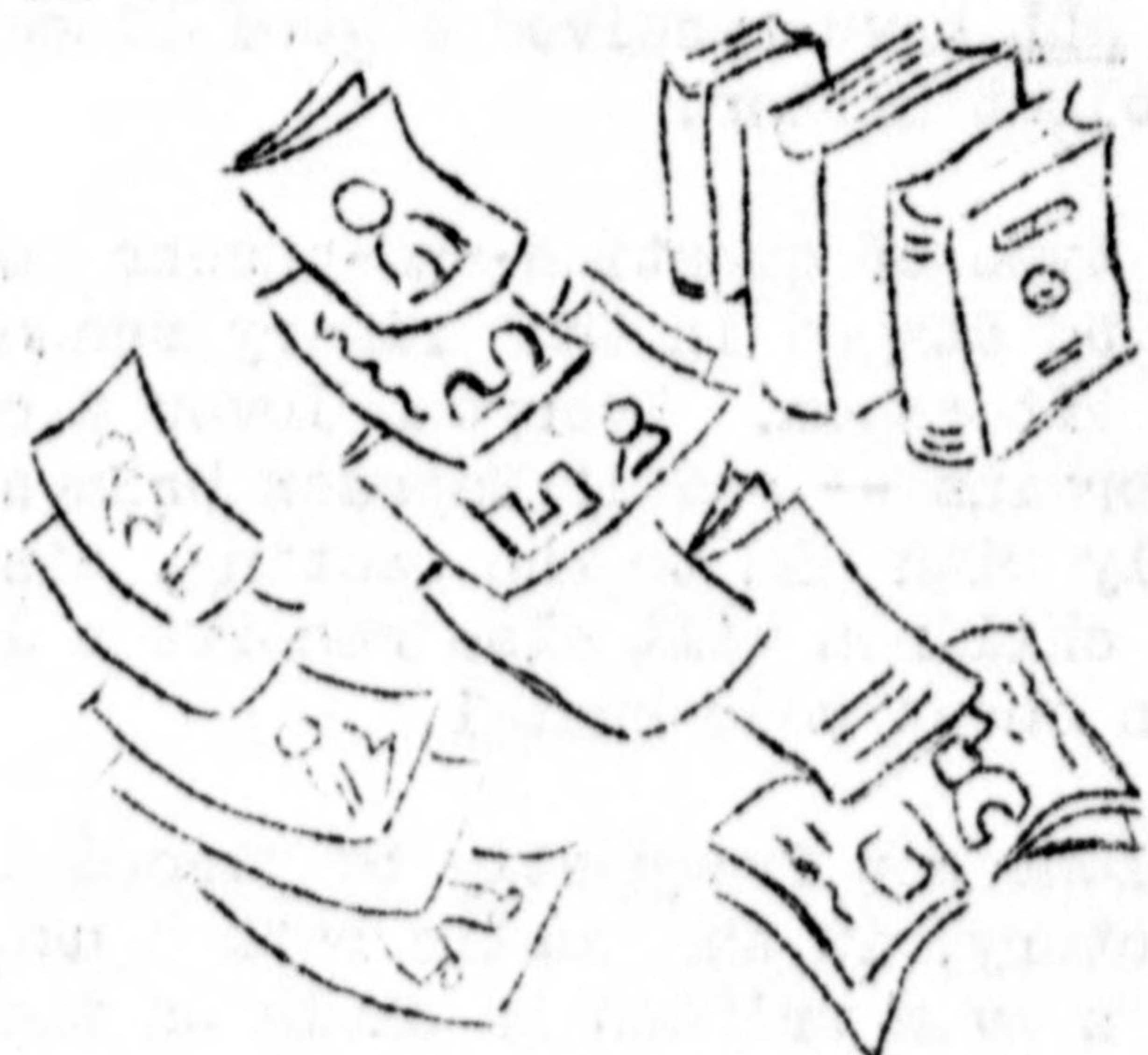
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LIBRARY

The Japanese trade unions are growing with very little printed material on the trade union movement available. Millions of workers all over Japan have heard about the trade union over the radio and through their daily newspaper, but as you know, they are hungry for information. The various leaflets and pamphlets needed to inform and educate them cannot be developed in one day. But if the national trade union education directors will publish a few good leaflets and one well-written pamphlet before the end of this year, they will have taken one important step forward. First come leaflets... then pamphlets, and finally, as the literature and as knowledge and experience develop, then will come books.



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Then as books on the labor movement develop, schools can begin to function, labor colleges will have sufficient texts to conduct regular classes ... and a real workers' education movement will be under way in Japan.

As with all things, it must of necessity proceed from very small beginnings. The little leaflets may seem very unimportant, but they are beginnings of Japanese trade union literature.

The mighty trees which line the road to Nikko were once tiny seeds.

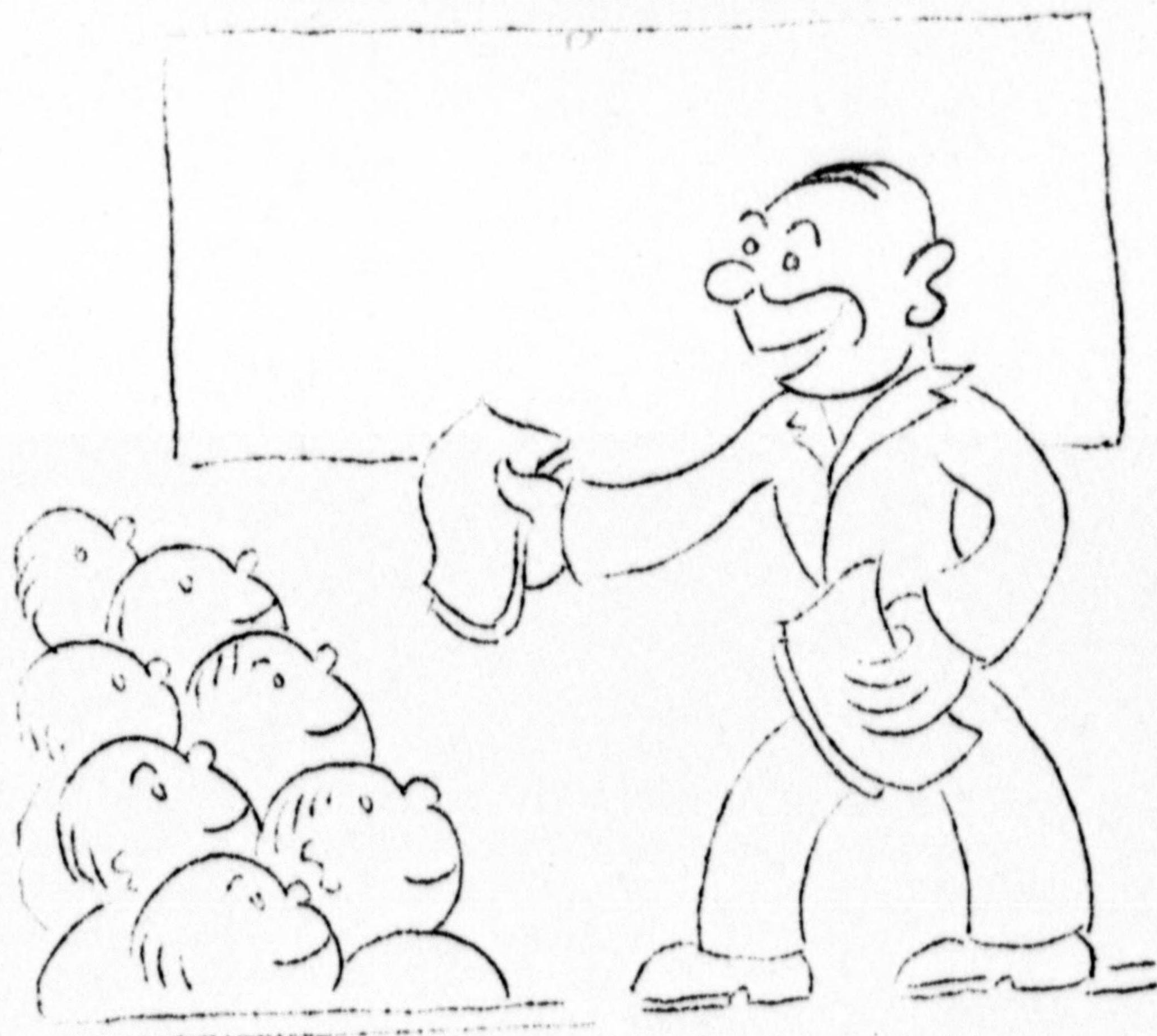
So too, in America and Great Britain, the beginnings of workers' education were found in tiny pamphlets and leaflets.

Have you begun to plant the seeds of trade unionism in your union? Are you planning for the mighty trade union trees of tomorrow which will grow along the path which trade unionism is building toward a better, free, democratic world?



TRADE UNION PAMPHLETS AND LEAFLETS

Information conference with the
Education Directors of Japanese
National Trade Unions held at
Radio Tokyo on 20 November 1946



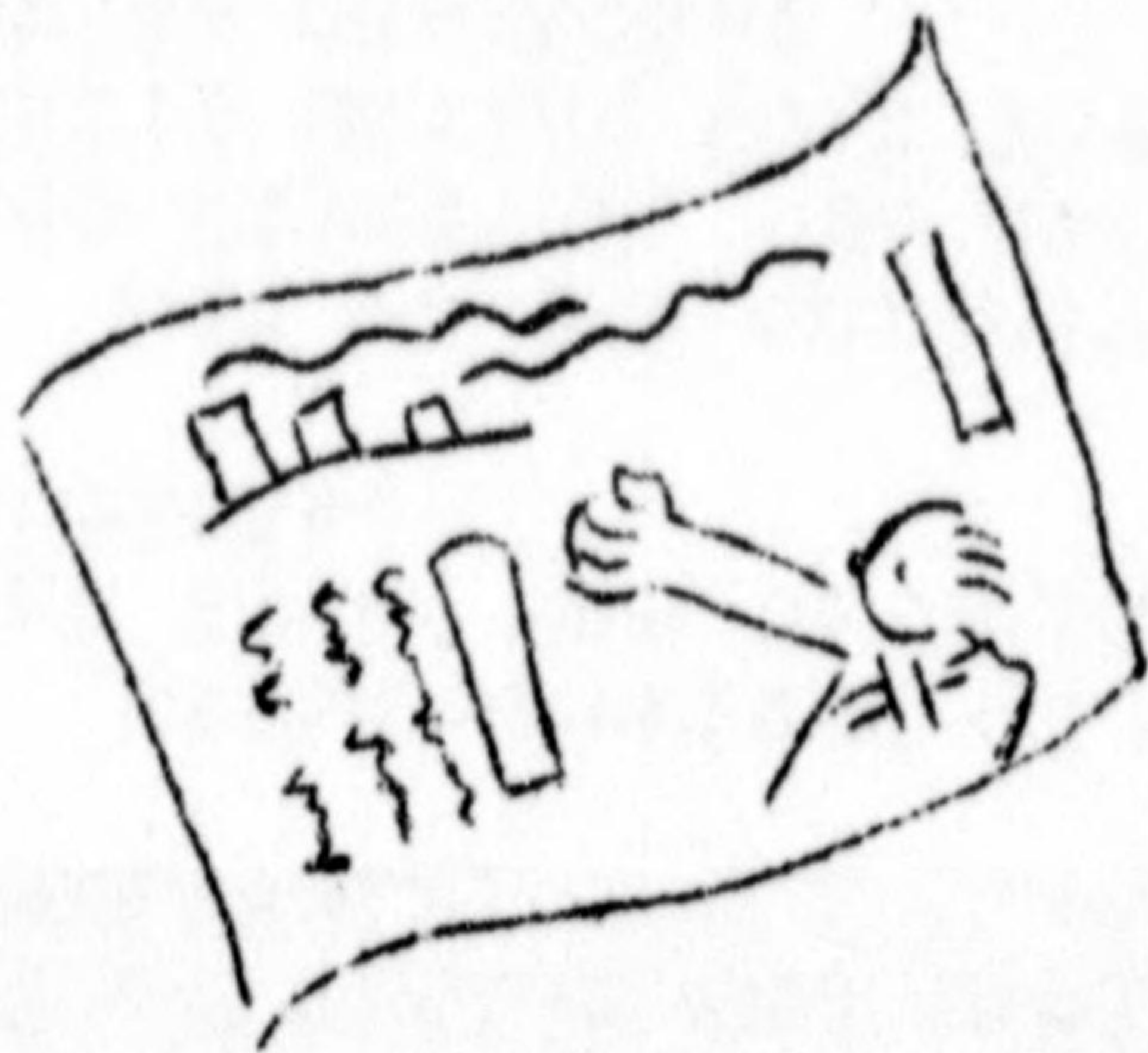
by
Richard L-G Deverall
Chief, Labor Education Branch

