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At regional educational council meetings, the local unions can plan joint education programs in order to promote the various aims of their respective unions. Continual conferences, and continual interchange of ideas will be found very useful not only in developing ideas and programs, but also in developing leaders.

SECONDARY LEADERSHIP

The American experience indicates that much of the leadership of the union emerges as a result of educational work. The persons not schooled in trade unionism become members of an educational committee. For the first time in their lives, perhaps, they are forced to think for themselves, to solve problems, and to plan ways and means of serving their fellow union members.

Men and women who formerly hesitated to say a few words in front of a group of people, soon find that they can arise at a union meeting, think carefully, and speak in an intelligent manner.

As they read books and pamphlets, as they discuss problems, as they carry on educational work in the union, these men and women find that they have found a new power ... and they have found it in themselves.

This process of leading people to discover themselves is called the development of secondary leadership. The members of the education committee develop slowly with their jobs. They learn to write better, to speak better, and to think better. As they become more sure of themselves, they speak up, and they not only speak for themselves but for their fellow members.

After all, leaders are sometimes born, but more often they are made. They are not made in a day, or a month, or a year. Leaders develop through education and experience ... and working on an education committee is one of the finest ways to develop the essentials of trade union leadership.

Thus, through the years, many of the persons who carry on education work will continue to work in this field. But others will aspire to higher leadership. From the education committee they may be called upon by the rank-and-file to be the president of a local union, or they may continue on higher in the trade union field.

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Many of the greatest trade union leaders in Great Britain and America never even finished primary school. But through the union and its educational work they carried on their education long after they had left primary school.

Trade union education teaches a man and a woman that the learning process never stops. No matter how great the person, no matter how intense their education, there is always more to be learned.

YOUR TASK

The national union and local union education directors have the difficult task of stimulating the union membership so that it will crave continuous education. Any trade union education director who can successfully stimulate education activities in his or her local union will in time discover that he or she has made a great contribution toward the building of democracy.

The fascist dictators said: "Give us the minds of the children and we will rule the world." The democratic trade union education directors may better say: "Let us find our own minds and we will rule ourselves."

NOTE

Reference is made to previously published pamphlets of the ESS Labor Division:

Education Committees in the Local Union (BUILDING THE UNION - American pamphlet)	Japanese
Purpose and Means of Workers' Education	Japanese
Trade Union Schools	English
Trade Union Pamphlets and Leaflets	English
Trade Union Use of Visual Aids	English

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APPENDIX

Workers' Education Program

The following is the Showa 21 report of the Executive Board of one of the largest national unions in America. It outlines the educational work being carried on or porposed by the union, and is a sample of the extent and nature of the educational work being carried on by a large American union. This union was founded in Showa 10.

"1. We recommend that there be held an annual 3-day non-legislative education conference pertaining to the education program of the National Union, dealing with the techniques and methods of education work within the framework of the union. Prior to such a national education conference, there shall be held regional or sectional education conferences to implement the work of delegates at the national education conference.

"It is further recommended that only members of the education committees, councils, and directors of education programs be delegates to the national education conference.

"It is further recommended that a complete summary of the national education conference be printed and forwarded to all subordinate bodies.

"2. We strongly urge that local union officers call contract conferences of their stewards and committeemen upon the ratification of contracts, inasmuch as in the majority of locals confusion exists among the steward bodies as to interpretation of the various provisions of contracts with their individual plants.

"It shall be the responsibility and duty of local union officers to call sessions of their committeemen, stewards, and local union officers for the purpose of discussing contract clauses and their interpretation. At the conclusion of such a conference, summarized interpretations of each clause shall be distributed to each steward or committeeman.

"3. That summer schools be established where possible on a sectional or regional basis. That every effort be made to lease existing summer camp facilities for use by local unions for education and recreation purposes. Wherever possible, the school session shall be two weeks.

"4. We recognize that visual techniques must be used to a greater extent than ever before in the history of our Union, and this is recognized as one of the best possible methods of education work.

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"To further the education work of our union, this Convention instructs the Education Department to use to the fullest degree all of the latest visual techniques so that local union committees can carry their program out to a greater degree. Included in the visual techniques shall be the use of film strips, charts, posters and cartoons.

"5. That cultural activities be promoted through city and area education councils by means of speakers, open forums, community activities, plays, skits, exhibitions, and other means and that the Education Department work in cooperation with the Recreation Department to achieve this end.

"6. We recommend that the U. S. Department of Labor be called upon to set aside money to be used for the making of films needed by labor and also make funds available for workers' education through extension services.

"7. We recommend that the Education Department prepare a correspondence course for the use of education committees in local unions to help them carry out their duties in educating and instructing stewards, committeemen and local union leaders in collective bargaining, parliamentary procedure, labor history and other subjects which are important to the life and work of this union.

"8. The committee recommends that as much space as possible be given in the union newspaper to educational news and information. This material to be prepared by the Education Department.

"9. We recommend that the Education Department continue its policy of cooperating with all departments of our national union in carrying out the program of the union. We further recommend that the National Executive Board call regular periodic meetings of department heads for the purpose of better cooperation and coordination.

"10. This committee recommends that the Education Department work with the Consumer's Division to establish a full scale program on setting up consumer cooperatives wherever possible throughout the National Union. That more publicity be given to cooperatives through local union shop papers, radio programs and at local union meetings.

"11. This committee feels that the Education Department's present policy of developing its work through printed material and other activities should be continued along lines of basic trade unionism. We also urge the continuance of the policy of better illustrations and layout of pamphlets which are being provided for our membership. We urge that local unions make as broad a distribution as possible of all pamphlets issued.

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"12. The Education Department shall promote city-wide education councils for the purpose of assisting the education committees in carrying out their duties within their respective local unions, and helping stewards, officers, committeemen, and potential leadership of the local unions to better carry out their functions and responsibilities.

"13. The committee recommends that the Education Department Monthly Bulletin be continued as an official publication of our union. The committee commends the splendid work achieved through this medium and its effectiveness as an educational instrument in meeting the education needs of our leadership. We feel the need for expanding the distribution of this publication as far as possible, and to do this we strongly urge that all locals send in complete lists of names and home addresses of all officers, stewards, and members of committees.

"14. The committee commends the work done on radio by the Education Department in securing free time for local unions on radio stations and for the excellent assistance given to local unions in preparing radio programs and scripts. We urge that the local unions also avail themselves of the instruction facilities of public institutions, schools and colleges to make their radio presentations more effective. That city or area education councils as well as local unions individually, exert all their possible resources to secure regular free time programs on their local radio stations. We urge that there be greater promotion, publicity efforts and support for both local and national network radio programs, and we urge that all locals and councils take advantage of the assistance offered to them by the Education Department to provide scripts and help on radio work.

"15. We further recommend that a National Representatives Institute be set up and that it be the responsibility of each Regional Director and International Officer to see that as

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with Japanese labor history, he can secure some photographs of early trade union leaders, and, possibly, some pictures of early trade union disputes. To illustrate the growth of the trade union movement, he can prepare a chart showing the growth of trade union membership before the war, during the war, and since the Occupation.

He may be able to secure a film strip showing the rise of the Japanese labor movement and use the film strip instead of a lecture. Or, he may have a fellow trade unionist prepare a series of forty of fifty cards, and use them at a special kami shibai showing.

During all lectures, he will continue to illustrate the talk with drawings and sketch outlines on the blackboard, being careful to plan the drawings in advance so that his examples will be clear, to the point, and easily understood.

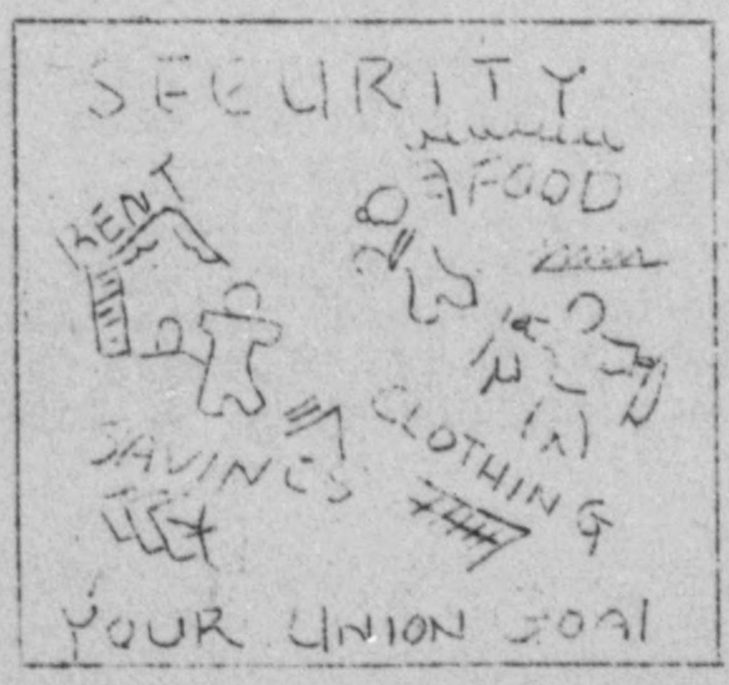
Whatever he does, he will make use of as many different visual aids as he can, and use them as often as he can, in order to supplement the words of the teacher with visual aids. Pictures, graphs, charts, movies, and film strips often speak louder and more effectively than words alone!

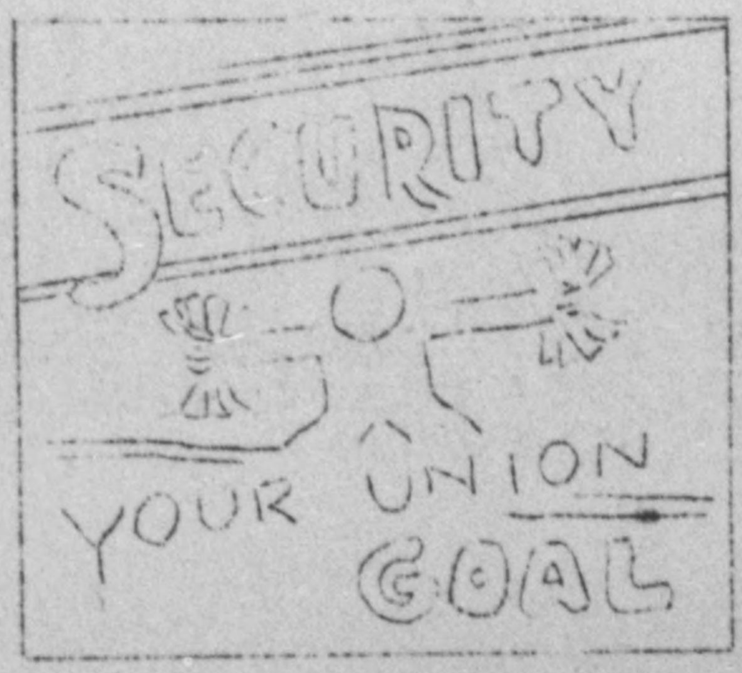
Planning for the use of visual aids is almost as important as the use of the visual aids. Careful selection, intelligent planning, and changes in the type of visual aid used will all enable the student to maintain interest and increase understanding.

SOME PRINCIPLES

There are a few basic principles regarding the use of visual aids which are obvious, yet, because they are obvious, they are often overlooked.

The first principle is that of simplicity. Whatever visual aid you employ, whatever the technique, the individual application must be so simple that any person can quickly comprehend the idea behind the drawing, poster, or whatever it is. Do not confuse your central idea with ten other ideas. They only tend to weaken the effect of your message. Consider two posters:





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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 kami shibai 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.

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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 Shoyu 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 save 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

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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 getherings.

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.

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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.