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION
G. H. Q.
TOKYO

INTRODUCTION

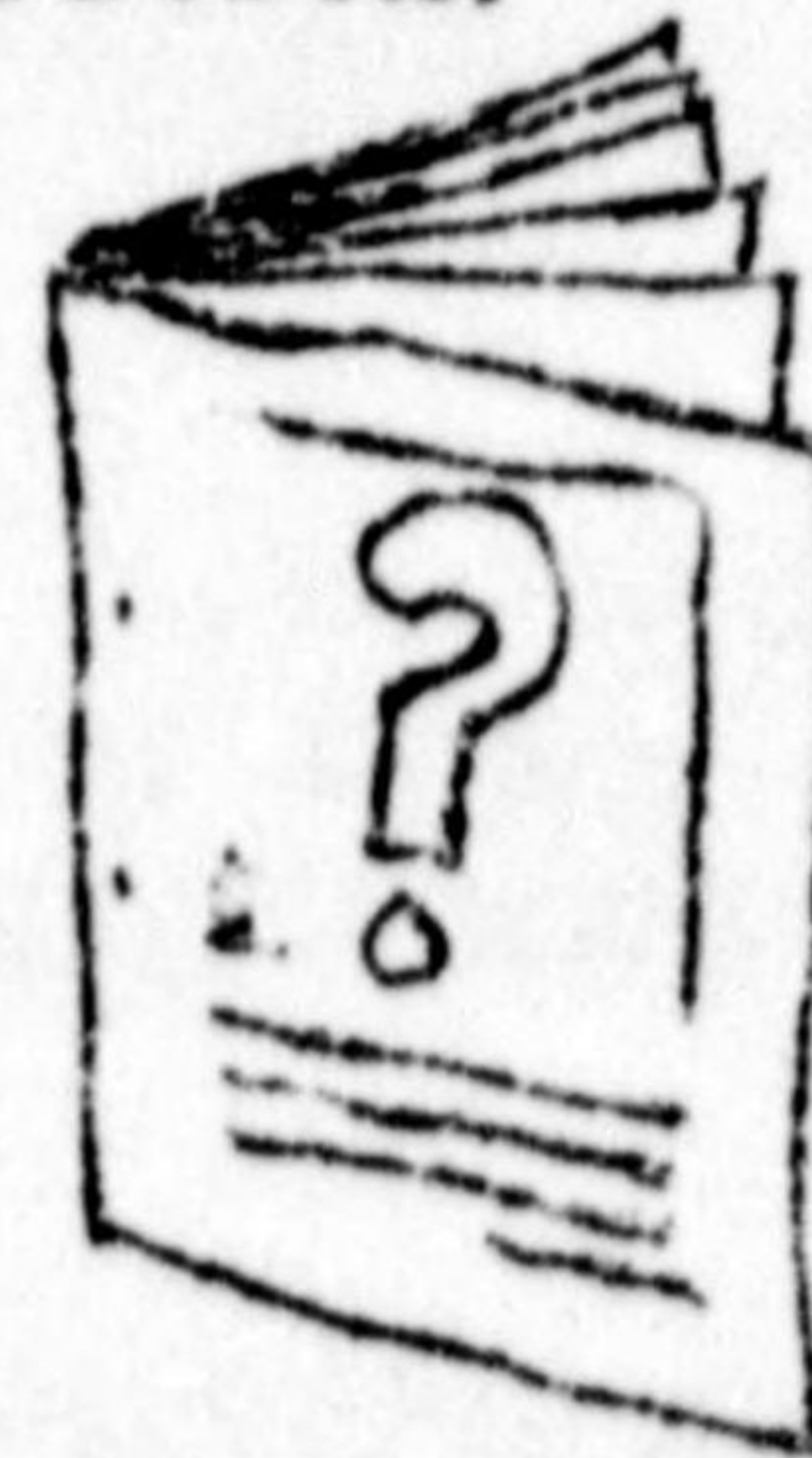
Media Trade unions use leaflets and pamphlets in order to inform large numbers of trade unionists, prospective trade unionists, and the general public. The purpose of this discussion is to outline the use of leaflets and pamphlets, give a few hints on their preparation, and advise on their distribution.

Because of the current paper shortage, the Japanese trade unions find it very difficult to prepare and issue pamphlets and leaflets. Because of this shortage, that makes it all the more important that such pamphlets and leaflets as are issued will be the best possible pamphlets and leaflets.



Leaflets First of all, what is a leaflet? A leaflet is usually a single sheet of paper, printed on one or both sides, or else a single sheet folded into a convenient size. The leaflet is used to present one thought. It is used to give information to trade union members on a special problem or matter, or to inform the general public. No matter how pressing the need may be for a leaflet at a certain time, it is imperative that there be careful preparation.

Pamphlets A pamphlet is a little book of from eight to ten pages to several dozen pages. It usually presents one or more ideas, is quite extended, and is used as a technique of teaching as well as one of general information for the trade union membership, union officers, and the general public.



Choice of Media The Education Director of the national union or the national Federation is usually the issuing agent of pamphlets and leaflets, for, as they are printed in quantity, the local union alone cannot usually afford the expense. By centralizing the printing of pamphlets and leaflets, the national union can aid in the development of trade union literature without asking any one local union for too much money.

As a trade union education director travels from local union to local union, he is usually besieged with questions from the officers and members of the local union.

One officer says: "How is the national headquarters organized?"

Another officer says: "What happens to the money which we send to Tokyo -- our per capita tax?"

A union member asks: "What is the purpose of the trade union?"

Another union member asks: "What are the policies of our national headquarters? What does our union stand for?"

He will also meet with shop stewards, who will tell him: "We have heard about labor contracts and grievance machinery, but we do not know what all these new developments are. Can you furnish a book of instruction which will help us?"

Again, a local union education committee will complain: "We have organized an education committee. We are anxious to do educational work. But what do we do? Where do we get some books for our guidance? What will we teach the membership?"

ANALYSIS

The education director of the national union, if he is a careful man and keeps notes, will soon have a note book filled with questions, problems, and outlines of pamphlets and leaflets to be written.

First of all, he must decide which materials are absolutely essential. Which must be written and published right now? Which can be put off a few months? Which must wait research and study before they can be written?

After he has worked over the problem and consulted with other trade union education directors, he may work up a short list of titles and subjects which must be clarified and explained immediately.

Having arrived at titles and subjects, he must then decide which types can be handled with leaflets, which types with pamphlets.

Let us put ourselves in the place of a national union education director. We have studied the problem for some time, and finally decide that the following subjects must be dealt with as soon as possible:

What is a labor union?

Why should I be a member of a labor union?

What are the duties of union officers?

What is grievance machinery?

Why must the union have money?

What does the local union do for the membership?

How does the local union go about securing a contract?

What does the education committee of the local union do?

These subjects are just a few -- you will think of many more as you continue to visit local unions and discuss problems with the membership and the officers.

But consider just these few. You could write a book on what a labor union is, but you feel that a short, brief leaflet will do the job. You want something small, but with enough written material to give the rank-and-file a good idea of the purposes and objectives of the labor union. You have just one idea to get across ... and the leaflet appears to be the best way to do it.

Going down the list, you decide that "Why Should I be a Member of a Labor Union?" and "Why Must the Union have Money?" should be leaflets, as each presents a single idea.

That further indicates that you have decided to write pamphlets on the other subjects -- Duties of Union Officers, Grievance Machinery, Union Contracts, and The Duties and Functions of a Local Union Education Committee.

The first step is to decide what you will discuss. But of equal importance is what you will do once you have made the decision. How will you treat the subject? What will you say? And how will you say it?

PRINCIPLES

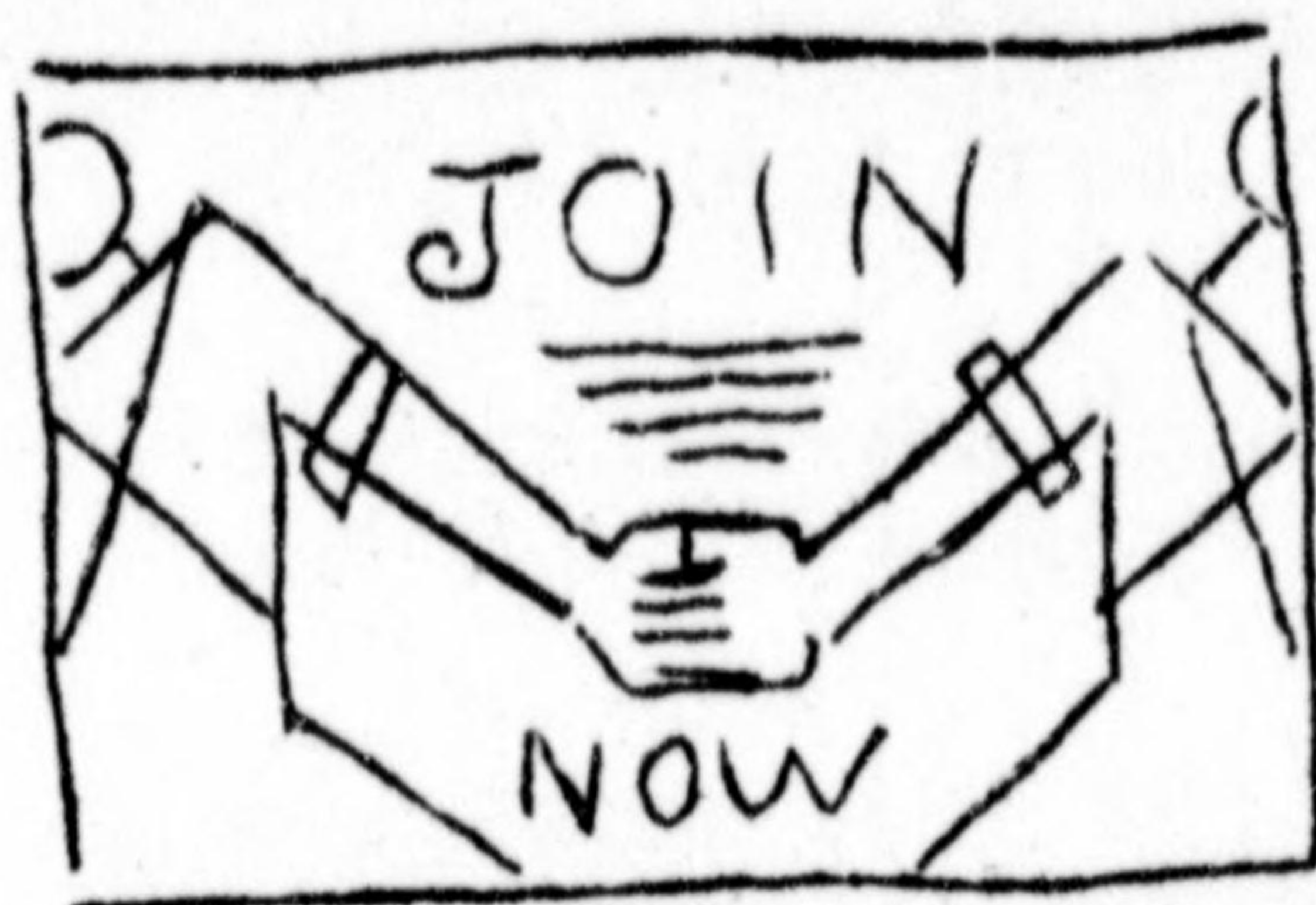
There are a few basic principles regarding leaflet and pamphlet psychology which should be discussed before we go into the mechanics of writing.