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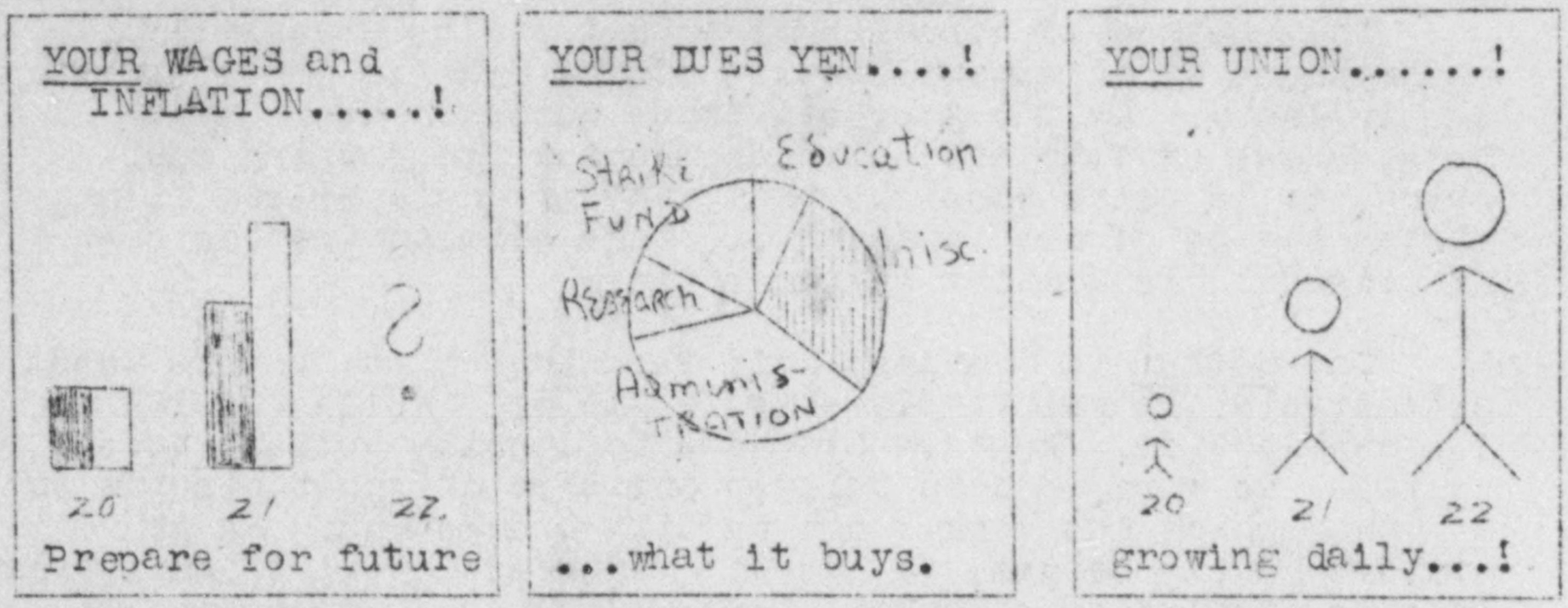
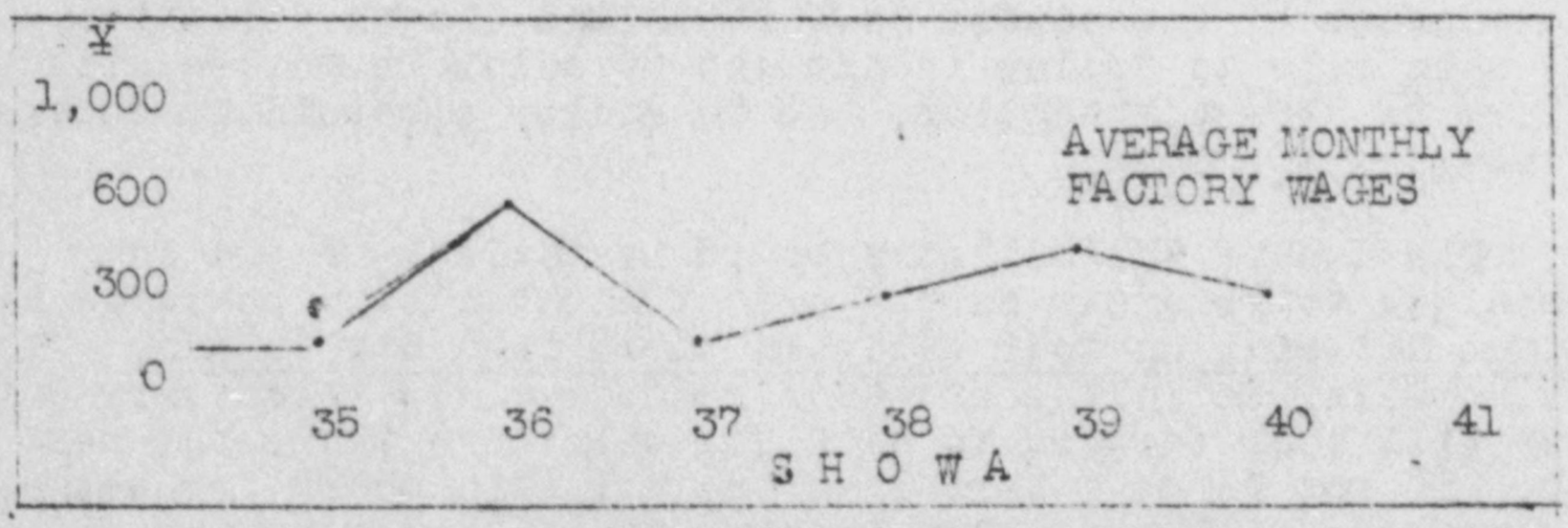


BAR CHART PIE CHART FIGURE CHART

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.

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File #1002

勞働教育資料

NO.1

勞働組合の教育運動

附 勞働組合の通信講座の準備

Labor Educational Work

Labor Education

東京都勞働局編

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 063

勞働組合の教育活動

G・H・Q勞働課勞働教育班長
リチャード・エル・ジー・デベラル述

東京都勞働局

發刊のことば

勞働組合の正常な發達のためには、組合員の一人一人が民主的な勞働組合とはどんなものであるかについて深い理解を持たなければならぬ。この意味で勞働教育が重要視されてきたことは、勞働組合の發展上喜ばしいことである。東京都勞働局は舊年中より計畫中の勞働教育資料叢書の第一集として「勞働組合の教育活動」「勞働組合の通信講座の準備」を新春に組合の皆様方の御手元迄御送り出來ることを欣んでゐる。

內容はG・H・Q勞働課勞働教育班長リチャード・L・G・デベラル氏の勞働教育に關する講座の記錄を同氏の諒解を得て飜譯したものである。飜譯は當局勞政課員が之に當つた。不備の點も少くないと思うので大方の御叱正を賜はりたい。

尙本叢書は以後續刊する豫定であるから組合の教育資料として精々御利用願ひたい。讀後の感想今後の希望等を御遠慮なく當局勞政課へ御寄せ頂ければ幸である。

昭和二十三年一月

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全國組合の教育部長には重要な仕事が多い。全國總同盟或は全國會議の教育部長も同樣である。最高の教育部長は自分の仕事が一番困難なのだと思ふだらうが、小さな單位組合の教育部長も同樣、自分の仕事が世の中で一番困難だと思つてゐるのである。

實際組合の大小に拘らず、教育部長の仕事と言ふものは、たとひ彼が如何に仕事に精を出して居ても、困難なものである。「そんな仕事は業々と出來るよ」等と言ふ教育部長は恐らく最善を盡くしてゐないのである。

組合運動に於ける大衆デモクラシーを發展をさせる上に、教育部長が如何なる重要な役割をなすかを述べるために先づ一寸觀察して見るのがよからう。

例へばアメリカでは「勞働者教育」を嫌ひ、勞働者教育をする人をも敬遠する組合指導者が若干居る。無知な人々許りの組合を指導するのは、皆が教育されて居る組合の場合よりもはるかに容易である。アメリカの組合員大衆は組合役員にかゝる自然的な傾向があるからこそ、教育プログラムを要求したのである。我々が何處かで既に述べたやうにアメリカの勞働組合の多くは「全國組合の役員は勞働教育用として組合費を若干特別に利用すべし」といふ規約條項を設けて居る。同樣な方法でアメリカの勞働組合の毎年の總會では總括的な教育プログラムが提出され、組合員大衆の代表者がこれを承

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認する事になつて居る。それからこのプログラムは組合役員に廻され、組合役員は次の年度にそのプログラムを實施する義務を負ふのである。組合大衆が勞働者教育を希望してゐるからこそ、組合指導者は教育プログラムを實施する上に於て常に細心の注意を拂ふのである。

教育政策

組合教育の一般的な政策は組合員大衆によつて決定される。

アメリカでは組合員大衆が毎年の會議で、會議の教育委員會に對して彼等の要求を提出することがならはしとなつて居る。

すなはち教育プログラムが作成され、それから組合員代表會議に上程され、承認を受けたり修正されたり或は否認されたりするのである。最後に多數決で承認されるならば、この基本的な教育政策は實施擔當者の所有となり、それが次の全國組合會議で修正變更されるやうな事があるまではどんな組合役員でも其の他どんな人々もこれを變更する事は出來ないのである。此の點は組合教育を擴張し亦民主的にしたいと思ふならば先づ民主的な統制が必要だといふことを指摘するために强調しておく。

組合の次の會議では教育部長は前の會議で決められた教育プログラムを、どんな風に實行したかを報告する義務がある。こういふ風にして組合員大衆は教育部が行ふ仕事の價値を測る事が出來るのである。會議と會議の間に教育部長は亦中央執行委員會と組合役員に對し進展狀況を報告する義務がある。その結果として常に仕事の締めくゝりがつき、仕事の效果を確實にして活動を增進する事が出來るのである。

組合教育の責任は多くの人の共に負ふ所である。然し本論を限定して唯組合教育の責任と權威について四つの可能な水準を述べる事にしよう。

組合組織のこれらの水準を考へて見よう。組合には全國總同盟、全國組合、地方支部組合及び單位組合がある。そこで全國總同盟或は全國會議の水準に於ける教育、全國組合の水準に於ける教育、地方支部に於ける教育、單位組合水準に於ける教育、この四つが考へられる。

本論の後で二つの一般的問題—すなはち（a）全國組合及び單位組合の教育部長とその部門（b）全國組合總同盟、或は全國會議及び地方支部組合の教育部長—について述べよう。

全國組合教育部

全國組合（それは同種の職業又は產業の單位組合が對等と從屬の形で結合しているものであるが）—は教育工作を實行する理論的な機關である。同種の組合に屬する人々、全部の工夫と經驗を集めて初めて仕事が一層效果的に行はれるものである。斯やうな組織は組合教育の中央集權化を或る程度もたらすものであるが、全國組合の教育部は、組合大衆の支配に服し彼等に奉仕する機關である。それは全國會議の指令を實行すると同時に單位組合の要求に應ずるものである。

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全國水準に於けるアメリカの典型的組合は、しばゝ〳〵教育的才能を有する組合員を雇ふ事がある。一時には組合員でない專門家を雇ふ事もある。部外の人を雇ふ場合に組合は常に政治的に中立である人を選ぶやうにする。と言ふのは若し全國組合が行つた教育工作が黨派的な政治的見解を表して居ればそれは教育でなく政治的な宣傳となつてしまふからである。アメリカの勞働組合運動の經驗では一般組合員から出て數年にわたつて組合活動に從事し、組合原理に全く忠實な人物こそが最も優秀な教育部長である。アメリカでは、教育部長は組合長が組合執行委員會或は中央執行委員會の助言と承認により任命するのがならはしである。一般的な教育政策は組合の總會で組合員大衆によつて決定されるので組合長は、これらの政策を實行するに適した人物を選びさへすればよいのである。いやしくも全國組合の教育部長になる人は、努力家で且つ想像力に富む人物でなければならぬ。又勞働者の用語を理解し、人は誰でも十分な燈さへあれば自分の道を進んで行くものだと言ふ。民主的な哲學を信ずる人でなければならぬ。

教育部長は、若し組合財政が許しさへすれば、彼の補助として專門家を雇ふがよい。例へば、紙芝居やフイルム切抜、ポスター及びそれらと關聯する仕事に巧な人は大變役立つものである。この他にパンフレットやリーフレットを準備して發行する人があれば大助かりである。アメリカの上級全國組合は一人の教育部長と數人の專門家を雇つている。それらの人は皆教育活動の特殊部門の熟練家である。

仕事の着手

教育部長は、インフレーションと戰後の物資不足にも拘らず教育部を設けるに當つて次のやうな條件、すなはち豫算、役員及び設備が揃はなければ、組合教育を順調に行ふ事は出來ない。

全國組合の教育部には色々な仕事がある。すなはち勞働學校の組織や教師の訓練及び本やパンフレットを書いたり、單位組合宛の教育雜誌を定期的に發行したり、フイルム切抜や紙芝居其の他單位組合の教育部長が要求する資料を準備したりする事等である。

此の仕事を理知的に行ふ爲に教育部長は先づ適當な廣さの事務所を設けねばならぬ。すなはち資金物をする部屋丈でなく圖書室、戸棚及び小さな教室にすらも使へるやうな廣さの事務所である。

觀察

全國組合の教育部を設けるに當つて教育部長が恐らく最初になす仕事の一つは、自分の組合についてよく觀察する事であらう。すなはち單位組合の位置、大小及び教育プログラムの一部分たる設備と して今どんなものがあるか等である。新任の教育部長は、しばゝ〳〵出來得る限り多くの單位組合を訪問して組合指導者と共に語り、彼等の意見を聽くがよい。その結果、彼等を援助する爲に全國組合はどうしたらよいか判るであらう。

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爲の進言書をそなへる。

教育部長も亦責任を持つて、大學及び其他の學校職員と會合を開き、各地で特別組合講習會を開くことを計畫し、單位組合を一層鼓舞したりする一方自ら、責任を持つて夏期學校、勞働學校其他單位組合を援助する教育講習の音頭をとるのである。

政治への不介入

更に政治について述べて見やう。全國組合の役員達は、教育部長に教育プログラム以外の仕事を多くさせて居れば、教育プログラムについて餘り多くの事は期待出來ない。教育部長は唯一つの仕事に專心出來るやうでなければならぬ。唯一つの仕事とは何か、それは教育プログラムである。若し全國組合の役員達が、教育部長に、彼が政治屋で自分達が再選されるやう援助する事を期待して居るならば彼等は教育活動を、殺してしまふ事になるのである。

アメリカやイギリスの經驗によれば、政治的活動と黨派的政治イデオロギーは、眞の組合教育を分裂させるものである。教育部長が政治的行動をとり、黨派的政治宣傳を行ふならば必ず組合役員によつて免職させられる。若し組合の役員達が教育部長を强制して教育を政治に變へさせるやうな事があれば、結局彼等は次の會議で罷免されるのである。勞働者教育を政治的色彩のない基盤の上に確立することにより、日本勞働者は結局は組合員大衆が一番よい地位に立つ事が出來るのだと言ふ事が分るであらう。勞働者教育は組合員大衆のものであつて決して小數の組合ボスのものではないのである。

組合規約による保障

以上述べた事は皆アメリカ勞働組合規約に書いてある。

アメリカの或る大きな勞働組合では、その全國組合規約の中に次のやうな條項を挿入している。

「教育は、全國組合の仕事及び各單位組合の仕事、特に勞働運動史、勞働問題、全國組合の目的とその構成員及びその家族等の問題に關しては指令を以つて行はれる。」

「全國組合の組合長は教育部長を任命する。この任命は全國組合執行委員會の承認に基いて行はれる。」單位組合から全國組合に送つた支拂員數頭割の賦課金の中、一ケ月二・五セント（〇・〇二五弗）（頭割賦課金は一ケ月四〇セントである）は此の組合規約で規定されている教育及び厚生の資金に使はれる。

「かゝる頭割賦課金の中二仙（〇・〇二弗）は教育に使はれ殘りの〇・五仙（〇・〇〇五弗）は厚生に使はれる。」

「各單位組合が教育委員會を設けることは指令を以て行はれる。本委員會の任務は組合員各自、單位組合、全國組合及び勞働運動の福利に關する教育の全部門を促進する事である。地方支部組合の組合長は、本條項の實施を監督するものとする。」

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「各單位組合は、賦課金支拂員數一人につき月二・五仙の資金の用途を分離し、夫々教育及び厚生活動資金に割當てる事。この資金の比例約配分は單位組合の決定にするものとする。」

かくして組合員大衆は、これらの條項を組合規約に盛る事により、彼等の單位組合及び、全國組合に於て教育プログラム維持の保障を受けるのである。

單位組合の教育部長

アメリカの經驗によれば單位組合の教育委員會は、組合長が執行委員會の承認に基いて教育部長を任命する場合に最もよく能率をあげる。この教育部長の下で彼を補佐する委員は、組合員大衆によつて選擧されたり、或は教育部長によつて任命されたりする。

何れにせよ、多くの點で單位組合の教育部長の仕事は全國組合の教育部長の仕事と平行するものである。彼の仕事は、組合全體について計畫するのではなく、それよりも一層特殊なものである。彼は彼の單位組合丈の計畫をしさへすればよいのである。

單位組合は小さいものが多く單位組合の教育部長は非常に頭を使ふので、教育プログラムを實施するに凡ゆる工夫を凝らさなければならぬであらう。

先づ第一に彼の仕事は全國組合のプログラムを成し遂ける事である。これは彼が全國組合教育部の準備した教育資料を用ふる事に、全力を擧けて協力すると言ふ事である。單位組合の教育部長は、この教育資料を使ふことにより彼自身でクラス別を計畫し、雜誌部を運營し、出來得れば紙芝居、映畫フイルム切拔を計畫する。

教育委員會

教育委員會の仕事を、委員各自が興味を持つて居る仕事につけるやうに分劃する事は、教育部長の仕事である。一人の委員は、書物に興味を持つて居るとすれば、彼には教育關係圖書を集める仕事をさせ、彼が集めた書物やパンフレットを組合員が興味を以つて研究するやうにさせるのである。他の委員は教へることに興味を持つているとすれば職場委員や新米の組合員のクラスを組織する仕事をやらせたらよい。

女子委員の中には、多分一人位水彩畫が上手なものが居るだらうから、組合事務所や雜誌部其他勞働者教育を有効に促進するやうな場所で使ふポスターや、ボール箱を作らせたらよい。

若し、委員各自がその責任を盡さないならば、その仕事を十分やり了せる委員が他に出て來てその仕事につくであらう。

其の他討論會、演劇、歌の會等變化ある教育工作が委員會の色々な人によつて計畫され實施される

共同工作

同一地域には大抵他の單位組合があるのであるから、單位組合の教育グループは何時も他の組合

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の教育部長と會合し、知識を交換し、出來る丈勞働學校、勞働演劇其の他の計畫の調整をはかるのである。最後に、全國組合が全單位組合の教育部長會議を開く場合、教育部長は會議に出席して新しい教育や新しい教訓を會得すると共に順次に全國組合の教育部長に助言をするのである。例へばアメリカの組合教育部長が會合する時には、一人が斯う言ふだらう。

「佐藤さん、貴方の最近のパンフレットはとてもいゝが、勞働者はあまり興味を持つていなかつたよ。僕のとこでは勞働者は、國體保險の計畫に興味を持つてるぜ、これについて何かいゝパンフレットを出して呉れないかね」

又他の者は斯う報告するだらう。

「僕の所では勞働演劇をやりたいと思つて居るが、何しろいゝ材料がなくてね。一つ全國組合の方で單位組合の爲に勞働問題を主題とした脚本を提供して貰へませんかね」

かくして理念を上から下へ、下から上へと交換する事によつて、勞働者教育の過程が民主的に促進されるのである。

全國總同盟

全國總同盟の教育部の仕事は、全國組合の仕事を調整する事である。それは組合全部に對する政策を選べだ基本的なパンフレットを準備し、組合の最高指導者の重要な演說を再版して全國組合の仕事

を助けるのである。

例へば、一つの全國組合が優秀な教育パンフレットを發行するならば、全國組合は何時も他の凡ての全國組合に對して寫しを十分に配布する。新しいパンフレットは全國組合の教育部長を教育し、彼等に大切なものを與へ、或は寫しの追加は何處で手に入れる事が出來るかを教へる爲に彼等に送られる。全國總同盟の教育部長は亦凡ての教育のパンフレットや、組合讀本其の他全國組合の爲になるやうなものゝリストを作る。彼はしばしば全國組合教育部長の會合を開き、理念の交流、經驗の交換をはかり、組合の教育プログラムを發展改善するのである。

全國總同盟はラヂオや映畫を用ひるに當つて、それが全國組合の上にあるといふ關係から、若干の全國組合に對し一緒にラヂオ、プログラムを實施したり、映畫を作つたり、勞働演劇を上演したりすることにより、援助を與へることが出來るといふことが判る。

一言にして言へば、全國總同盟の教育部長は常に全國組合の仕事を研究分析し、彼等の仕事を調整する。そして示唆を與へたり、屢々會合を催したりして全國組合の爲に大きな援助を與へるのである

地方支部組合の教育部長

同樣に、或る地域に單位組合があるときは、地方支部教育會議を作ることは有效である。アメリカの經驗では、かやうな會議は一つの連絡團體として最もよく役に立つものである。單位組合が獨力で

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夏期學校を開く事が出來ない時は、地方支部單位組合會議は、常にあらん限りの工夫を凝し、努力を積んで單位組合を助けて夏期學校を實施するのである。

地方支部組合會議では單位組合は共同プログラムを計畫して、單位組合各自の種々なる目的を達成するのである。會議を繰返し行ひ、理念をプログラムを發展させる上丈でなく指導者を向上させる點に於ても非常に役立つことが分るであらう。

一四

指導者見習

アメリカの經驗では、教育工作のお蔭で多くの組合指導者が輩出している。組合主義で教へこまれてない人々が教育委員會の委員となるとする。彼等は生れて始めて遠慮なく自分自身で物事を考へ問題を解決し、仲間の組合員を援助する方法、手段を考へるやうになる。以前は人の前で物を言ふことを厭がつた人達もやがて組合總會の席上に立つたとが出來、細心に考へ、理知的な方法で話すやうになるのである。彼等が本やパンフレットを讀み問題を討議し、組合の教育工作を實施するにつれて彼等は新しい力を而も自分自身で獲得したことを知らぬのである。人々に自分自身を發見せしめるやうに指導を施す發展過程は「指導者見習」と呼ばれる。教育委員は、漸次に彼等の仕事を發展させて行く。彼等は段々上手に書いたり、話したり考へたりするやうになる。彼等が一人前となつて來るにつれて彼等は話を上手に仕上げ、更に自分の力で話すやうになる丈でなく彼等の仲間に向つても話す事

が出來るやうになる。

結局指導者たるものは時々生れるものといはれるが、一方亦屢々作り出すことも出來るのである。指導者は一朝にして作り出されるものではない。指導者は教育と經驗を通じて生れ出たものである。教育委員會で働くことは、組合指導者たる資錄を發揮させる最善の方法の一つである。

かくしてこの分野で幾年もの間、多くの人が教育工作を實施する爲に働いて居るのである。しかし一部の者は更に高度の指導者の地位につかうと思ふであらう。彼等は教育委員より更に上つて組合員大衆から單位組合の組合長と呼ばれるに到るか、或ひは組合に於けるより高度な仕事を續けることになるのである。

イギリスやアメリカの最も偉大な組合指導者の中には小學校さへも了つていないのが多いが、彼等は小學校卒業以後に於て組合とその教育工作により、その教育を身につけたのである。

單位組合は人々に學問の道は決して途絶へるものでないことを敎へる、人がどんなに偉くなつても亦どんなにその人の教育程度が高くても常に學ぶべきことは多いのである。

諸君の仕事

全國組合及び單位組合の教育部長には單位組合が何時までも教育を希望するやうに組合を刺戟すると言ふ困難な仕事がある。組合教育部長は單位組合の教育活動を紹へず刺戟するやうにすれば、日な

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らずして民主々義の基礎に大きな貢献をして居ることが判るであらう。或るファシストの組合長が斯う言つた。

『我々に幼稚な精神を與へよ。さすれば世界は御するに易いものである』と

民主的な組合教育部長は更にうまく言つて居る。

『我々をして自分自身の精神を發見せしめよ、さすれば我々は容易に自分自身を律し得るであらう』と

注意

參考までにG・H・Q經濟科學局發行のパンフレットをあげてをく。

「單位組合に於ける教育委員會」和文（組合の建設―アメリカン・パンフレット）

「勞働者教育の目的と手段」和文。

「勞働組合學校」英文。

「勞働組合のパンフレットとリーフレット」英文。

「勞働組合の『目に訴へる教育方法』」英文。

附言

勞働者教育プログラム

以下はアメリカに於ける最も大きい全國組合の一つの教育部からなされた昭和二十一年度の報告である。それは組合によつて實行され、或は提議された教育工作を述べている。それは又アメリカの大きな組合によつてなされる教育工作の限界と性質を示す見本でもある。この組合は昭和十年に結成されたものである。

1　我々は全國組合の教育プログラムに關し組合組織内部の教育工作の技術方法を主題とする非立法的な教育會議が年三日間開かれるやう勸告する。

かゝる全國組合會議に先立つて全國組合會議に出席する代表の任務を達成せしめる爲に地方別或は地區別の教育會議が開かれるべきである。

更に教育委員會、教育會議の委員、其の他教育プログラムの指令者たる者は全國會議に出席すべきものとすること。

全國教育會議の議事の完全な摘要は凡ての從屬教育團體に印刷配布すべきこと。

2　我々は單位組合の役員は、勞働協約の署名に際し、多くの組合に於て勞働協約事項中個々の職場に於て職場委員間に解釋の相違あるときは、職場委員及び教育委員からなる勞働協約會議を開くべきことを强調する。

勞働協約の條項及びその解釋を討議する爲に教育委員、職場委員、及び單位組合役員からなる部會

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を開くことは、單位組合役員の責任であり義務である。
かゝる會議により決定された協約條項に關する解釋の摘要は各職場委員乃至教育委員に利する所大であらう。

3　出來得る限り地方或は地區の其盤の上に勞働學校が建てられること。

現在ある夏期キャンプの設備を單位組合の教育と厚生に資するやう全力をつくすこと。

4　組合運動史を教へる場合には、以前よりも一層目に訴へる方法がとられるべきである。これは最善の教育工作の一つである。

我々の組合の教育工作を促進する爲に、この教育會議は教育部に對し最新の「目に訴へる方法」を最大限度利用することを教へる。

その結果單位組合の教育委員は彼等のプログラムを最大限度迄實施出來るのである「目に訴へる方法」の中に含まれるものはフイルム切抜、圖表、ポスター及び漫畫等である。

5　各地域の教育會議を通じて文化活動がスピーカー、公開討論會、委員會の活動、演劇、漫畫、展覽會其の他の手段によつて促進されること及び教育部はこの目的達成の爲に厚生部と協力すること

9　アメリカ勞働局は勞働者に必要なフイルム製作の爲に資金調達を引受け「サービス增進」により勞働者教育の資金もまかなふこと。

7　教育部は通信講座をまうけて單位組合の教育委員會が職場委員、教育委員及び單位組合指導者に團體交渉、議事手續、勞働史其他組合の生活と仕事に重要なものを教へる際の利用に供すること。

8　組合新聞では教育ニュースと知識のために出來る丈多くの頁を與へること、この材料は教育部が準備すること。

9　教育部は組合のプログラムを實施する際に我が全國組合の凡ての部と協調する方針を續けること、更に全國組合執行委員會は他の組合とよりよく協力、連繫する爲に組合長會議を開くこと。