First and foremost, remember that in all your writing, you must state the truth, the whole truth, and nothing but the truth. Name-calling, half-truths, and misstatements serve only to discredit the union you represent. By stating facts, through logical thought development, and by adhering to the truth your leaflets may not only win the respect and support of the membership, but also of the general public. Your union needs the support of both!



Next thing to remember is that when you write a leaflet, do not preach! Never write with the attitude, "The membership of our union is very ignorant. I, an expert, must tell them what they should know and think." No matter how ignorant people may be, they do not like to be treated as if they are dull-witted. Write simply, state your facts, but prepare your material in such a fashion that Sato San listens to you. If you preach, your reader will become angry and throw down your pamphlet.

In addition, everythingg you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help solve his problems?" In other words, always write in terms of what the rank-and-file talk about, what they are interested in, and what they want to know.



Again, do not clutter up the leaflet or pamphlet with closely-printed pages and poor illustrations. When a person picks up a leaflet or a pamphlet, he will either be attracted to it ... or he will throw it away. If the leaflet or pamphlet is a printed mass of ideographs, and appears to be very difficult to read, it will probably be thrown into the bonjo. If it looks easy to read, and has several clever illustrations and charts, the membership will be more inclined to read it.

Finally, whatever the leaflet or pamphlet says must be short, well-thought out, and expressed in simple language. You might want to use very high-sounding words in order to show that you are an educated man. An educated man who does not know how to write in the language of the rodosha is a very un-educated man. You must learn to write in such simple form, and with such logic, that the simplest rodosha can read the pamphlet, enjoy it, find stimulating new ideas ... and then pass the pamphlet on to a friend.

Summing up, the principles you must observe if you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give them the truth!

Write in terms of the reader ... Talk in terms of his problems, his needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

SAMPLE LEAFLET

In order to illustrate the problem, let us consider a sample leaflet and two methods of treating it.

Let us suppose that you intend to write a leaflet on "What is a Labor Union."

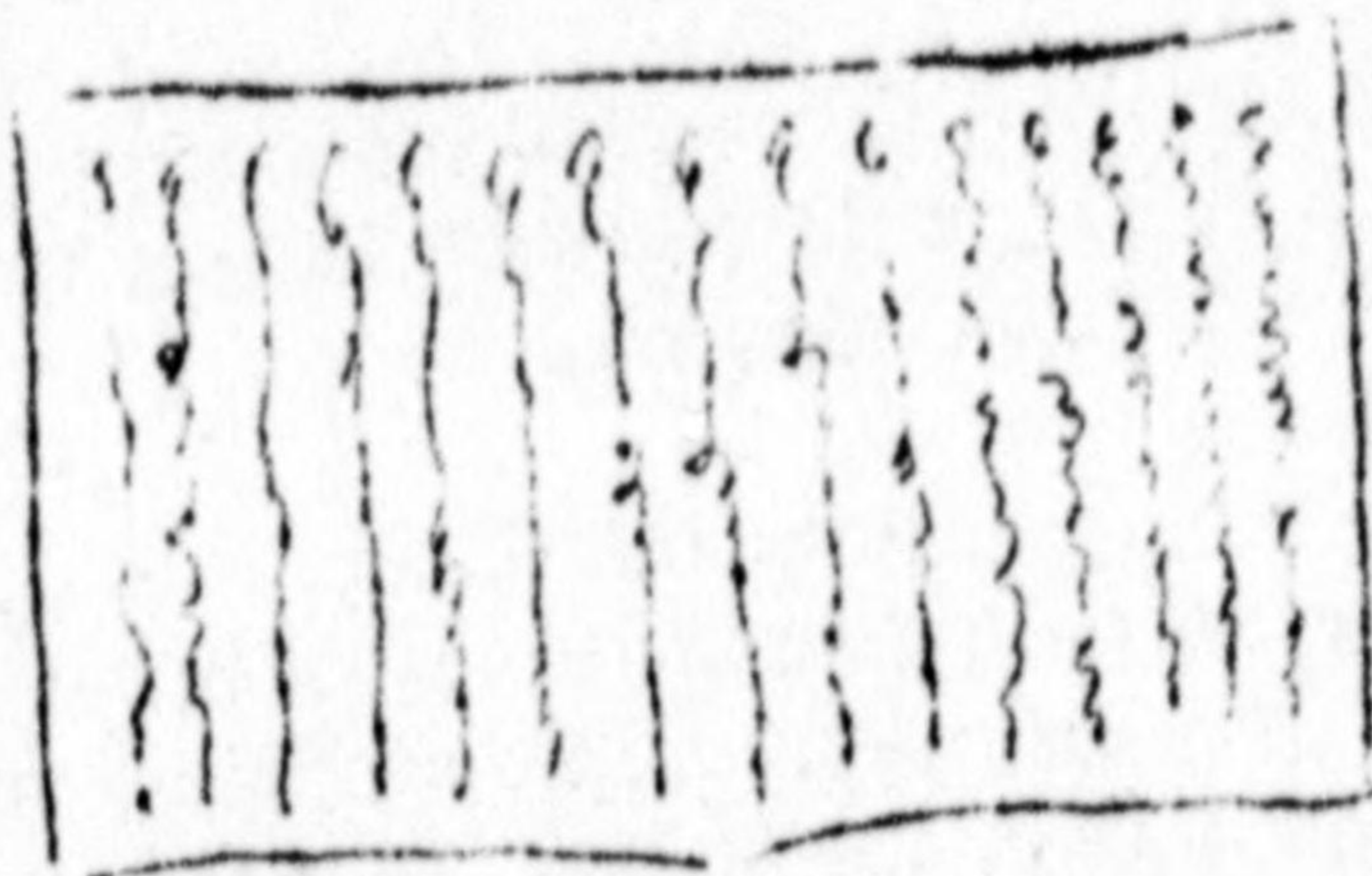
There are many ways to handle this, but let us consider a very poor way, and a very good way, in order to illustrate the principles which we have just discussed.

One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE
CONTEMPORARY JAPANESE TRADE UNION MOVEMENT

by
Onishi Sen, Education Director
All Japan Allied-Bath House Employees Union

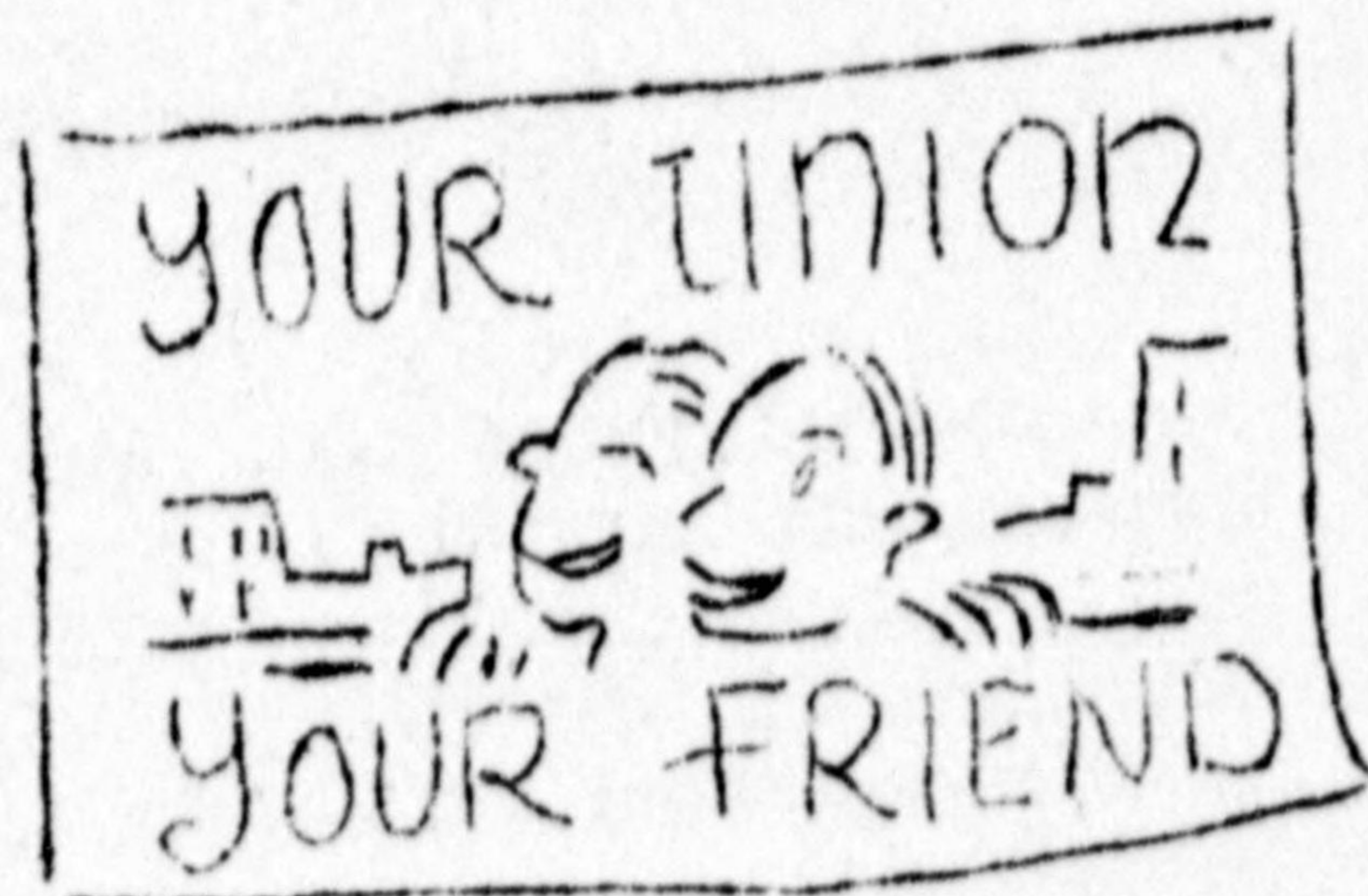
And then will follow four solid pages of type which would look something like this.....



When our typical Japanese worker, Sato Sen, looks at such a leaflet he will say: "My, what a lot of characters. It looks very difficult to read. Ah, so..! What do I care about the philosophy and ultimate purposes of the trade union... I want another daikon!" Sato Sen then proceeds to throw the leaflet to the ground. Your message is as flat as a rice cake.

The other approach is sensible. You appeal to the self-interest of Sato Sen. You ask him a question through your pamphlet which will cause him to say, "Yes, I wonder. Maybe this leaflet will be of use to me." How would you do that?

Obviously, you must use the first page of the leaflet for but one purpose -- to attract Sato Sen's attention by asking him a question or stating a thought which will arouse his self-interest. He will then read the leaflet if you arouse his personal interest. Look at this treatment of a first page. It does but one thing. And it uses large type and an illustration.



As you can see, when Sato Sen looks at that leaflet, he will probably say, "Ah, so desu ka... Can my rodo kumiai help me? I must read this at once and find out." He then opens up the little leaflet and finds a first page which looks like this:

As you can see, the first page is written in terms of Sato Sen... It says: "You have joined a union in order to take part in securing a better life for your wife, yourself, and your children. You want to take part in the building of democracy and the New Japan..."



Then the leaflet explains that the purpose of the rodo kumiai is to form an

association of workers who, through collective bargaining and mutual assistance can improve their economic and social conditions. It mentions wages, hours, and working conditions. It mentions trade union education and a few other important subjects. But each and every page is brief... it is well illustrated... and it discusses but one subject: "Your Union - Your Friend!"

You can be sure that after Sato San has read such a well-prepared leaflet he will probably take it to a friend and say, "Ano ne! This is very interesting. I did not realize that the union was a part of democracy! I did not realize that it can help not only myself but my family. Read this and then give it to someone else..."

Thus by stating facts, stating the ~~truth~~ truth, using illustrations, and writing the leaflet in terms of Sato San, you can transmit trade union ideas. And Sato San will help you to, in turn, spread them to others.

It sounds very easy, but it is difficult. It is very difficult to plan that front page -- to make it so interesting and so attractive that Sato San will want to read the leaflet. You will write and rewrite the leaflet, you will take it to friends, and you will show it to union members. After a few days, you will begin to see it develop. Write it, and then rewrite it. Plan the final leaflet, and have many persons look it over. After a week of work, you will finally develop a leaflet worth publishing. Get good illustrations, and you are then ready to see the printer.

Leaflets on which you spend much time and effort will repay you, for they will be well read.

One final point. It is often inadvisable to place the name of the union on the front page. Sometimes a person will not read the leaflet because of a long name and address on the cover. It is usually wiser to put the union label and name of the union publisher on the last page of the pamphlet, so that when the person has read it, he can then get an answer to his question: "I wonder who wrote this excellent leaflet? It is very good!"

Now this applies to mimeographed leaflets as well as to printed leaflets. In fact, with mimeographed leaflets, it is even more important, for mimeographed material does not look too good even if well done. You should plan a personal question, a good title ... and use an illustration to drive home the question. A well-prepared mimeographed leaflet will be read. One which merely rambles on and has no illustrations will soon find its way to the benjo.

PAMPHLETS

Turning now to the problem of the pamphlet, let us consider as an illustration preparation of a pamphlet on collective bargaining. Before you even begin to think about planning the subject, the first thing is to consider the needs of the shop stewards, the local union officers, and the people who will be responsible in the local union for conducting collective bargaining.

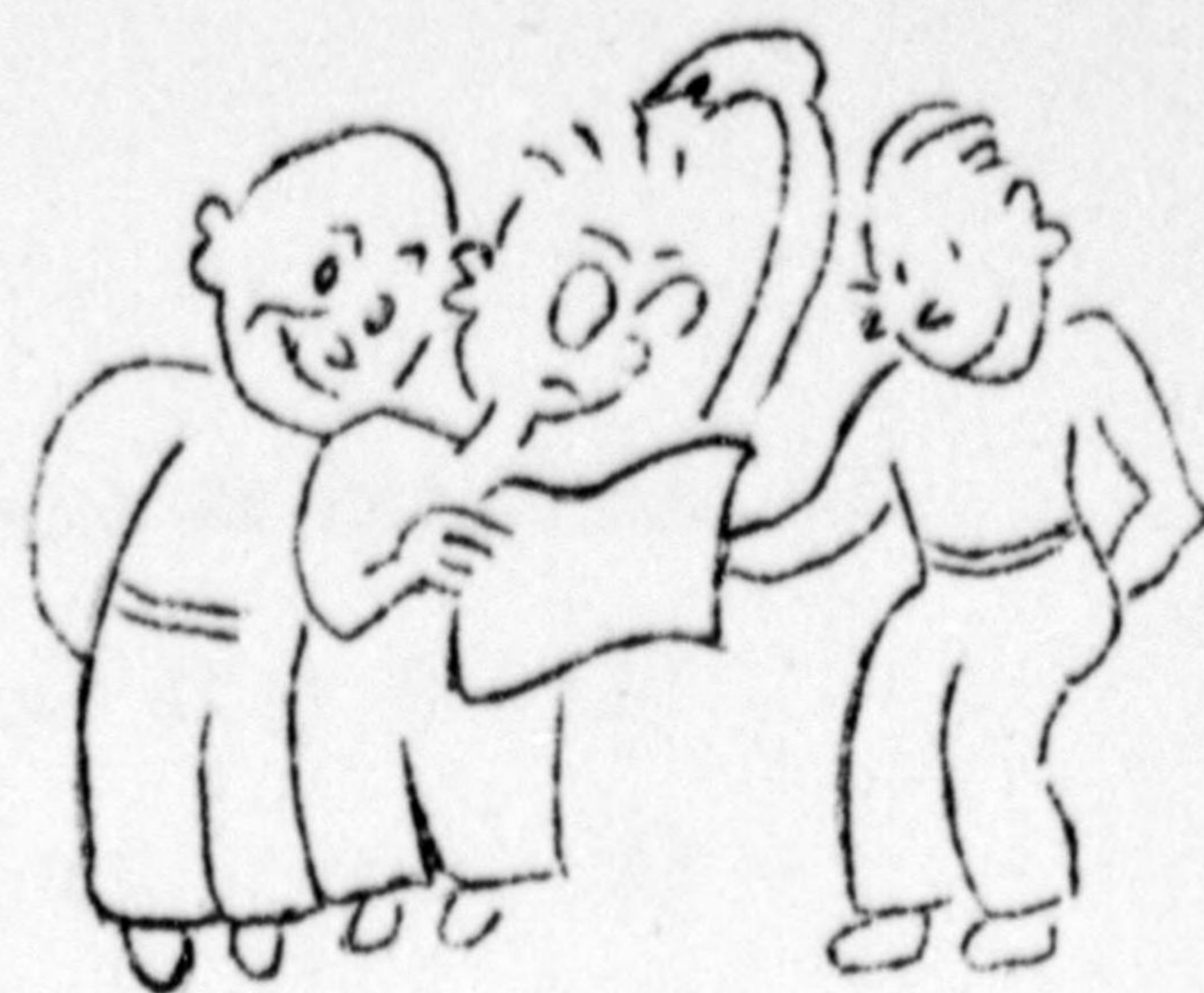
As you think it through logically, you list a series of ideas:

- (1) What is Collective Bargaining?
- (2) How is it practiced in other Countries?
- (3) Development of Collective Bargaining in Japan
- (4) Legal framework for Collective Bargaining.
- (5) Election of the Negotiation Committee
- (6) Preparatory work of the Negotiation Committee -- Research and Statistics.
- (7) Formulation of the Demands -- Presenting them to the Membership for Discussion and Adoption
- (8) Preparation of the draft contract or agreement
- (9) Meeting with management -- Techniques -- Public Relations
- (10) What to do Should Collective Bargaining break down or reach a Standstill
- (11) Signing and Ratification of the Contract
- (12) Legal Aids to Enforce Collective Bargaining
- (13) Enforcement of the Contract through the Shop Steward System
- (14) Education of Membership to use Collective Bargaining. Use of Grievance Machinery.
- (15) Education of Shop Stewards

No two education directors will develop the same sort of a pamphlet. Each union has its own specific needs. Some unions will handle collective bargaining procedures in one manner, another union in a different manner.

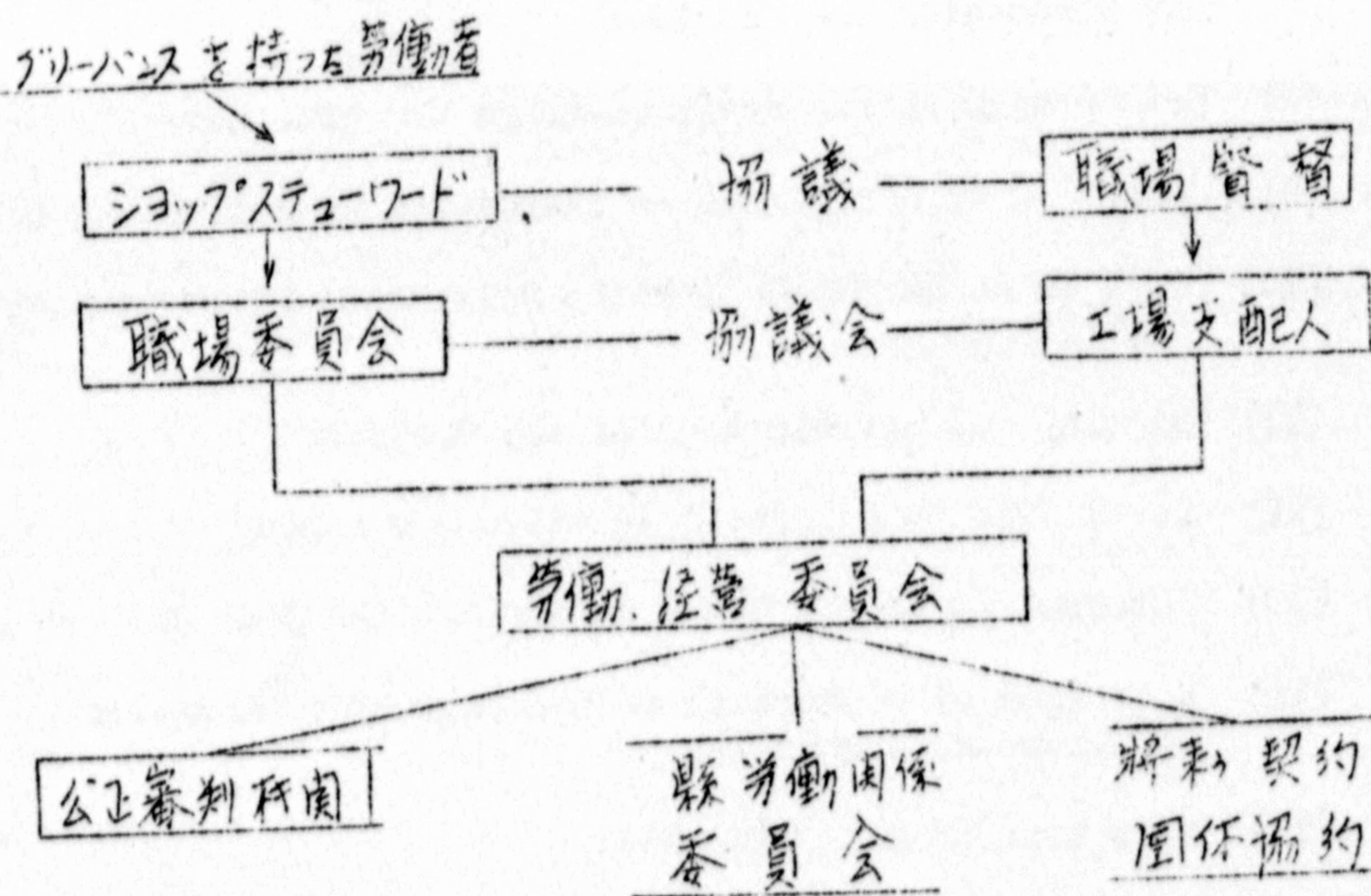
But after you have outlined everything which your membership wants to know, your next job is to carry on the research work necessary to secure the basic information. You may consult with other trade union education directors, with local authorities, and perhaps you visit the Tokyo C. I. & E. Library (for Japanese only) in order to study books on collective bargaining procedures in America and other countries.

As in the case of the leaflet, you should then write a draft of the pamphlet, section by section. Write it in simple and clear language. Wherever possible, use illustrations so that the reader of the pamphlet will get the idea and fully understand what you are trying to say. As you complete each chapter, give it to friends, have them criticize it, and then re-write it.