10　本委員會は教育部が消費部と協力し、出來得る限り全國組合を通じて十分な計畫を立て消費者協同組合をつくること。

協同組合に關しては、單位組合職場新聞、ラヂオプログラムや、單位組合の會合に於て一層喧傳すること。

11　本委員會は印刷された資料や其他の活動により仕事を進める。教育部現在の仕事は、基本的な組合主義の線に沿ふて續けるべきものと考へる。我々は更に我が組合員の爲のパンフレットの說明陳列といふ政策が續けられることを切望する。我々は單位組合が凡てのパンフレットに關し出來る丈多くの貢獻をするやうに望む。

12　教育部長は各地域の教育委員會が各自の單位組合に於て任務を遂行することを補助し、職場委

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員、役員、其他潜在的指導者が一層その役割と責任を果せるやうに援助する爲に各地域の教育會議を促進すること。

13 教育部の月刊雜誌は組合の刊行物として繼續的に發行されること。

本教育委員會は、我々の指導者の教育上の要求を滿足させる教育用具としてのこの手段及びその効果を通じて大きな仕事が成し遂げられるやう希望する。

我々は刊行物が出來得る限り廣範圍に配布される必要があると思ふ。このために單位組合は皆、役員、職場委員、教育委員の姓名、住所の完全な名簿を送付するやう切望する。

14 本委員會は教育部が放送番組に單位組合用の時間を確保し、ラヂオブログラムやラヂオ脚本を準備して單位組合のために非常に好都合な便宜をはかる等、ラヂオによつて、任務を遂行するやう希望する。

我々は單位組合もが、そのラヂオ放送をより効果的にするために公會堂、學校、大學等の教育施設を利用するやう切望する。

各單位組合は勿論各地域の教育會議も、各單位組合の地域にある放送局で教育プログラムのために定つた自由時間を確保するために全力を盡すこと。

我々は單位組合及び全國組合の、網の目のやうなラヂオプログラムが一層促進され、宣傳され支持

されるやう切望する。

更に我々は、單位組合及び會議が凡て教育部から脚本を準備し、ラヂオ工作を援助するために提供された便宜を利用するやう切望する。

15 我々は更に全國代表講習會が開かれるやう勸告する。

各地方支部組合長及び國際勞働關係役員の下にあつて働く全國代表が出來る丈多く、毎年一週間を下らざるこの講習を受けに來るやうにすることは、各地方支部組合長及び國際勞働關係役員の責任である。講習委員會は教育部と折衝し、本講習に關する必要な事項を實施するための補助を與へる。

16 本會期を通じて教育委員會の注意をひいたことは新組合員を組織する現在の方法について最も大きな失敗の一つは次のやうな事が缺けていたことである。それは新しい加入者を勞働大衆中活動的な勞働者たらしめんとする加入式及び教育に關してである。

近い將來に於て幾千もの勞働者が我々の組合に加入することが豫想されるので、これらの新しい組合員に組合がよつて立つ原則と目的を吹きこむことが重要である。

この目的のために單位組合は、單位組合に次のやうなプログラム及び計畫を樹てることにより加入式の趣旨を明確にすることが要望される。卽ち

（a）新組合員に單位組合の沿革を知らせ組合員としての責任を自覺させるために、新組合員の會合

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が催されること。

（b）斯かる會合のプログラムが單位組合の教育委員會と役員との間に協定されること。

各單位組合の教育委員會は全國組合規約、單位組合の勞働協約、單位組合細則からなる加入者必携を準備すること。

教育委員會は直ちに新加入者のために特別に作られたパンフレットを準備すること。

（c）その會合には單位組合の歷史を簡單に述べ、組合のプログラム、新加入者の組合に對する責任、單位組合、政治的活動プログラム、其他組合の現在をとりあけているプログラムを述べること。

更に本委員會は、教育委員會は單位組合が、本勸告に基いてプログラムをたてる際、それに手引を與へるやうにすることを勸告する。」

勞働組合の通信講座の準備

G・H・Q勞働課勞働教育班長
リチャード・エル・ジー・デベラル述

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通信講座

準備

地理的に僻遠の地に在る幾多の小さな單位組合に在つては財政上、勞働學校の運營も出來ず面もかかる學校設營の必要があるので、米國や英國の組合は多く教師も擧らない。教室も要らない。そして全國組合が僅少な費用を負擔することに依つて出來る通信講座を、大衆教育の有效な手段として採用して來て居る。

通信講座は五乃至十位の部門に分けられる問題を取扱ふのに最も適して居る。卽ち各課目がそれ丈で全體を成し、而も他の課目と密接な關聯を持つて居るので講座が終つた時、組合員は勞働組合主義の理解と自分等の住む社會全般の知識とを共に深めることが出來ると云ふやうな問題がそれである。

準備

通信講座を始めるに當つて最も大切な面は全國組合の教育部長が執り行ふ準備の問題である。それは一日や一週間では到底萬全を期し難い。

通信講座は向上を圖り、批判を加へ試練を經て常に最大の價値を發揮するよう修正されて行かなければならない。

通信講座には共通な面が二つある。一つは組合員がキチン〳〵と資料を入手すると云ふことであり其の二は各課目の終りに印刷してある質問に對する回答を組合員が全國團體の所定必ず送附すると云

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ふことである。與へられた講座の全課目を終了しそして回答も亦つと遂つて來た受講生にはすべて全國教育部長がサインする課目終了證明書を授けるようにすべきである。と云ふのはそれが受講を終り迄續けようとする一つの刺戟劑にもならうからである。

講　座　の　要　綱

全國教育部長が教材（勞働組合法、勞働史、團體交涉の理論、勞働協約等々）を決定したならばその教材を論理的に如何に展開して行くか草案を練るがよい。例へば勞働組合法を第一課とするならばその法文勅令第一〇八號及び之等の法令に基づく勞働委員會の決定に關して記載した凡ゆる資料を蒐集する。それから恐らく次の樣な構想を以て問題の解明にとりかゝる。卽ち

第一科　マ元帥のとつた組合促進策、勞働組合法の制定。
第二科　勞働組合法第一章（之と見合つて通用される勅令第一〇八號の條文）
第三科　同　法第二章（同　右）
第四科　同　右
第五科　同　法第三章（同　右）
第六科　同　法第四章（同　右）
第七科　同　法第五章（同　右）

二四

一

かくの如く受講生が勞働組合法の骨組、法によつて保障せられた組合の權利並義務に關してはつきり極めるやうに七つの科目を作り上げる。

第　一　科

そこで教育部長は今一度チックリ第一科教材を檢討し、マ元帥が幣原男爵との談話（附錄一を見よ……譯者註附錄の添附無し）の際に發表した聲明書を用意する。そして戰時中產業報國會が如何なる役割を演じたかを想起し、そこで最後的に次の樣な草稿を書き上げることになる。

a. 日本の勞働組合。　b. 滿洲事變前に於ける勞働組合法案の不成功。　c. 遡ぐる一九三〇年以來の勞働組合への壓迫。　d. 一九三八年の產報の結成。　e. 戰時中の發展。　f. 終戰。　g. 組合の再出現。　h. 組合に關するマ元帥の聲明。　i. 勞働組合法制定の要、並に議會への上程

かくの如く各論題に簡單に觸れ乍ら第一科を書き上げることが出來るのであつて、それはつまり小さなパンフレットになるであらう。パンフレットを書き上げたならば、それを友達に繰返し〳〵讀んで貰ふ。こうすれば誰しもその出來榮の素晴しいことを認めるであらう。そこで今一度讀み返して問題をきめ、十問位を終りの方に附けて置く、卽ち次の樣な具合である。

1. 滿洲事變前に勞働組合彈壓の指導權を握つたのは誰か。
2. 軍國主義者達が產報を結成したのは何故か。

二五

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3. 勞働者は戰時中自由であつたか。
4. 戰前警察は勞働組合を壓迫したか。
5. マ元帥は組合に關して何と云つたか。
6. 勞働組合運動は日本の民主化と關係があるか、若しあるとすればその理由如何。
7. 勞働組合は産報と如何違ふか。
8. 日本政府は勞働組合の成長を如何に保護したか。

等々。さてこのパンフレットが謄寫若しくは印刷される準備が整つたならば第一の仕事が終つた譯であるが、併しまだ〳〵成す可き事が殘されて居る。若し出來たら主題を圖解する爲に漫畫や挿畫を若干挿入することである。諸君は恐らく勞働組合と産報との差異を示す概要圖を書くことが出來るだらう。い〻漫畫家なら第一科をよく研究して主題をくつきりと浮び上らせてパンフレットに興味を添へるい〻漫畫を書くことが出來る。

第 二 科

さて教育部長は今度は熱いお茶に飲み變へて第二科の仕事に取りかゝることゝなる。先づ勞働組合法の第一章を取調べ勅令一〇八號をひいて何か解說を附け加へる必要がないか如何かを檢討する。第一章第一條を見ると刑法第三十五條の規定は團體交涉其の他勞働組合の活動に適用せられるとうたつてあるのが目につく。日本の一般勞働者はそれが何の事だか解らない。そこで教育部長は、書記を動員して刑法の法文を入手し條文のポイントが何處にあるかを決定する。また官公吏の或るものは勞働組合を結成出來るが、あるものは結成出來ないと云ふ條文に打ち當る。すると彼は恐らくこの點に關する厚生省の發表文を準備することになるであらう。斯くの如く教育部長は第一章に關聯する凡ゆる資料を蒐めてからヂックリと構想を練つて第一章の要點を書き上げ法文を一條々々引用し、法の趣意を勞働者達に刻明に解らせる。二、三の實例を添へて各要點を圖解することゝなる。更に問題を五問乃至十問位書き上げ、漫畫家に挿畫を賴んで主題の解說を試み、二、三日經てば第二科の教材が謄寫又は印刷屋へ廻せる樣になる。各要點を圖解すると云ふ點が大切であつて、つまり終戰後日本に發生した實例を特に御用組合に關聯させながら圖解すると云ふことが肝要である。第二條には勞働組合の定義を掲げて居るので教育部長たるものは、御用組合がどんな分子から成り立つて居るかを說明し、御用組合と斷定される二、三の要件を掲げる必要がある。

第 三 科

第二章にとりかゝる準備はなつた。教育部長は第二章を研究し、勅令第一〇八號の條文と關聯させて讀んでゆくうちにその餘りに長く、材料が餘りに多いと云ふことに氣がつく。そこでこれを二つの部門に分け、第五條から第十條迄を第二章の前半として之を第三科として取扱ふことにする。

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本章の第五條から第十條迄仔細に調べて行くと次の様な一般的な問題が浮び上つて來る。

a. 行政當局に對する勞働組合の届出。
b. 行政當局による勞働組合の資格制定。
c. 行政當局の決定請求。
d. 府縣當局に届出づべき事項。
e. 勞働委員會に依る組合規約の變更。
f. 勞働組合代表者の組合代表權。

之等のすべてを注意深く讀んだ後で材料を蒐めなければならない。或る勞働委員會は、既に組合規約に關する規定を作つて居る。又組合規約の届出があつても、勞働組合法の第二條に所謂無資格者を組合員として認めて居るやうな組合規約は受理しないで送り返へされるものもある。教育部長は之等すべての材料を蒐め、條文を引用し勞働者が法の内容を理解出來ろやうに、出來る丈各要點に實例を添へて第三科を書き上げる。この際恐らく彼は御用組合が放任されるといふやうな場合、合法的に設立された勞働組合が、府縣當局に異議を申立てゝ審理して貰ふことが出來るといふことを指摘して置くであらう。

第三科を書き上げたならば質問を二、三添附する。卽ち次の如くである。

一、貴縣の勞働委員會は御用組合の設立を防止して居るか、防止して居ればその例を擧げよ。
二、貴縣では勞働委員會が組合規約を調べて眞正の勞働組合であるか、御用組合であるかの判定を下して居るか。
三、組合が縣當局に組合員簿を届出ることを法は要求して居るか。
四、勞働委員會は組合規約の變更を命じ得るか。
五、組合は交渉權を誰れかに委任することが出來るか。

之等出來上つたものを再點檢し挿畫を添へて始めて謄寫、印刷へ廻すよう重ねて注意して置く。

第四科

さあ第四科に入つて行かう。もうこの頃になると、教育部は勞働組合法について、自分がそれ迄知らなかつた事項を澤山學んだといふことに氣がつく。そこで今度は第二章の殘り卽ち第十一條から第十八條迄を取上げることになる。勅令第一〇八號の條文には勞働組合法と關聯して適用せられるものが多いといふことが解つて居るので先づその關係を明らかにする爲に右法令を全部つき合せて整理してみなければならない。そこで法の内容を檢討し、次のやうな論點が生まれてくることを發見する。』