All of this is essential. For instance, when you are writing about collective bargaining, it is useful to employ a few sketches illustrating the collective bargaining process from the time that the worker has a grievance until the grievance has been settled.

グリーバンス手続の圖解



And if you are talking about grievance slips, show them what such a slip may look like:

グリーバンス傳票 職番 _____ 附 _____

姓名 _____

グリーバンス内容 _____

契約違反の事実 _____

要求処置 _____

You may decide that it is important not only to quote the law on the subject, but to include at the end of your pamphlet important quotations from the Trade Union Law, the Labor Relations Adjustment Law, and other pertinent labor laws. Some unions may find it pertinent to include a model contract to aid local union negotiation committees in drawing up their own contract forms.

As the pamphlet takes form, continue to consult with advisers, get criticism, and PLAN, PLAN, PLAN. Do not rush the job. One well-written pamphlet is worth a hundred poor pamphlets. One pamphlet written in simple language and filled with practical suggestions can be of tremendous aid in the development of sound collective bargaining procedures in your national union.

After you have taken the pamphlet apart, rewritten it, and drawn new sketches until you have something which is as near perfect as possible, then - and only then - is it time to mimeograph the pamphlet, or take it to the printer.

PRICE

Remember that people pay more attention to pamphlets and leaflets when they have to pay for them. It is a wise practice to sell the pamphlets at the actual cost - just a few sen or a few yen - but enough to pay for the preparation and printing. The practice with American unions is for the local union to purchase the leaflets and pamphlets from the national union at cost, and then either re-sell or give them to the membership.

Never give anything away! It will be valued only if you value it yourself by putting a price on it!

DISTRIBUTION

The next important step, once you have prepared the pamphlet, is to decide on distribution. Put a small notice in your rodo kumiai shimbun describing the leaflet or pamphlet, outlining its contents, give the price, and indicate exactly how it can be purchased.

Then write a letter to every local union education committee, send them a sample copy of the pamphlet, tell them how they can use it in their local union, and invite their order.

But that is the internal distribution scheme.

There is another distribution which is just as important. Consider the nature of your leaflet or pamphlet and work up a list of persons who should be given a copy. One pamphlet may be of such basic interest that a copy should be sent to Diet Members, to Labor Administration Officials, or to the Prefectural Labor Relations Committee. Remember, if they receive copies of your pamphlet, they will often be grateful for the work you have done, and will make use of your pamphlet in their daily work.

Send a copy of the pamphlet to your local newspaper, describe it, and ask the newspaper to tell the general public so all persons may know that the union has just published a new leaflet or pamphlet.

In a word, when you think of distribution of your pamphlet, plan distribution not only for your own membership, but also for all private and public agencies and persons who may find it of use. The wider the distribution, the more good will and intelligent understanding you may win for your union.

Too often, very fine pamphlets are written and printed, but because the education director does not make intelligent use of distribution methods, few persons ever read the pamphlet.

PRACTICAL HINTS

Distribution methods and procedures are so vital to the successful use of leaflets and pamphlets that a few practical remarks may be of help. After the national headquarters has sent a new leaflet or pamphlet to the local unions, it is a wise practice for the local union education director to study the publication, write a few notes which briefly summarize it, and then at the next meeting of officers and members, describe briefly the leaflet and tell the membership where they can purchase copies. This arouses rank-and-file interest. Also, put a short description of the new publication either on the shop bulletin board or in the local union newspaper or mimeographed bulletin.

The American unions often post a notice in the shop which says: "Are you an expert on collective bargaining? Do you know all of the answers? If not, read the new pamphlet issued by the national headquarters, 'COLLECTIVE BARGAINING,' which can be obtained at the union office for two yen per copy..."



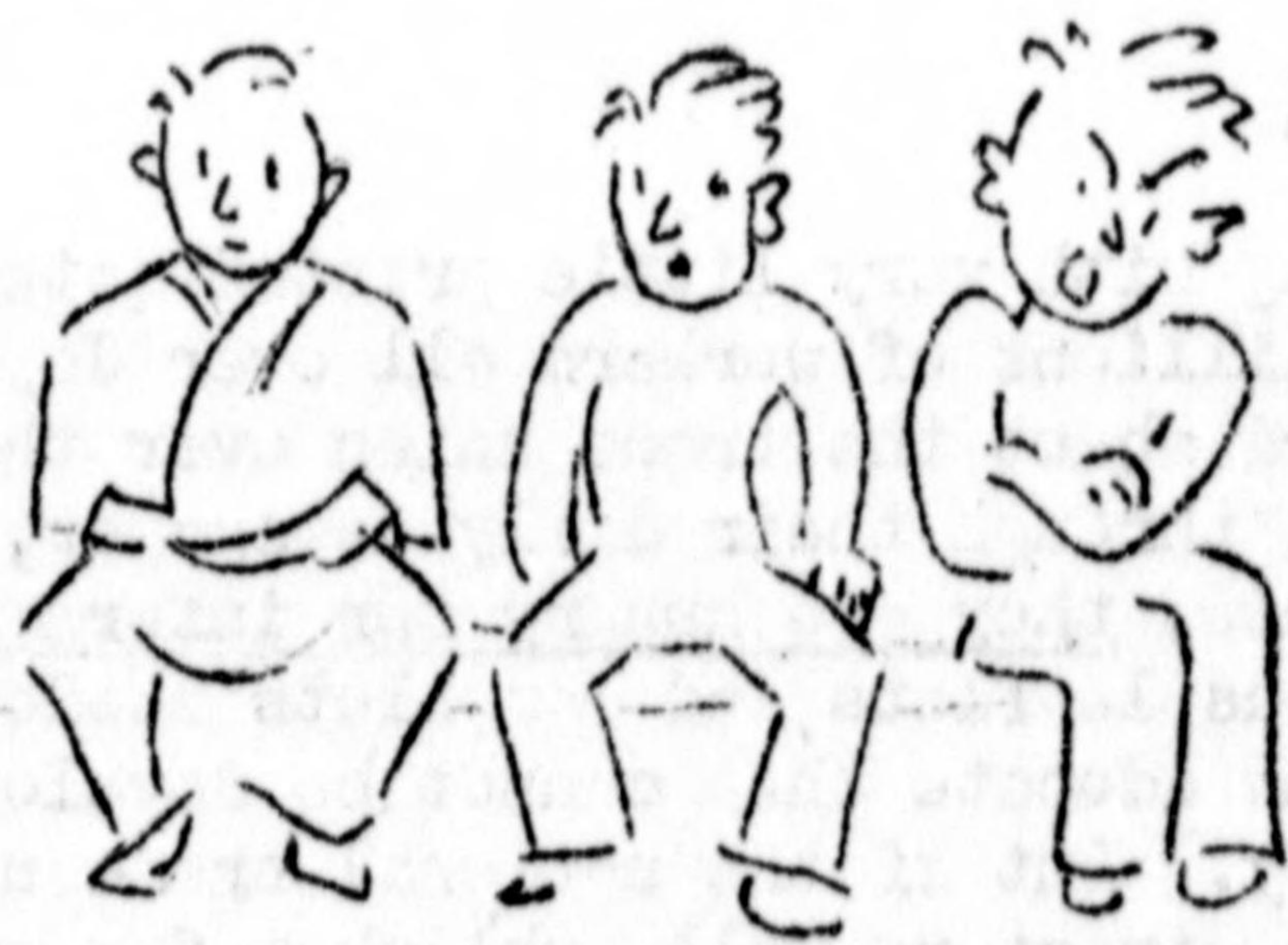
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Another technique used to stimulate reading of the pamphlet is to hold a question-and-answer meeting based on the factual material in a new trade union publication. The local union announces that on a certain date a public question-and-answer meeting will be held. The person answering the largest number of questions correctly will be awarded, say, a prize -- a pack of cigarettes, some soyu sauce, a book, or some other valued trophy. The members are told that if they want to take part in the contest, they must read a certain new trade union pamphlet. Give them the price and tell

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This type of question-and-answer meeting can well be staged in the primary school on a Sunday afternoon. Everyone loves a contest of brains -- and if Papasen brings the family with him to the meeting, his wife and children will also receive a little education about rodo kumiai.



Notices of new pamphlets and publications can frequently be placed on the bulletin board at the gates of the factory, in the public bath house, on the dormitory bulletin board, or perhaps even written in chalk on the walls of the benjo.

All of this is mentioned to focus the attention of the Japanese trade union director on one of his major problems: to get the widest distribution and circulation of trade union literature possible with a minimum of effort.

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During times of negotiation or possible labor disputes, always be careful to prepare well-documented leaflets which present the case of the union. Give nothing but **FACTS** -- plenty of **FACTS**. Describe the wages, hours, and working conditions of the workers. Tell precisely what the union is demanding and why they should receive it. Avoid name-calling. Stick to facts.

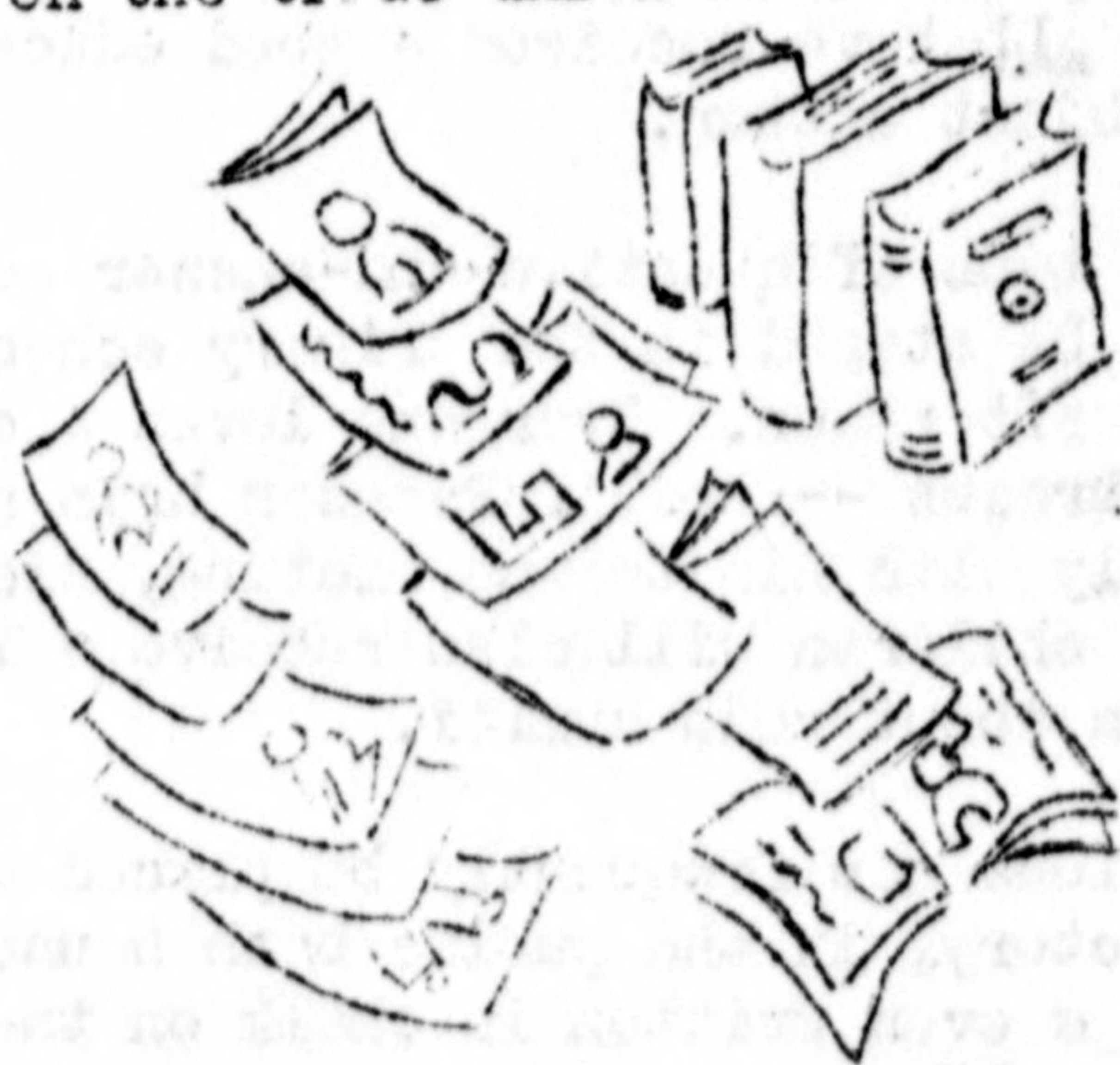
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With the leaflets will come discussion.

With the pamphlets will come classes and courses of instruction.

Then as books on the labor movement develop, schools can begin to function, labor colleges will have sufficient texts to conduct regular classes ... and a real workers' education movement will be under way in Japan.

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The mighty trees which line the road to Nikko were once tiny seeds.

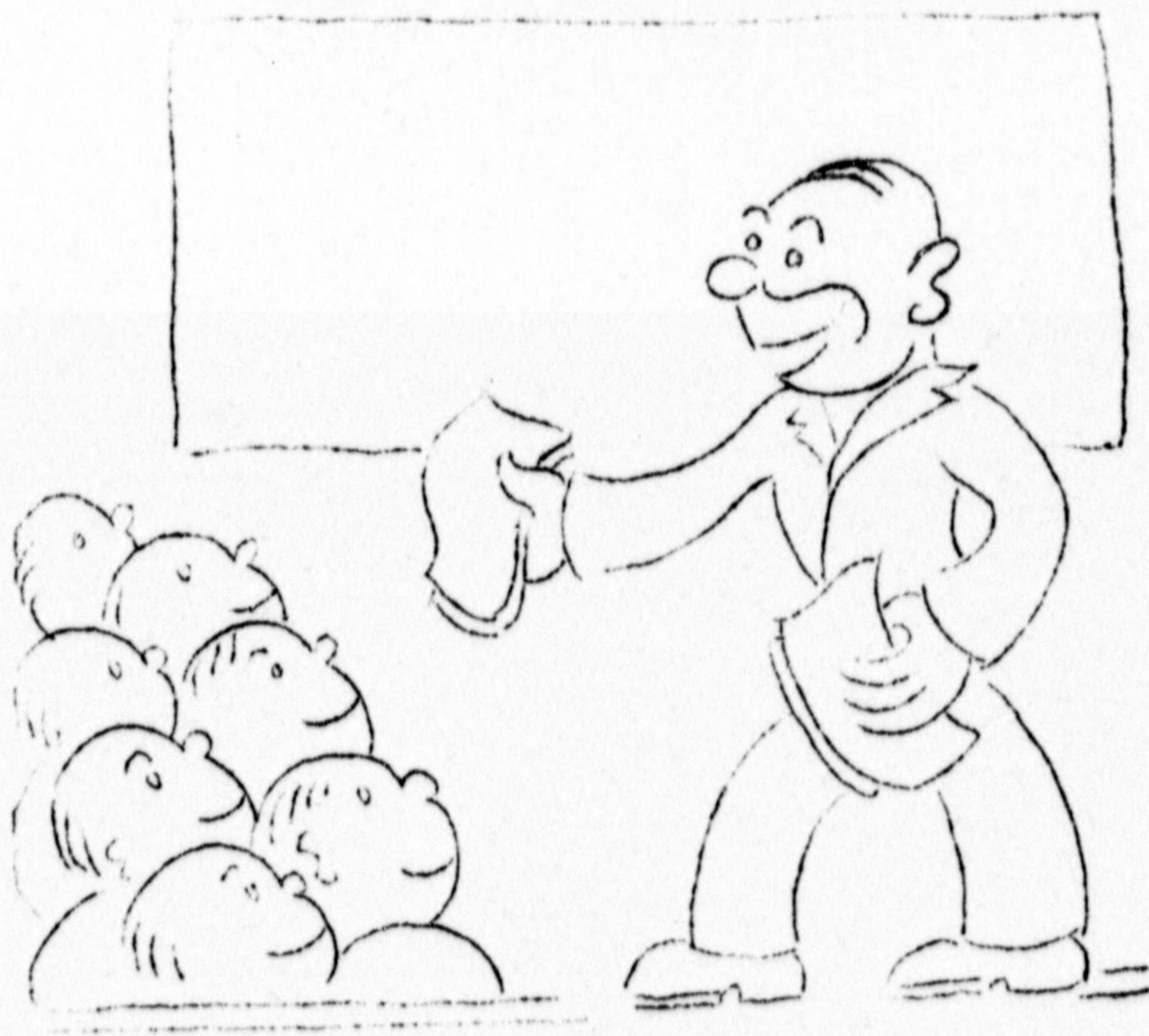
So too, in America and Great Britain, the beginnings of workers' education were found in tiny pamphlets and leaflets.

Have you begun to plant the seeds of trade unionism in your union? Are you planning for the mighty trade union trees of tomorrow which will grow along the path which trade unionism is building toward a better, free, democratic world?



TRADE UNION PAMPHLETS AND LEAFLETS

Information conference with the
Education Directors of Japanese
National Trade Unions held at
Radio Tokyo on 20 November 1946



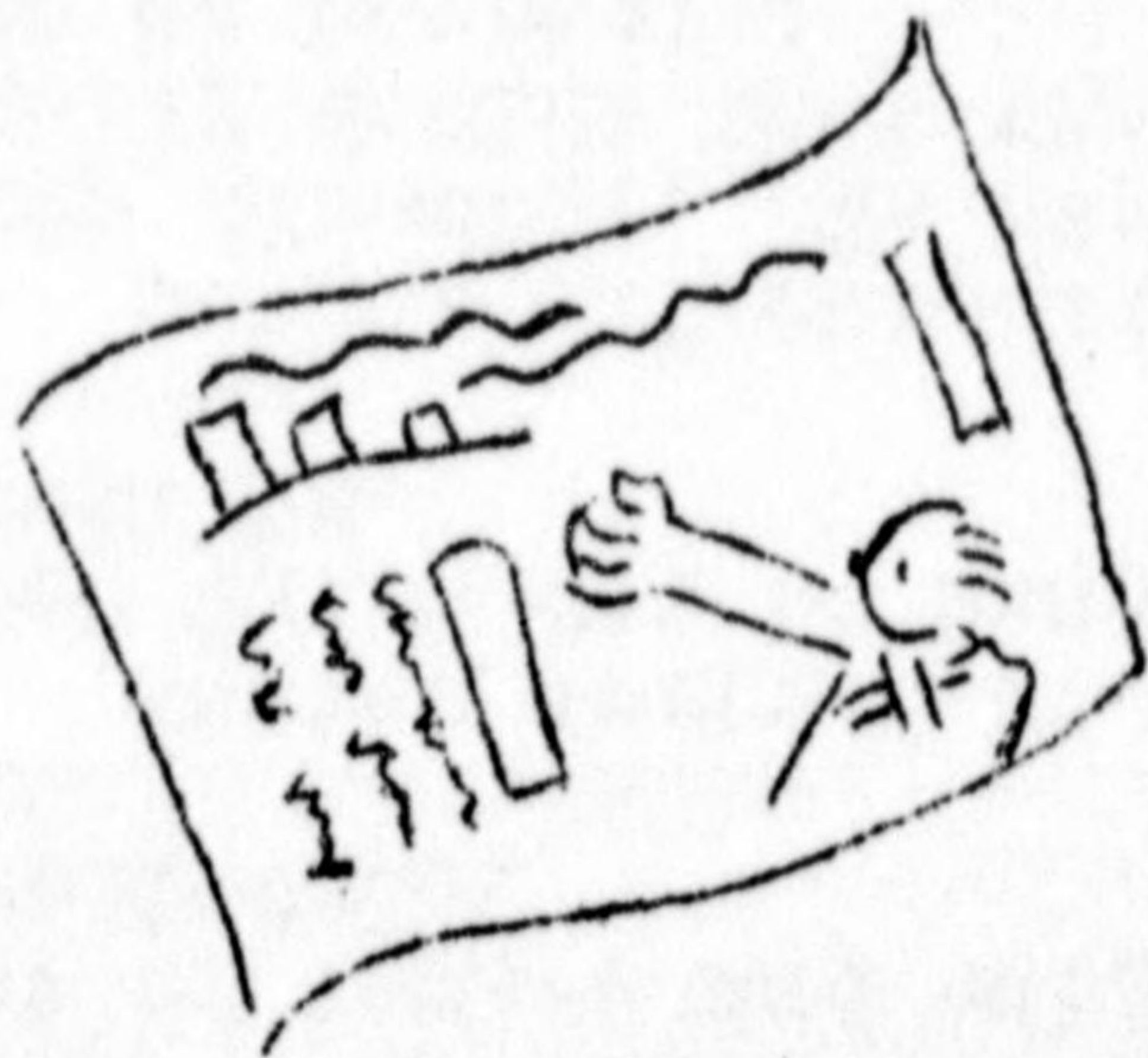
by
Richard L-G Deverall
Chief, Labor Education Branch

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION
G. H. Q.
TOKYO

INTRODUCTION

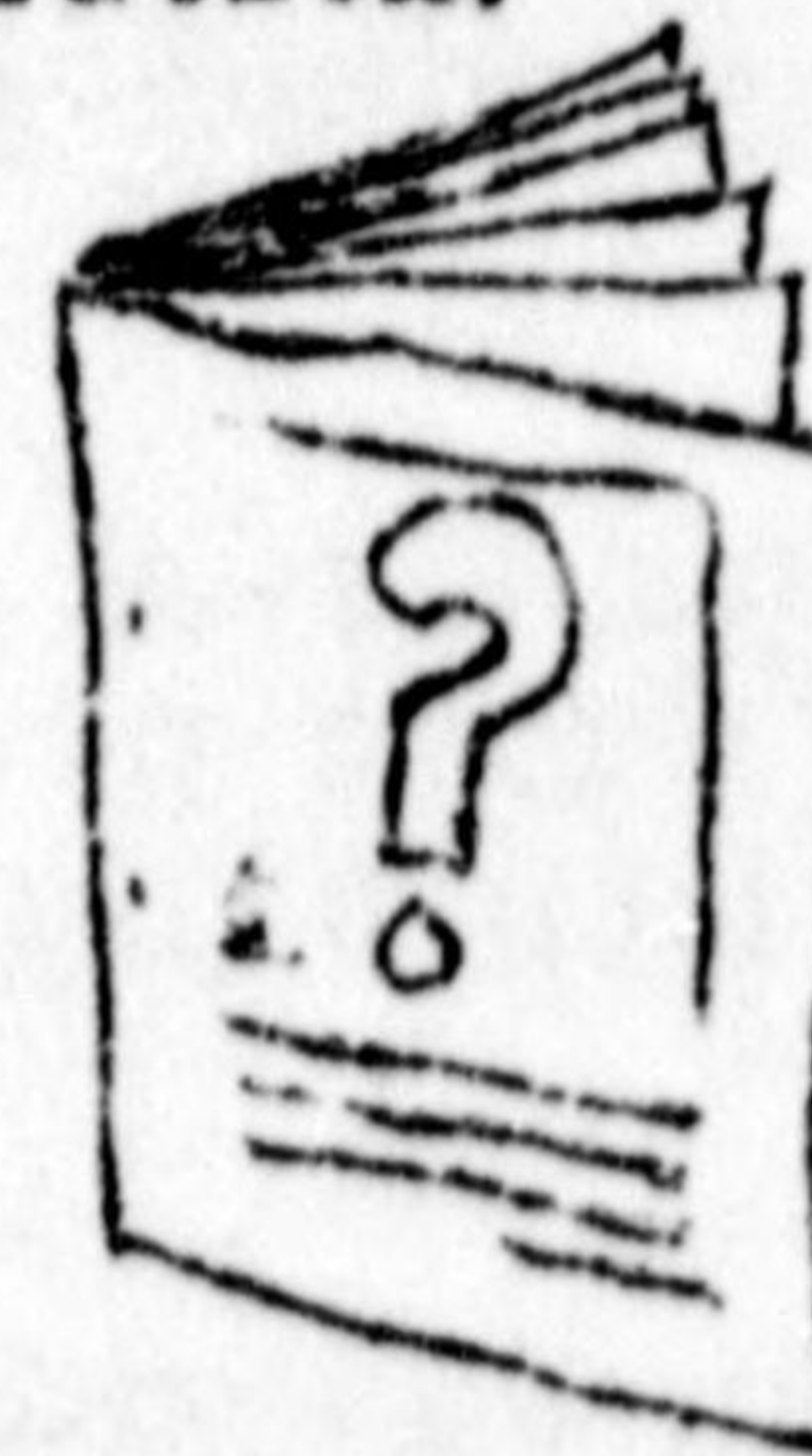
Media Trade unions use leaflets and pamphlets in order to inform large numbers of trade unionists, prospective trade unionists, and the general public. The purpose of this discussion is to outline the use of leaflets and pamphlets, give a few hints on their preparation, and advise on their distribution.