卽ち

a. 使用者は勞働者を組合員たるの故を以て解雇することは出來ない。

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b. 黄犬契約（譯者註……勞働者が組合に加入しないこと、又は組合から脫退することを雇傭條件として雇傭契約）は法の禁ずるところである。

c. 組合は正當な爭議行爲から生じた損害については賠償を請求されない。

d. 組合の解散には順序がある。

e. 組合は或る條件を備へるときは政府によつて解散させられることがある。

f. 民法その他の法律の條文中或るものは勞働組合にも適用される。

g. 勞働組合の基金は課稅されない。

さて我々は今迄調査事務をうんとやつて來た。敎育部長は社會計側が、勞働者を組合活動の故を以て解雇したので組合では法に訴へたといふ事例について知識を深めて居ることであらう。そこで彼は黄犬契約とは如何なるものかの定義をはつきりさせてその實例を二、三附して置かねばならない。又組合の解散に關する條文の各面を論議し、米國や、英國の勞働法にも同じやうな條文があるとすればそれ等を比較檢討してみるがよい。組合がどんな事をしてよいか、して惡いかを究める爲には民法その他の法律の條文を讀むことが必要である。こういつた調査を完了したならば腰を落ち付けて條文を引用し實例を附し定義を下し、法の規定する權利義務全般を明瞭且つ簡潔な文句で說明し常に法文を日本の勞働運動が當面してゐる問題と關聯させ乍ら第四科の敎材を書き上げる。組合員が組合

活動の故を以て使用者から解雇された場合、かゝる不法な行爲を防止する爲に勞働組合法を組合又は組合員が如何に援用するか、その手續について少々スペースをとつて置くがよい。パンフレットに挿畫を添へればもう印刷へ廻す用意が整つた譯である。

第五科

次は第五科である。第五科は厄介であらう。と云ふのは日本の多くの地域では未だ廣く知られて居ない事項に關する煩い問題を包含して居るからである。卽ち勞働協約がそれである。先づ敎育部長は日本の組合の協約の纖型を二、三準備し更に東京所在の民間情報敎育局附屬圖書館で米國組合の協約を讀むがよい。そこにはフオード自動車、ゼネラルモータース、全米炭坑從業員、全米鐵鋼從業員等等の勞働協約が備へ付けてある（註右圖書館は日本人專用で日比谷映畫劇場と三信ビル間を橫切つた地點にある）協約を研究し協約の中に何が載つてあるかを點檢するならばその內容を要約することも出來るであらう。

日本の勞働委員會は勞働協約を受理して來たか如何かを辨へる見地から勞働委員會が勞働協約受理の上に如何なる關係を持つて居るかも調べなければならない。

調査、讀書を終へたならば敎育部長は敎材の輪郭を整へ草稿を書いて勞働協約に關する米、英、其の他の勞働組合の體驗と同じく日本の勞働組合の體驗から抽き出した實例を附して各要點を解り易く

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する問題、挿畫の挿入を怠れば印刷へ廻す段取りとなる譯である。

第六科

第六科は本當に大仕事だ。と云ふのは勞働委員會が活動を始めてからもう相當の月日が經つて居るので、幾多の府縣で幾多の事例を聽取して來てゐる。從つて勞働委員會が下した裁定の事實も日本の印刷物となつて數多く存在するからである。敎育部長は右勞働委員會設置に當つてとられる法的措置を注意深く體系付け委員會の權限と義務についての概括的な描寫を試みる。また勅令第一〇八號の條文中引用すべきものが多いので之を導入して、法の內容を一條々々勞働者に完全に解らせるやうにする。又新聞にも勞働委員會に關する情報を多く掲載して居るので、委員會が實施した調査實例と同じく委員會の裁定實例を添へて本科目の要點を圖解することも容易である。法文を仔細に讀んだならば敎育部長は使用者若しくは使用者團體が勞働組合法に違反したと認める場合、組合は勞働委員會に對し如何云ふ風に訴へるかその手續を概說する。本講は勞働組合法の諸條文中恐らく最も主要な部門である。と云ふのは組合が勞働委員會をガッチリ押へ且つ之を利用することに依つて日本勞働運動の强力な紐帶を作り上げることが出來るからである。敎育部長は更に上記圖書館を利用し、米國の全國勞働關係法を繙いて全國勞働關係局（日本の勞働委員會に同じ）が米國に於て健全な組合と民主的な團體交涉を育てる上に如何に有效な働きをして居るかと云ふことを、具體的に本講座で日本勞働者に解らせるようにするのである。

本講の質問を考へる場合には自分の縣にある勞働委員會に關聯して會得出來るやうな問題を提供すべきである。例へば

1. 貴縣の勞働委員會には委員（幹事）が居るか。
2. 委員（幹事）は會合を度々行つて居るか。
3. 委員（幹事）が之迄何か事件を聽取したり何等かの措置をとつた事があるか。
4. 貴縣の勞働委員會の中立側委員は實際に一般公共を代表して居るか。
5. 貴縣の組合は勞働委員會の勞働者側委員の選擧に參加したか。
6. 貴縣の勞働委員會は勞働統計を蒐集したり、工場や鑛山の勞働條件を調査するに當つて何か實施してゐるか。

斯う云ふ問題をなすことによつて受講の各勞働者は自分が居住する町や村に問題を探しに步くことになるであらう。かくて勞働委員會に誰が居るかを發見し、彼等がどんな仕事をしてゐるかを知つてそれがいゝ勞働委員會であるか又は惡い勞働委員會であるかの判斷を下すことが出來る。

挿畫と最後的な讀上げ讀返しに依つて第六科を印刷に廻す用意が出來上る。本講は重要な問題を取扱つてゐるので極めて周到な注意が拂はれなければならない。そこで我々は實例を引用し、最近の勞

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働委員會の決定を引き、どの勞働組合が勞働組合法援用の爲に勞働委員會を利用したかの實例を掲げることの重要性を強調し度い。

第七科

最後に我々は勞働組合法の罰則規定を取扱ふ第七科を取上げることゝなる。本講は組合が勞働委員會を通じ如何に勞働條件の改善を圖ることが出來るか、そして若し使用者がそれを拒む時は行政當局の働きによつて或る刑罰を課せられるものなることを勞働者に教へる意味に於て大切である。

本講は勞働組合法が單に勞働者の權利をうたつてゐる丈でなくその權利が强力な使用者に依つて侵害された場合勞働者が訴へる行動に法的根據を附與するものであることを明らかにするものである。

勞働組合法の第五章も亦民法の規定以上の點に觸れてゐる。そこで教育部長は、先づ民法の條文に目を通して必要な事項を解明しなければならない。更に質問と豐富な圖解、若干の漫畫を挿入して最後の講座が出來上るのである。

講義錄の使ひ方

さて教育部長は七科目に亙る講義錄を二、三百、又は二、三千部刷り上げて了つたとする。今度はそれを如何に處理したらよいか先づさういふ準備に費用がどの位かゝつたか數字を計上し、郵料を入れて講義錄の實費を決定することである。それからすべての單位組合教育委員會に廻覽狀を送つて各職場の勞働者に受講契約取極方を奬勵するよう取計らうがよい。

組合員が本計畫に興味を感ずるならば彼等は本講座の爲に一人何圓といふことで住所氏名を送つて寄越すであらう。そうすれば之等の氏名を記載したカードを作つて、二週間おきに違つた科目の講義錄を各受講者に郵送することにする。質問に對する回答を送つてくると否とに不拘、講義錄はキチンキチンと屆けるやうにする。蓋し多くの者は答を書かなくても、尙講義錄丈は讀むであらうからである。七科目を終了した受講生に對しては直ちにその所屬する單位組合の組合長に修了證明書を送附して適當な式典を開いてその證明書を右受講生に授けて呉れと委囑する。斯うすれば他の勞働者達も本講座に加入しようと云ふ氣分を喚起することになるであらう。米英の或る組合は以上の線に沿つて何人も勞働學校で一定の基本的な課業を終了するか、勞働組合法や團體交渉に關する基本的通信講座を經て來たものでなければ組合の事務を執ることは出來ない。といふ事を組合規約の一部として挿入してゐるところもある位である。

團體研究

さて地方によつては通信講座に加入したいといふものが數名ゐて、その一人の住宅に小さなクラスを編成して右講義錄を中心に勉强し度いといふものもあるであらう。これは大變結構なことで大いに奬勵してよい。併しこの場合には各自が各科目の終りについてゐる質問に答へる場合必ず自分自身の

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考へた回答を送るやうに注意して置く必要がある。他人の考へた回答を自分のものとして送るやうな受講生は修了證書を授與してはいけない。

受講料

受講生の懐具合は世界を通じて同じ様に貧しいのであるから、受講料は低廉にすることが肝要である。併し若し無代進呈といふことにすれば講義錄に目も呉れないかも知れない。三圓とか五圓とかでも受講料を拂つて居れば、金を出してゐるのだといふ意味で各講義錄を讀むものである。それは同時に教育部長が全國組合の基金を稼ぐ援けにもなるであらうし、そのことが教育部長と東京所在の組合長との和を保つ一助にもなるであらう。

建設的批判

この種通信講座を活用することによつて勞働者諸君は勞働組合法を非常に親しみ深く感じ、同法を自分等の爲に利用することが出來るといふことも強調さるべきであるが、同時に法の研究を積むにつれてその法が包藏する缺陷が目につき又は勞働者の心中新たな理念が浮かぶ様になると云ふ事實も同じ程度に大切なことである。そうなれば勞働者は勞働組合法を取上げて會合で論議し、東京の本部へ修正案だとか勞働運動にプラスになる様な擴張案だとかもつと有利な案を送ることが出來る。

勞働者一般が勞働組合法を十分に知り理解しない所に同法の建設的な批判も改善もありやうがないのである。そう云ふ意味でもう一科目追加して第八科とし米國の全國勞働關係法を取上げて日本の勞働組合法と對照させるのもよからう。この様にすれば勞働者諸君は、議會を通過した組合法を支持し度いと云ふ多くの新しい考へが得られる事となるであらう。

普及宣傳

諸君は、第一回の通信講座を完了したならば出來る丈その普及に心掛けよ、機關誌を出してゐるところならば、組合員が講座に加入する様、組合の役員に或る談話を發表させるがよい。紙と資金を確保してゐるところでは、小さなポスターを各單位組合に送つて通信講座を宣傳し、内容を紹介し、値段を示し加入の仕方を知らせるのもよく利用される大變結構な思ひ付きである。例へば米國の組合通信講座は、準備が非常によく行き届いてゐるので教育部長は經營者といはず、その他の使用者側からも講義錄を送つて呉れと頼まれることが多い程である。

講座の向上發展

以上で通信講座の解説を終るが、今迄通信講座の骨組みを説明する感能的な方法として勞働組合法を取上げて來たのであるが日を經るにつれて全國組合の教育部は別の通信講座に移るがよい。例へば入門課程を終つたならば次は團體交渉を取扱つた論理的な科目を通信講座に選ぶと云ふ具合である。即ち次の様な論題が考へられる。

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1. 米國、英國其の他の諸國に於ける團體交渉の發展。
2. 日本に於ける團體交渉の發展。
3. 團體交渉を效果あらしめる爲に日本の勞働者が用ひる技術（卽ち罷業、生產管理、示威行進等）
4. 工場に於ける團體交渉……職場委員制度。
5. 團體交渉の手續……交渉討議會。
6. 協約締結の爲の交渉、技術。
7. 契約及び勞働協約の締結、日本に於ける勞働協約の雛型。
8. 團體交渉の活用……勞働組合法……不平處理手續。

以上掲げた八つの論題は通信講座で團體交渉を取扱ふ際に好個の論題となるであらう。本論の主題の多くは他の機會に論及するであらう。

諸君の仕事

さあ諸君は勞働組合の通信講座とはどんなものかをつかみ得た。併し我々は單に方法と技術の外廓を述べたに過ぎない。今度は諸君等日本の全國組合教育部長たる諸君が頑張つて、この方面に如何云ふ業績を擧げることが出來るかを期待し度い、諸君がこの仕事をやり遂げたならばそれは諸君の精力着想並想像力を試すいゝテストになることを確信する。と同時に我々が諸君の仕事に關心を持つて居ると云ふことを念頭に置いて貰ひ度い。

註

東京の民間情報教育局圖館には米國の全國勞働關係局を取扱つた書籍が若干ある。尙

ドウハーチイ……米國產業に於ける勞働問題。

ブルツク……自ら選んだ組合。

ミリス……團體交渉は如何なる働きをするか。

ローウイン……勞働關係局。

等參照。同圖書館には全國勞働關係法がパンフレツトになつて出てゐるから諸君はそれを入手できる。

卽ち一九四三年版勞働法と勞働行政がそれである。

……終……

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TAMANAKA 20 APR 1947 ARMY GOVT

PREPARATION OF A TRADE UNION CORRESPONDENCE COURSE

Statement for the Conference of
Education Directors of Japanese
National Unions held on 23
August 1946 at Radio Tokyo.

Presented by:

Richard L-G. Deverall
1st Lt. CMP

ECONOMIC AND SCIENTIFIC SECTION
LABOR DIVISION

TOKYO

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CORRESPONDENCE COURSES

Inasmuch as many small and remotely located local unions are unable to finance a labour school, yet the need for such a school remains, many unions in America and Great Britian have developed the use of the correspondence course as a useful technique of mass education requiring no teachers and no classes, and small expenditure on the part of the national union.

Correspondence courses are best suited for material that can be divided into five or ten sections, each lesson being a whole in itself, yet so related to the other lessons that when the course has been completed, the union member has advanced both his knowledge of trade unionism and his comprehension of the world about him.

Preparation

The most important aspect of the development of correspondence courses is that of its preparation by the education director of the national union. It is not something that can be done in a day or a week. Correspondence courses must be developed, criticized, tried, and constantly corrected in order to develop their fullest value.

There are two general aspects of the correspondence course. The first is the regular receipt of information on the part of the union member; the second, is his sending back answers to the national organizations to the questions that are printed at the end of each lesson. Every student who completes all lessons in a given course and has sent in the answers, should receive a diploma signed by the national educational director in order to serve as one motive for completing the course.

Outline the Course

After the national union education director has decided upon the topic for a course (Trade Union Act, Labour History, Theory of Collective Bargaining, Union Contracts, and so forth) he then outlines a series of lessons which develop logically. For instance, if the first course is one on the Trade Union Act, the education director would then assemble copies of the Trade Union Act, Imperial Ordinance No. 108, and all information he has of decisions of Rodo Iin Kai based on both of those legal documents. He then breaks down his subject, perhaps along these lines:

Lesson I - End of war, General MacArthur encourages unionization. Passage of the Trade Union Act.

Lesson II - Chapter One of the Trade Union Act with sections of Ordinance 108 which apply.

Lesson III - Chapter Two of the Trade Union Act with sections of Ordinance 108 which apply.

Lesson IV - (ditto)

Lesson V - Chapter Three of the Trade Union Act with sections of Ordinance 108 which apply.

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Lesson VI - Chapter Four of the Trade Union Act with sections of Ordinance 108 which apply.

Lesson VII - Chapter Five of the Trade Union Act with sections of Ordinance 108 which apply.

That makes up a series of seven lessons which will give the student a good idea of the legal structure of the Trade Union Act, the rights of unions under the law, and the duties of unions.

Lesson One

The education director then sits down and goes over the material for Lesson One. He has a copy of the statement of General MacArthur dealing with his conversation with Baron Shidehara (see attached Appendix I). He remembers the operation of the Sangyo Hokoku Kai during the war, so finally the trade union education director writes an outline such as this:

a. Trade Unions in Japan
b. Defeat of Trade Union Bill prior to the Manchurian Incident
c. Suppression of Trade Unions during the late 1930's
d. Formation of Sampo in 1938
e. Development during the War
f. End of the War
g. Reappearance of Unions
h. General MacArthur's Statement on Unions
i. Agitation for a Trade Union Act, and its Presentation in the Diet

He then finds that he can write Lesson One, briefly touching on each topic, and this will make a small pamphlet. After he has finished the pamphlet, he has friends read it over, and finally everyone agrees that it is well done. Then he rereads it, preparing, say, ten questions, to go at the end. Some of them would be like this:

1. Who took the lead in destroying trade unions prior to the Manchurian Incident?

2. Why did the militarists form the Sampo?

3. Was labour "free" during the war?

4. Did police suppress labour unions during the pre-war period?

5. What did General MacArthur say about unions?

6. Is the trade union movement related to the democratization of Japan? If so, state briefly why you believe this.

7. How is a trade union different from a Sampo unit?

8. How has the Japanese government protected the growth of trade unions?

And so on. Now when that pamphlet is ready to be mimeographed or printed, it is the first job well done. But there is still something. If possible, the

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subject matter should be illustrated with a few cartoons or drawings. Perhaps you can draw a schematic diagram showing how trade unions differ from Sampo units. Any good cartoonist can study Lesson One and draw a few good cartoons which will highlight the subject matter, aid in making the pamphlet interesting.

Lesson Two

Well, the union education director puts another pot of tea on the hotplate and goes to work on Lesson Number Two. He studies Chapter One of the Trade Union Act, and examines Ordinance 108 to see if there is any further interpretation. He notices that in Article 1 of Chapter One it mentions that "the provisions of Article 35 of the Criminal Code shall apply to collective bargaining and other acts of trade unions...". The average Japanese worker does not know what that is, so he will send out a clerk to get the Criminal Code and determine the essential elements of the article. He reads about the fact that certain government workers can form unions, others cannot. Perhaps he has a copy of a Welfare Ministry statement on this. After he has assembled all material relating to Chapter One, he then sits down again and plans an outline, then writes up the essence of Chapter One, quoting the law article by article, illustrating each point with a few simple examples which will make clear to the worker the intent of the law.

Again, he draws up a series of five or ten questions, has a cartoonist illustrate the subject matter, and in a few more days, Lesson Two is ready for the mimeograph or the print shop. It is important that each point be illustrated with events which have developed in Japan since the end of the war--with especial reference to company unions. As Article 2 defines clearly what a trade union is, the education director should explain what a goyo kumiai consists of, and set up a few rules defining goyo kumiai.

Lesson Three

Chapter Two is now ready for preparation. As one studies Chapter Two and relates it to the provisions of Ordinance 108, the education director finds that it is very long--too much material. So he will divide it into two sections. Article 5 to 10 of the Trade Union Act will go into Lesson Three--the first half of Chapter Two.

A careful study of this Chapter, Articles 5 to 10, reveals some general subjects:

a. Registration of the Trade Union with the Authorities
b. Granting of Recognition by the Administrative Authority
c. Appeals to the Decision of the Administrative Authority
d. Matters to be Registered with the Prefecture
e. Alteration of Union Constitutions by the Rodo Iin Kai
f. Right of Union Representatives to Represent the Union

After he reads all of this carefully, he then has to gather material. Some Rodo Iin Kai have made rules regarding union constitutions. Some constitutions have been sent back to the unions because they admitted personnel ineligible under Article 2 of the Trade Union Act. He gathers all of this, and then writes Lesson Three, citing the law, and giving examples on every point possible in order that the workers will understand the intent of the law. He will possibly point out that if a company union is granted a charter, some legitimate trade

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union can file a complaint with the Ken and bring about an investigation.

After he has written Lesson Three, he then makes up a few questions like this:

1. Does the Rodo Iin Kai in your Ken prevent the organization of company unions? If so, cite a few examples.

2. Does the Rodo Iin Kai examine union constitutions in your Ken to see whether or not they are bona fide trade unions or company unions?

3. Does the law require that the union tell the Ken how many members it has?

4. Can the Rodo Iin Kai order changes in the union constitution?

5. Can the union delegate its powers of negotiation to any person?

Again, the checking of the writing, the cartoons, and the final mimeographing or printing of the lesson.

Lesson Four

Now we go to Lesson Four, and by this time the union education director finds that he has himself learned many things about the Trade Union Act which he did not know before. Now he takes up the remainder of Chapter Two of the law--Articles 11 to 18. Again, he finds that many of the articles of Ordinance 108 apply to the Trade Union Act, so first he has to fit it all together so that he understands the relation between the law and the ordinance.

Then he examines the material of the law, and finds that he can list quite a few topics:

a. Employers cannot fire anyone for union membership.
b. "Yellow Dog" contracts are outlawed by the law.
c. The union is protected from legal damage suits.
d. There is a procedure for the dissolution of a union.
e. A union may be dissolved by the Government under certain conditions.
f. Labour unions are subject to certain articles of the Civil Code and other laws.
g. Union funds are exempt from taxation.

Now we have a large amount of research work. The union director may have information about a case where a trade union invoked the law when a company fired a worker because of union activity. He will have to write out a good definition of a "yellow dog" contract, and find a few examples of this. He will discuss the various aspects of the articles dealing with union dissolution, and perhaps compare them with similar articles in the labour laws of America and Great Britain--if there are such articles. He will have to read the appropriate articles of the Civil Code and other laws mentioned in order to know what unions can and cannot do.

When he has completed his research work, he again can sit down and write Lesson Four, citing the law, giving examples, making definitions, and explaining

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in clear but simple language all of the rights and duties defined by the law, always relating the law to current happenings in the Japanese labour movement. He might include a small section dealing with the procedure that a union would follow if a member were fired by an employer for union activity--how the Trade Union Act can be invoked by any union, or union member, to prevent such illegal procedure. After illustration of the pamphlet, it is ready for the press.

Lesson Five

Now we come to Lesson Five. This one will be difficult, because it presents knotty problems about something which does not yet exist widely in many places in Japan--the trade agreement. First, the union education director has to secure a few sample trade agreements of Japanese unions, and perhaps read a few of the agreements of American unions which can be found in the CI & E Library in Tokyo (Ford Motor Company, General Motors Company, the United Mine Workers of America, the United Steel Workers of America, and so forth). (Note: The CI & E Library is open to Japanese only. It is located in downtown Tokyo across from the Hibiya Theatre and the San Shin Building). He will study the agreements, find out what is in them, and be able to describe briefly what they include.

The relation of the Rodo Iin Kai to the development of trade agreements should be studied with a view to discovering whether any Rodo Iin Kai in Japan has approved any trade agreements.

Again, after the research work and the reading, the education director will outline his lesson, write it down, and drive home each point with examples drawn from Japanese trade union experience as well as America, or British, or other trade union experience with trade agreements. Questions made, cartoons drawn, and Lesson Five is ready for the printer or mimeograph boy.

Lesson Six

Lesson Six will really be a big job, for the Rodo Iin Kai have been functioning now for many months, they have heard many cases in many Ken, and there is a wealth of material on their decisions in the Japanese press. The union education director will outline carefully the legal procedure to be followed in setting up such a Rodo Iin Kai, and he will outline carefully the rights and duties of the Rodo Iin Kai. Here, again, many of the provisions of Ordinance 108 apply, and the education director will have to work them in, thus giving the workers a full statement of the law, article by article. As the newspapers carry so much information on the Rodo Iin Kai, it will be easy to illustrate every point in this lesson with actual decisions of Rodo Iin Kai, as well as examples of investigations made by the Rodo Iin Kai. After reading the law carefully, the education director will probably decide to outline procedure for union appeals to the Rodo Iin Kai whenever the union feels that any employer, or employers, has violated the Trade Union Act. This section is possibly the most important chapter of the Trade Union Act, for union pressure and union use of the Rodo Iin Kai can make them powerful allies of the labour movement in Japan. The education director should again visit the CI & E Library to read about the National Labour Relations Board in the United States in order to be able to tell the Japanese workers in this lesson exactly how effective the N.L.R.B. (similar to the Japanese Rodo Iin Kai) has been in helping to build sound unions and democratic collective bargaining in America.

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When formulating questions for this lesson, the education director should perhaps ask the worker a few questions which will make him find out about the Rodo Iin Kai in his own Ken. For instance:

1. Does the Rodo Iin Kai in your Ken have any staff?

2. Do they meet frequently?

3. Have they heard and acted on any cases yet?

4. Do the public members of your Rodo Iin Kai actually represent the public?

5. Did the unions in your Ken have any part in the selection of the union members of the Rodo Iin Kai?

6. Does your Rodo Iin Kai do anything in the way of gathering labour statistics, and investigating factory and mine conditions?

By the use of such questions, each and every worker who is taking the course will begin to ask questions in his machi and mura. He will find out who is on the Rodo Iin Kai, he will discover what work they do, and he can then judge whether it is a good or a poor Rodo Iin Kai.

Cartoons, final reading and rereading, and then Lesson Six will be ready for the printer. This lesson will have to be done very carefully, because of its importance, and we desire to emphasize the importance of using examples, quoting recent Rodo Iin Kai decisions, and citing examples of where unions have used the Rodo Iin Kai in order to enforce the Trade Union Act.

Lesson Seven

Finally, we come to Lesson Seven dealing with the penal provisions of the Trade Union Act. This is very important, for it will show the worker how the union, through the Rodo Iin Kai, can improve working conditions ... and if he refuses, then the Administrative Authority can inflict certain penalties. This drives home the point to the worker that the law contains not only rights, but gives the workers legal basis for action when rights are violated by a powerful employer. This Chapter 5 of the law also mentions more sections of the Civil Code, and again the education director will have to go through the Code and find out the necessary information. More questions, plenty of illustrations, and then a few cartoons, and the final lesson will be ready.

How to Use Them

Now the education director has printed up or mimeographed a few hundred, or a few thousand copies of each of the seven lessons. What will he do with them? The first thing is to figure up how much they cost to prepare, and fix a modest price for the seven lessons, including postage. Then send out a circular letter to all local union education committees, and urge them to contact workers in the plant. As members express interest in this program, they will send in their name and address along with the few Yen per person for the course. Set up a card file of these names, and every two weeks, mail out another course to the persons. When the answers come back, check off that lesson. But whether or not

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they send in answers, continue to mail the courses regularly. Many men and women will not write answers, but they will still read the courses. As fast as a worker completes the seven lessons, send a diploma to his local union president and ask him to award that diploma to the worker with an appropriate ceremony--so that other workers will be inspired to take the course. In this line, some unions in America and Great Britain make it a part of their constitution that no person can hold office in the union unless he has completed a certain basic schooling in a labour school, or taken a few of these basic correspondence courses--one in the Trade Union Act, and one in Collective Bargaining.

Group Study

Now in some locals there may be several members who want to receive the correspondence course and use it as the basis of a small class in the home of one member. That is a fine thing, and should be encouraged. But in such a case, insist that each person who takes part send in his own answers to the questions at the end of each lesson. Unless they do that, do not give them a diploma.