Because of the current paper shortage, the Japanese trade unions find it very difficult to prepare and issue pamphlets and leaflets. Because of this shortage, that makes it all the more important that such pamphlets and leaflets as are issued will be the best possible pamphlets and leaflets.



Leaflets First of all, what is a leaflet? A leaflet is usually a single sheet of paper, printed on one or both sides, or else a single sheet folded into a convenient size. The leaflet is used to present one thought. It is used to give information to trade union members on a special problem or matter, or to inform the general public. No matter how pressing the need may be for a leaflet at a certain time, it is imperative that there be careful preparation.

Pamphlets A pamphlet is a little book of from eight to ten pages to several dozen pages. It usually presents one or more ideas, is quite extended, and is used as a technique of teaching as well as one of general information for the trade union membership, union officers, and the general public.



Choice of Media The Education Director of the national union or the national Federation is usually the issuing agent of pamphlets and leaflets, for, as they are printed in quantity, the local union alone cannot usually afford the expense. By centralizing the printing of pamphlets and leaflets, the national union can aid in the development of trade union literature without asking any one local union for too much money.

As a trade union education director travels from local union to local union, he is usually besieged with questions from the officers and members of the local union.

One officer says: "How is the national headquarters organized?"

Another officer says: "What happens to the money which we send to Tokyo -- our per capita tax?"

A union member asks: "What is the purpose of the trade union?"

Another union member asks: "What are the policies of our national headquarters? What does our union stand for?"

He will also meet with shop stewards; who will tell him: "We have heard about labor contracts and grievance machinery, but we do not know what all these new developments are. Can you furnish a book of instruction which will help us?"

Again, a local union education committee will complain: "We have organized an education committee. We are anxious to do educational work. But what do we do? Where do we get some books for our guidance? What will we teach the membership?"

ANALYSIS

The education director of the national union, if he is a careful man and keeps notes, will soon have a note book filled with questions, problems, and outlines of pamphlets and leaflets to be written.

First of all, he must decide which materials are absolutely essential. Which must be written and published right now? Which can be put off a few months? Which must wait research and study before they can be written?

After he has worked over the problem and consulted with other trade union education directors, he may work up a short list of titles and subjects which must be clarified and explained immediately.

Having arrived at titles and subjects, he must then decide which types can be handled with leaflets, which types with pamphlets.

Let us put ourselves in the place of a national union education director. We have studied the problem for some time, and finally decide that the following subjects must be dealt with as soon as possible:

What is a labor union?

Why should I be a member of a labor union?

What are the duties of union officers?

What is grievance machinery?

Why must the union have money?

What does the local union do for the membership?

How does the local union go about securing a contract?

What does the education committee of the local union do?

These subjects are just a few -- you will think of many more as you continue to visit local unions and discuss problems with the membership and the officers.

But consider just these few. You could write a book on what a labor union is, but you feel that a short, brief leaflet will do the job. You want something small, but with enough written material to give the rank-and-file a good idea of the purposes and objectives of the labor union. You have just one idea to get across ... and the leaflet appears to be the best way to do it.

Going down the list, you decide that "Why Should I be a Member of a Labor Union?" and "Why Must the Union have Money?" should be leaflets, as each presents a single idea.

That further indicates that you have decided to write pamphlets on the other subjects -- Duties of Union Officers, Grievance Machinery, Union Contracts, and The Duties and Functions of a Local Union Education Committee.

The first step is to decide what you will discuss. But of equal importance is what you will do once you have made the decision. How will you treat the subject? What will you say? And how will you say it?

PRINCIPLES

There are a few basic principles regarding leaflet and pamphlet psychology which should be discussed before we go into the mechanics of writing.

First and foremost, remember that in all your writing, you must state the truth, the whole truth, and nothing but the truth. Name-calling, half-truths, and misstatements serve only to discredit the union you represent. By stating facts, through logical thought development, and by adhering to the truth your leaflets may not only win the respect and support of the membership, but also of the general public. Your union needs the support of both!



Next thing to remember is that when you write a leaflet, do not preach! Never write with the attitude, "The membership of our union is very ignorant. I, an expert, must tell them what they should know and think." No matter how ignorant people may be, they do not like to be treated as if they are dull-witted. Write simply, state your facts, but prepare your material in such a fashion that Sato Sen listens to you. If you preach, your reader will become angry and throw down your pamphlet.

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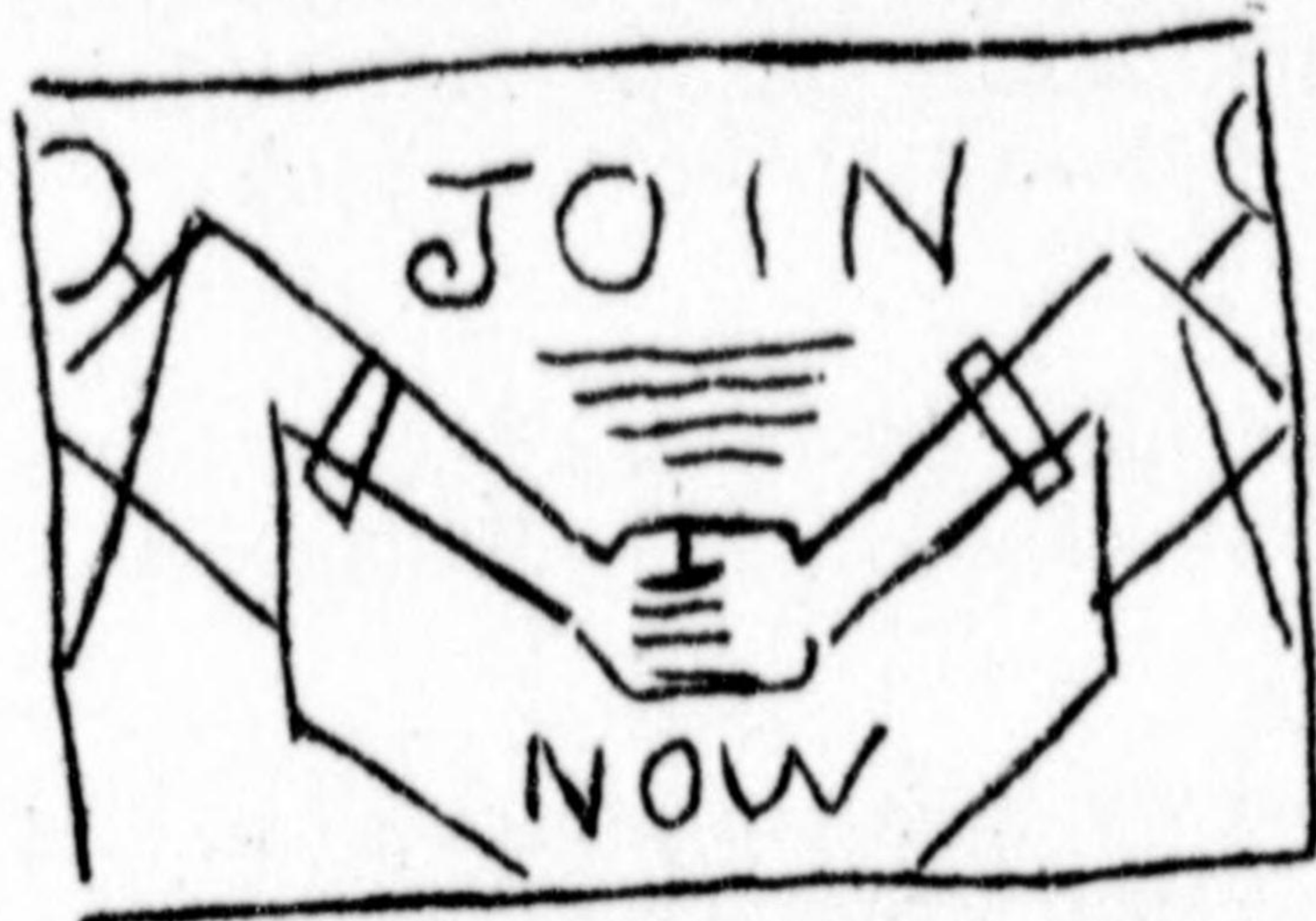
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In addition, everything you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help solve his problems?" In other words, always write in terms of what the rank-and-file talk about, what they are interested in, and what they want to know.



Again, do not clutter up the leaflet or pamphlet with closely-printed pages and poor illustrations. When a person picks up a leaflet or a pamphlet, he will either be attracted to it ... or he will throw it away. If the leaflet or pamphlet is a printed mass of ideographs, and appears to be very difficult to read, it will probably be thrown into the benjo. If it looks easy to read, and has several clever illustrations and charts, the membership will be more inclined to read it.

Finally, whatever the leaflet or pamphlet says must be short, well-thought out, and expressed in simple language. You might want to use very high-sounding words in order to show that you are an educated man. An educated man who does not know how to write in the language of the rodosha is a very un-educated man. You must learn to write in such simple form, and with such logic, that the simplest rodosha can read the pamphlet, enjoy it, find stimulating new ideas ... and then pass the pamphlet on to a friend.

Summing up, the principles you must observe if you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give them the truth!

Write in terms of the reader ... Talk in terms of his problems, his needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

SAMPLE LEAFLET

In order to illustrate the problem, let us consider a sample leaflet and two methods of treating it.

Let us suppose that you intend to write a leaflet on "What is a Labor Union."

There are many ways to handle this, but let us consider a very poor way, and a very good way, in order to illustrate the principles which we have just discussed.