In fact, these correspondence courses will be the beginning of labour schools in Japan. The correspondence course gives you the chance to make every worker's home a school. As he begins to learn about trade unions, he will demand more education ... and that in time will lead to the creation of regular classes in the machi and mura of Japan.

Lesson Fee

It is important to make a small charge for the courses, for people are the same all over the world. If they get things free, they do not pay any attention to them. But if they have to pay ¥3 or ¥5 for the course, they will read every lesson because they had to pay for it. This will also enable the education director to get back some of the national union funds ... and that will keep peace between the union education director and the union president in Tokyo.

Constructive Criticism

It should also be emphasized that by use of this sort of a correspondence course, the workers will become so familiar with the Act that they can make it work for them. But equally as important is the fact that study of the Act will possibly reveal defects in the Act, or raise new ideas in the minds of the workers. They can then discuss the Act intelligently in a meeting, and then send to Tokyo suggestions for amending the Trade Union Act, or making it more extensive, more valuable to the labour movement. There can be no constructive criticism of the Trade Union Act, and there can be no improvement in it, until the workers know it thoroughly and understand it. In this regard, it may be well to add another lesson, Lesson Eight, which would describe the American National Labour Relations Act ... and by comparing the Japanese Trade Union Act and the N.L.R.A., the workers will then get many new ideas which they may want to incorporate in the law passed by their Diet.

Publicity

After you have completed your first correspondence course, get as much publicity for it as possible. If you have a union paper, get some of the officials of the union to issue statements urging the members to begin the course. Run a small advertisement in every issue of the paper. And, if you can secure

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the paper and the money, it is often a good idea to send out a small poster to every local union, advertising the correspondence course, describing it, setting the price, and telling how they can begin to take the course.

Union correspondence courses in America, for instance, have been so well prepared, that union education directors receive many requests from managers, plant operators, and other employers asking to receive copies of their correspondence courses.

Development of More Courses

This completes the discussion of the correspondence course. In this discussion we have used the Trade Union Act as a functional method of illustrating the construction of a correspondence course. As the months go by, the education department of the national unions will develop other correspondence courses. For instance, after development of the initial course, the next logical course would be a correspondence course in collective bargaining. That would include:

1. The development of collective bargaining in the United States, Great Britain, and other countries.

2. Development of collective bargaining in Japan.

3. Techniques used by Japanese workers to enforce collective bargaining (i.e., strikes, production management, demonstrations, etc.)

4. Collective bargaining in the shop--the shop steward system.

5. Collective bargaining procedure--the bargaining council.

6. Bargaining for a contract. Techniques.

7. Conclusion of contracts and trade agreements--samples of trade union contracts in Japan.

8. Making collective bargaining work--the Trade Union Act--grievance procedure.

There you have eight topics which, written up, would make eight splendid lessons for a Correspondence Course on Collective Bargaining. Much of the subject matter for this course we will discuss in future conferences.

Your Job!

So there you have it--the trade union correspondence course. We have merely outlined the method and the technique. Now it is up to you, education directors of national Japanese trade unions, to get busy and see what you can do in this field. We are sure that when some of you have completed the job, it will be a good test of your energy, your resourcefulness, and your imagination. And rest assured that we will be interested in your work!

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Special Note

In the Tokyo CI & E Library you will find some books which deal with the National Labour Relations Board of the United States. Refer to:

DAUGHERTY : LABOUR PROBLEMS IN AMERICAN INDUSTRY
BROOKS : UNIONS OF THEIR OWN CHOOSING
MILLIS : HOW COLLECTIVE BARGAINING WORKS
LORWIN : LABOUR RELATIONS BOARDS

You will secure a copy of the National Labour Relations Act in a pamphlet in the CI & E Library:

LABOUR LAWS AND THEIR ADMINISTRATION : 1943

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V. TRADE UNION SCHOOLS

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TRADE UNION SCHOOLS

It is the purpose of this discussion to consider trade union schools as they relate to the development of a sound, stable, democratic trade union movement. But before we begin to talk about schools, let us first consider education so that we can better understand the problem.

WHAT IS EDUCATION ?

When a child is born into the world, the child is born with a brain and five senses: it can hear, taste, see, feel, and smell. Through the use of these five senses, the child can relay impressions of the physical world to the brain. The child learns about the physical world in this manner.

For instance, if a child puts its toe into its mouth and tries to bite the toe, the child discovers the sensation of pain. When the child picks up a piece of burning charcoal, it discovers that hot objects will burn the skin.

The child may sit near the densha track and watch the moving densha. It will see the car and the passengers, and hear the whir of the wheels as they click over the track. From these observations, the child will develop a mental impression of the densha. When it hears the parent say: " That is a densha, " the child then associates these noises and sights with the word " densha". Later, the child may ride in a densha, notice the motion of the car as it starts and stops, see the doors open and close, sit on the seat, and watch the motorman. Now the child not only knows what the densha is physically, but the child discovers the purpose of the densha.

In like manner, the child will see a daikon, feel it, smell it, and then put it into its mouth in order to taste it.

Thus the initial education of the child is conducted by experiment and exploration. Watch any small child at play and you will observe that most of its activities are concerned primarily with exploration and experiment

It will climb up on a cart and make an inspection. It will look at a dog and perhaps try to pull the tail of the dog. It will walk in a ditch and gets its feet wet. It will throw a stone into a pool and watch the carp swim rapidly away. Every day the child continues to explore the world in which it lives in the search for further knowledge.

The child grows slowly, gradually extending its knowledge of the world. It may visit the barber shop, the tea room, the public bath, the hospital, the school, the post office, the stone cutters, and the temple. Each one of these local institutions becomes more understandable to the growing child as the days and weeks pass.

The child may do something, and the mother says: "No, Tsuneo, you must not do that. " Tsuneo wants to know why. He is told, and thus begins to form conceptions of actions which are socially good, and actions which are socially bad.

As the child learns to talk with facility, he continues to develop knowledge by asking countless questions. What is this? How does it work?

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What is it for, May I have one? How? What? Why?

All of this we call the experiment-and-exploration period of the child's life. And practically all education is based on the process of observation, exploration, and experiment. From the facts and conclusions obtained through these processes, the child begins to develop the power of reason, to use intelligence in appreciating facts, to make decisions, and to consider abstract ideas such as democracy, philosophy, and politics.

But sooner or later the child must organize this pursuit of knowledge, and is sent to Primary School. Here the search for knowledge is formalized. The child learns to write, to read new characters, to hear the history of its ancestors, to use the abacus, and other skills. The child is taught group games, and through the games learns how to play and live with other children.

The process of education begins the moment the child is born. It continues in primary school, through middle school, perhaps even to the university. After the child has left school and gone to work, the educational process continues, but now the child is an adult -- and the adult learns new concepts and new facts through daily work, by listening to the radio, by reading the shimbun, by reading magazines and studying books, and through discussion with other people. Also, the adult may join a trade union, and through the trade union will learn to appreciate new concepts, such as collective bargaining, democracy in industry, and so forth.

<u>The education of a human person begins at birth and ends only at the time of death.</u>

TRADE UNION EDUCATION

The trade union is an institution formed by a group of men and women employed in a mine, mill, or factory in order to improve, through collective bargaining and mutual assistance, their wages, hours, and working conditions. It is association of free men and free women formed with the object of improving their social and economic status.

Institutions, like people, are born, grow, go to school, and finally become adults. The value of an institution rests not only in its nature and its objectives, but also in the way in which it is used. If the members of a trade union do not know how to use their trade union, it cannot be of much service to them. If they are well-trained in trade unionism, understand how to use their trade union, then the trade union can be very valuable to them.

As is with the child, the trade union, after it is born, will learn first by observation, exploration, and experiment. As it grows, it will formalize its education, go to school, and finally the membership will attend specialized trade union schools and institutes.

A trade union is not formed by assembling a number of persons in a mine, mill, or factory, adopting a constitution, electing a few officers, and then saying: "Now we have a trade union!"

When you do those things, you have merely created a new trade union organization. A trade union baby has been born.

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After birth, the next step is for the trade union to develop its collective mind, develop its strength, and study the world in which it lives, and thus determine how the trade union is to operate within that world.

A trade union is only as powerful as the education and faith of its membership give it power. If the rank-and-file understand their trade union, know what it is for, and how to use it, they will stand by their trade union, develop it, and make the trade union a mighty force for democracy and freedom.

YOUR PROBLEM

Consider the present situation of the trade union movement in Japan. There are approximately four million trade union members in Japan who are members of the same ten thousand local unions. There are several federations and scores of national unions. We can conclude that there are many types of officers who must be trained in their respective fields, although it must not be forgotten that there are some older trade unionists who were active in the pre-war trade unions and know quite a bit about trade unionism.

Roughly, Japan today has the following groups of persons who perhaps need trade union education:

1. A few hundred top leaders of federations, congresses, and national labor unions.

2. From thirty to fifty thousand local union presidents and other local union officers.

3. Approximately fifty thousand shop stewards.

4. Four million trade union members, most of whom were never in a trade union before.

What does that signify in terms of trade union education? It indicates that some type of trade union education is needed to broaden the knowledge of the top leadership. Another type of training is needed at once in order to develop a sound administrative ability among the leaders of the local unions. The shop stewards need specialized training in the art of collective bargaining and settlement of grievances. And four million members of the new trade unions need education in the purpose, the objectives, and the operation of their trade unions.

RULE OF THE RANK-AND-FILE

Until some sort of workers' education has been achieved on a broad basis, it is futile and even misleading to talk of a trade union movement. You cannot have a trade union movement if only a few leaders are making all the decisions and doing all of the talking. Democratic trade unionism is founded on the intelligent and well-informed rule of the rank-and-file. That refers to the democratic discussion of issues out in the machi and mura, to policy votes in the local unions, and to deter-

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union issues by representatives of the rank-and-file who not only understand the issues they face, but have sufficient knowledge and experience to vote on those issues intelligently and responsibly.

GROWTH OF EDUCATION

" Well", says S to San, our typical trade union member, " That is very fine. I believe in plenty of trade union education. Let us get some money, purchase a fine building, hire some teachers, and start a labor college so that we can all become labor experts! "

If the tea tree is not watered and fertilised, it will soon whither and die. So too, the trade unions may not stand very long, or grow, unless they are cultivated, educated, and matured through workers' education and the active experience of all the membership.

Now the American and British trade unions have developed some principles and methods of education which may be of great value to the Japanese trade union movement. The remainder of this discussion is presented not as an outline of what should or must be done, but rather as a suggestion of what has been done in other countries, and what can possibly be done in Japan.

TYPES OF SCHOOLS

Night Schools are commonly used in order to teach one or two basic trade union subjects. They have usually developed when one or two trade union members are able to secure from their national union a basic book or pamphlet, say one on collective bargaining procedures, or a book on the duties of the local union officers. Once or twice a week, a few union members meet to discuss and read additional sections of the pamphlet or book. They read, discuss it, and relate it to their experiences in the shop.

Perhaps one of them is able to secure a copy of the Trade Union Act. They study it week by week, analyze it, and become thoroughly familiar with it. This study is done in their spare time -- one or two nights a week, or perhaps on a Sunday afternoon.

Later, the local union may institute a formal school which operates one or two nights a week. This is just a further development of the informal night school.

New Member Schools are utilized by trade unions in order to teach new members the basic principles of their union, and advise them of their rights and duties as trade union members. It usually consists of a series of lectures given over a period of a week or two.

The One-Day Institute is another method used to educate a group of trade unionists. The union may hold a one-day institute for local union officers, at which a series of lecturers will outline the duties of the various local union officers. The One-Day Institute is used to give specialized education to a group of persons from one or more local unions in a short time and without having to spend much money.

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The Labor School is a much more formal type of education, and usually consists of a series of lectures and classes, held over a period of a week or two, in order to train trade union leaders, union organizers, shop stewards, and other specialized union officials and officers.

The Summer School usually develops as a result of the other types of schools and institutes, and is a school with a permanent staff which operates all summer long, presenting a series of one- or two- week courses for both officers and rank-and-file union members. As local union members receive their annual vacations, they attend the summer school to receive intensive education on all basic trade union subjects, as well as to meet fellow trade unionists, and enjoy group games and other recreation. This type of education, it should be noted, can only develop and be successful after the more simple types of schools and institutes have been developed and operated successfully for a period of time.

EDUCATION DIRECTORS

Before the national union can plan any type of large scale educational program, it would seem that the officers should select a rank-and-file trade union member who has talent along educational lines, put him on a full-time salary basis, and give him sufficient money to begin operations. If he is given time and such an opportunity, and can spend hours in the libraries, it will not be long before he will begin to get ideas about writing pamphlets and leaflets. As he begins to write and to give lectures, he or she will develop with the job. A good trade union educational director cannot develop overnight. But he or she certainly can be developed in several months if the national trade union will hire him and give him sufficient funds to start trade union education. Trade union leaders who deny the opportunity to trade union education to the rank-and-file are very poor leaders indeed. American trade unions have discovered by experience that militant and strong unions develop ONLY as a result of widespread workers' education from the top leadership down to the smallest boy and girl in the local unions.