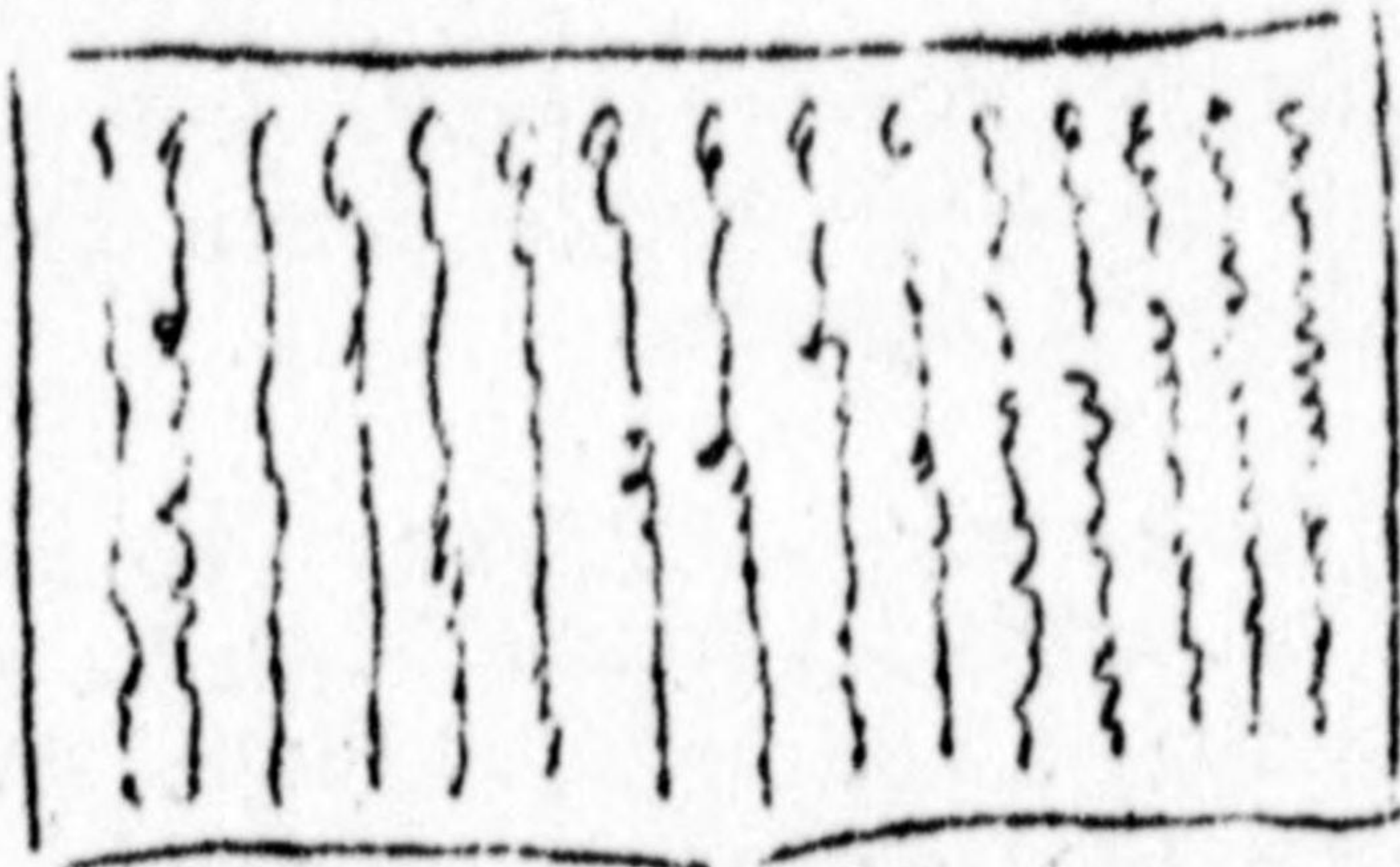
One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE
CONTEMPORARY JAPANESE TRADE UNION MOVEMENT

by

Onishi San, Education Director
All Japan Allied-Bath House Employees Union

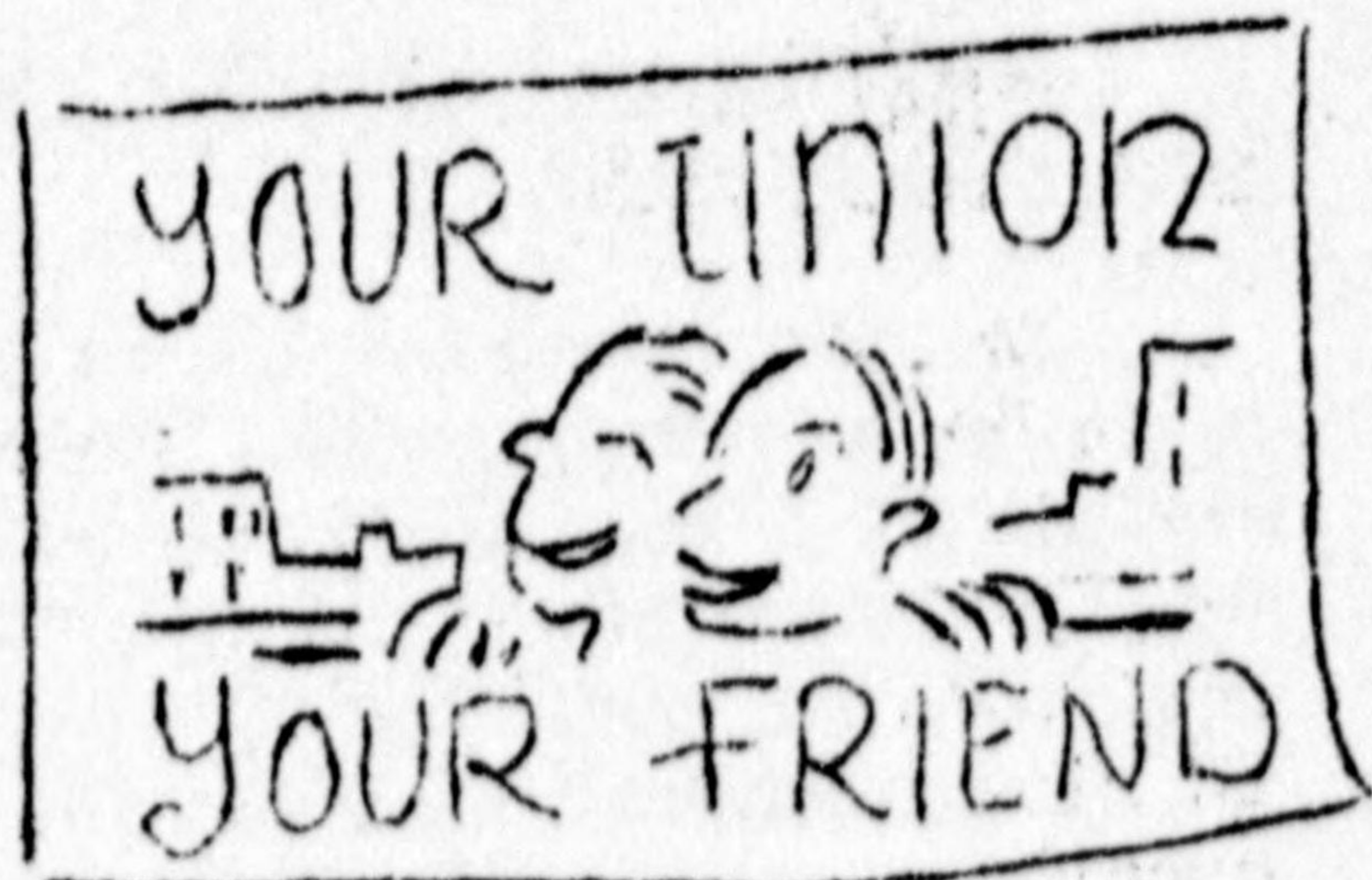
And then will follow four solid pages of type which would look something like this.....



When our typical Japanese worker, Sato San, looks at such a leaflet he will say: "My, what a lot of characters. It looks very difficult to read. Ah, so..! What do I care about the philosophy and ultimate purposes of the trade union... I want another daikon!" Sato San then proceeds to throw the leaflet to the ground. Your message is as flat as a rice cake.

The other approach is sensible. You appeal to the self-interest of Sato San. You ask him a question through your pamphlet which will cause him to say, "Yes, I wonder. Maybe this leaflet will be of use to me." How would you do that?

Obviously, you must use the first page of the leaflet for but one purpose -- to attract Sato San's attention by asking him a question or stating a thought which will arouse his self-interest. He will then read the leaflet if you arouse his personal interest. Look at this treatment of a first page. It does but one thing. And it uses large type and an illustration.



As you can see, when Sato San looks at that leaflet, he will probably say, "Ah, so desu ka... Can my rodo kumiai help me? I must read this at once and find out." He then opens up the little leaflet and finds a first page which looks like this:

As you can see, the first page is written in terms of Sato San... It says: "You have joined a union in order to take part in securing a better life for your wife, yourself, and your children. You want to take part in the building of democracy and the New Japan..."



Then the leaflet explains that the purpose of the rodo kumiai is to form an

association of workers who, through collective bargaining and mutual assistance can improve their economic and social conditions. It mentions wages, hours, and working conditions. It mentions trade union education and a few other important subjects. But each and every page is brief... it is well illustrated... and it discusses but one subject: "Your Union, - Your Friend!"

You can be sure that after Sato San has read such a well-prepared leaflet he will probably take it to a friend and say, "Ano ne! This is very interesting. I did not realize that the union was a part of democracy! I did not realize that it can help not only myself but my family. Read this and then give it to someone else..."

Thus by stating facts, stating the truth, using illustrations, and writing the leaflet in terms of Sato San, you can transmit trade union ideas. And Sato San will help you to, in turn, spread them to others.

It sounds very easy, but it is difficult. It is very difficult to plan that front page -- to make it so interesting and so attractive that Sato San will want to read the leaflet. You will write and rewrite the leaflet, you will take it to friends, and you will show it to union members. After a few days, you will begin to see it develop. Write it, and then rewrite it. Plan the final leaflet, and have many persons look it over. After a week of work, you will finally develop a leaflet worth publishing. Get good illustrations, and you are then ready to see the printer.

Leaflets on which you spend much time and effort will repay you, for they will be well read.

One final point. It is often inadvisable to place the name of the union on the front page. Sometimes a person will not read the leaflet because of a long name and address on the cover. It is usually wiser to put the union label and name of the union publisher on the last page of the pamphlet, so that when the person has read it, he can then get an answer to his question: "I wonder who wrote this excellent leaflet? It is very good!"

Now this applies to mimeographed leaflets as well as to printed leaflets. In fact, with mimeographed leaflets, it is even more important, for mimeographed material does not look too good even if well done. You should plan a personal question, a good title ... and use an illustration to drive home the question. A well-prepared mimeographed leaflet will be read. One which merely rambles on and has no illustrations will soon find its way to the benjo.

PAMPHLETS

Turning now to the problem of the pamphlet, let us consider as an illustration preparation of a pamphlet on collective bargaining. Before you even begin to think about planning the subject, the first thing is to consider the needs of the shop stewards, the local union officers, and the people who will be responsible in the local union for conducting collective bargaining.

As you think it through logically, you list a series of ideas:

- (1) What is Collective Bargaining?
- (2) How is it practiced in other Countries?
- (3) Development of Collective Bargaining in Japan
- (4) Legal framework for Collective Bargaining
- (5) Election of the Negotiation Committee
- (6) Preparatory work of the Negotiation Committee -- Research and Statistics.
- (7) Formulation of the Demands -- Presenting them to the Membership for Discussion and Adoption
- (8) Preparation of the draft contract or agreement
- (9) Meeting with Management -- Techniques -- Public Relations
- (10) What to do Should Collective Bargaining break down or reach a Standstill
- (11) Signing and Ratification of the Contract
- (12) Legal Aids to Enforce Collective Bargaining
- (13) Enforcement of the Contract through the Shop Steward System
- (14) Education of Membership to use Collective Bargaining. Use of Grievance Machinery.
- (15) Education of Shop Stewards

No two education directors will develop the same sort of a pamphlet. Each union has its own specific needs. Some unions will handle collective bargaining procedures in one manner, another union in a different manner.

But after you have outlined everything which your membership wants to know, your next job is to carry on the research work necessary to secure the basic information. You may consult with other trade union education directors, with local authorities, and perhaps you visit the Tokyo C. I. & E. Library (for Japanese only) in order to study books on collective bargaining procedures in America and other countries.