WHAT CAN BE DONE TODAY?

We will assume that the Japanese national trade unions have selected or elected educational directors. We will assume that they have accomplished a certain amount of reading, have visited the Tokyo C.I. & E. Library, and have begun to develop their own ideas about trade union education for their union.

The Education Director has the job of assembling the material which will form the basis for some labor schools. It is urgent that he initiate a labor school for leaders. It is also urgent that he initiate a school for the trade union organizers who will visit the machi and mura of Japan, preach trade unionism, and both educate and inspire the local union leaders to begin education of the rank-and-file on the local union level.

Let us consider these two problems.

LEADERSHIP EDUCATION

Certainly every leader can use more education. Whenever any trade union leader announces that he knows everything there is to know about trade unionism, it is perhaps time to look around for a new leader.

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First of all, let us emphasize that before a school can be held, an infinite amount of PLANNING and PREPARATION must be carried on. You can't draw up a list of subjects, a list of lecturers, and then announce a school. On the contrary, a very careful job must be done in preparation if the school is to be successful.

Let us suppose that the national union education director decides to begin work on a school for leaders. The first thing he has to consider is what to teach. As it is a trade union school, it is natural to suggest that Trade Union Principles should be taught. As the union has a certain structure and is part of the labor movement, the next logical subject would be Trade Union Structure and Operation. As the trade union operates through meetings, another subject would possibly be Parliamentary Procedure. As the union's method of operation is to develop trade agreements through collective bargaining, that would suggest courses in Collective Bargaining Procedures, Contract Negotiation, and Grievance Machinery. Then, as the trade unions operate under certain laws, it would be important to consider additional courses on Labor Law and Labor Relations Agencies. Other courses such as Public Speaking, Post-War Economics, Japanese Constitution, and Labor Economics also suggest themselves.

It will be noted that the trade union school usually does not include the teaching of political ideologies or partisan political philosophies. The trade union school has enough to do teaching trade unionism, without introducing political ideologies which may cause splits in the union.

THE TEACHERS

Once having prepared a schedule of the subjects to be taught, the next job is to find the persons who are to give the lectures. It is important to stress at this point that the lecturers chosen must not only be wise men, but also persons who can speak logically and simply. Labor schools are for the rank-and-file. If you use too many college professors or Doctors of the Law, you may find that the students will go to sleep. Instead of learning something, they may spend their time dreaming of huge bowls with ten go of steaming rice in them.

It may take a week or two to interview the persons who seem to be useful. You may select some primary school teachers, a few college professors, veteran labor leaders, experienced trade union leaders, government labor officials, and other persons. You may secure the help of the local Military Government C. I. and E. officer in presenting a short course on History of the American Labor Movement.

PAMPHLETS AND BOOKS

As you select your teachers, write down each subject, and outline various topics which should be included. It is vital that each teacher should have a complete outline beforehand of exactly what is to be taught... and how it is to be taught. That brings up the question of pamphlets and books. You may be able to borrow the books you need from some old trade unionist. But you may also find out that you cannot secure the volumes you want. In that case, you may have to write the

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pamphlets yourself. A short pamphlet can be written on trade union principles, using recent events in Japanese labor history to dramatize your pamphlet. You may secure the help of someone in preparing a booklet on the structure and operation of the trade union. Perhaps you can secure a copy of Parliamentary Procedure from the C. I. and E. Library in Tokyo, or from the SCAP Labor Division, and use that as the basic text for your class. You will probably have to prepare the basic pamphlets on collective bargaining and grievance machinery. You can secure copies of the post-war labor laws from the Kon Lab r Administration Director and borrow his copy of the Welfare Ministry labor lecture series given in Tokyo in October, 1946.

Again -- PLAN, PLAN, PLAN -- then collect, prepare, and write.

TECHNIQUES

Having planned the course, decided upon the instructors, and assembled the printed material you need to operate the school, you should plan the use of visual teaching aids. Plan to illustrate the class on labor law by a field trip to the local Labor Relations Committee. Plan a field trip to visit an Employment Exchange and hold a discussion about employment matters with the officials involved.

You may plan to have the class on collective bargaining conducted on the workshop basis. You could make an arrangement with several unionized local factories, so that small groups of students could visit each factory, make a study of the collective bargaining machinery, and report back to the class next day on what they found. You could arrange to have small groups of students visit factories which have had labor disputes, prepare histories of the disputes, and develop an analysis of the various steps in the negotiations.

By combining classes, field trips, workshops, and discussions based on field trips, you could develop a sound educational technique whereby the students would teach themselves, with the teacher merely guiding and suggesting.

The class on parliamentary procedure could be planned so that the first few lectures would present the principles of the order of business, the making of motions, amending motions, and so forth. Then you could plan a series of classes wherein the class could select a chairman, the instructor could propose a topic for discussion, and then the class could make a motion, amend it, table it, vote on it, and so forth. This type of education is also valuable, for the students learn the principles by applying them.

Likewise, in teaching contract negotiation, the teacher could plan to divide the class into small groups, put a mock labor-management problem on the blackboard, and then have one group represent management, another group represent the negotiation committee. They could go to work, argue, and try to convince each other. They may get excited -- they may shout -- but they will certainly learn some of the elements of negotiation.

In a word, then, the education director should plan each class so well in advance, and with such care, and using as many techniques as possible, that when the students arrive they will receive an intensive education in a

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short time. Labor people are usually very busy. There is always something new happening. They cannot devote too much time to education. Therefore, the education director by careful planning can make every minute a very valuable minute of instruction.

In all of the lectures, remember that the lecture alone is only part of the class. The teacher may have a good many good things to say, but the students also have a contribution to make. The best way to conduct lectures is for the teacher to ask frequent questions.

Thus, if the teacher is discussing the Rodo Iin Kai, he may say: "Sato San, how is the Rodo Iin Kai appointed?"

Sato San will give an answer.

"Ah so," says the teacher. "That is true, but I think there is a very careful procedure outlined in the Trade Union Act. Watanabe San, can you tell us more about the appointment of the Rodo Iin Kai...?"

Ask frequent questions, and have the students give short accounts of their own experiences if they illustrate the subject that is being discussed. This sort of democratic discussion broadens the background of both the teacher and the students. It also keeps the students wide-awake.

MECHANICS

The education director has arranged over thing. He has charts, posters, outlines, pamphlets, books, teachers, and so forth. The final step is to secure the rooms or building in which the class is to be held, and make arrangements for the accomodations of the students. Frequently, it will be possible to use a primary school building, a university class, or some public building. That is often advisable for it does not involve the union having to spend too much money. On dormitory accomodations, if there are no dormitories available, the education director may arrange with local union members to board one or two students apiece, and have this arranged in advance.

When all is in readiness, the education director can then total the expenses of the two-week or one-month school and, after deciding how many students can be accomodated, determine the cost per student. In America, it is the custom for the local union to pay the expenses of the student's board, room, tuition, and carfare. Naturally, when the student returns to his local union, he is then expected to conduct a local union school in return for the educational opportunity he has received.

Announce the school well in advance both in the local union newspapers as well as in the national Japanese press. You have worked very hard to form the school, and you should be proud to tell all Japan about it.

When the call is issued for the students, be sure to have the President of the National Union issue the call, so that every local union will be certain to send someone... or otherwise recruit or invite the students

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as decided by the national union headquarters. As the labor education program is a long range program, it may be wise to encourage the local unions to send young men and young women to these leadership schools, as well as the older leaders of local unions.

After you have directed one school of this type, you will find it much easier to plan another. And once you have two or three of them, you will not have to go outside of your union for instructors. You will have begun to train your own teachers, and in good time the union will be able to educate itself by using its own rank-and-file teachers ... teachers who have developed through and with the labor movement.

SCHOOLS FOR ORGANIZERS

A school for national union organizers could be run on the same basis. Inasmuch as the organizer travels about Japan, it is important that he receive additional instruction in Government Agencies of Use to Labor, so that he can help local unions to solve their problems. As an organizer, he should also perhaps receive a good course of instruction in Union Propaganda Techniques - the art of writing leaflets, pamphlets, and preparing statements for the press. As the organizer frequently will meet with both employer and trade union, it would be wise to give him a basic knowledge of the industry in which he operates through a course in the Economics of the Industry.

Such schools may take months to prepare, and may involve quite a bit of money, but they will pay dividends through the years. Many new local unions have lost labor disputes and harmed the labor movement because the officers and leaders did not know how to handle themselves. Through such workers' education, over a period of time, a solid core of trained trade unionists can be developed, and they in turn can take part in the education of the rank-and-file. Such training aids in the development of trade union democracy, trade union solidarity, and trade union discipline.

INSTITUTES

As the national union education director is working on plans for the development of leadership schools and schools for organizers, he may well start working on a series of one-day institutes for the rank-and-file. The best way to handle this is to urge several local unions to organize a one-day institute in their own locality. To begin with, a local institute could possibly be arranged with the local primary school, with a few lectures on collective bargaining, labor law, trade union principles, and the organization and structure of the trade union. A one-day institute can be used for special training after some important new labor development. For instance, the local union leadership (officers and shop stewards) perhaps need a one-day institute on Labor Laws and Enforcement of Collective Bargaining. You can arrange for a one-day institute using local union officers, trade union primary school teachers, and government officials who are competent to speak on the Rodo Iin Kai, labor law, and so forth. Certainly you cannot expect to have Sato San file labor cases with the Rodo Iin Kai unless he knows how the Rodo Iin Kai operates and how cases are filed. A one-day institute can give him sufficient information so that, as cases arise, the local unions can start action to secure employer compliance with the labor laws.

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EDUCATION DIRECTOR INSTITUTES

It is also important at this time for the national union education directors to consider either national or regional conferences of the education directors of local unions, or the chairman of the local union education committee. You cannot expect the local union to carry on educational work unless you give them information, guidance, and inspiration.

A one- or two-day conference with local union education directors could be used to inform them of the books, pamphlets, and other aids available to them, could be used for discussions with them of ways and means of setting up night schools, one-day institutes, and ken-wide labor schools.

During the past year, the Japanese labor movement has had much experience in the field of labor unionization and labor relations. It is now time to get local union education directors working inside their local union teaching the membership the basic principles of trade unionism, analyzing both the mistakes and successes of the past year so that the trade union membership can profit from the mistakes they made, and increase their strength by understanding where and why they succeeded.

NEW MEMBER SCHOOLS

The schools for new members are usually run every few months in order to continue educating the new members as they come into the trade union. Such a school usually consists of a series of four or five short lectures given after working hours during a two-week period. The purpose of the school for new members is two-fold: To have the officers meet the new members, and to orient the new members regarding their trade union.

For instance, the President of the local union may give a lecture on trade union objectives and principles. The Chief Shop Steward could explain the contract, collective bargaining and how grievance machinery functions in the shop. The Secretary-Treasurer of the Union could explain about the organization of the local and national union, tell the new members why the union needs finances, and answer their questions about dues, assessments, and union expenses. Other union officers could discuss the union constitution and the necessity for further extended trade union education.

SHOP STEWARD SCHOOL

Local Union education directors should be encouraged to meet with the shop stewards once a week and give them a short but intensive series of lectures and discussions on grievance machinery, negotiation, the presentation of complaints, appealing grievances, and all of the other steps involved in enforcing the trade agreement and settling the legitimate grievances of the union members in the shop.

The local union education director could also keep the shop stewards informed on current decisions of the Rodo Iin Kai which may be of interest to them as well as discuss shop steward procedures in American and British trade unions.

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SPECIAL INSTITUTES

The national union education director has to think also of the special union officers -- the chief shop stewards, the presidents of local unions, the secretary-treasurers, and the executive board members. He may find it very useful to arrange one-or-two day institutes for these special groups in order to obtain uniform trade union procedure, develop union techniques, and aid in the development of high type trade union leadership.

Tokyo-to was not built in a day, or a year... Neither was Osaka-Fu built in a year, or ten years. They were both built slowly, from the ground up.

In the same way, it is imperative that the national Japanese trade unions develop educational programs, employ full-time educational directors paid by the union, and initiate democratic workers' education in every machi and mura in Japan in which there is a local trade union.

There are solid trade unions to be built. There are contracts to be written. There are opportunities for great achievements in the future for the Japanese trade union movement.

Trade union democracy, however, may never fully develop if the Japanese labor movement permits a few persons in Tokyo to do all of the talking, and all the policy-making. Democracy, it would appear, cannot for long exist or grow if a few persons at the top of the trade union movement do all of the thinking.

The world democratic trade union movement has found its roots in the hearts and minds of the great rank-and-file of trade union membership. Japanese trade unions will never be stronger than their rank-and-file. Educate that rank-and-file, give the young men and the young women of Japan a fundamental knowledge of democratic trade unionism, and in time the great, strong tree of democratic trade unionism will grow in Japan. And no matter how strong the winds may blow, no matter how telling the blows of those who may oppose it, no matter how storms may rage, that trade union tree will grow with the years and protect the people whom it shelters; for its roots will be in the hearts and minds of the Japanese people, and its heart blood will be the inspiration and enlightenment of workers' education; and no axe-man will be able to chop it down, for its thick bark of experience and its core of knowledge will be its safeguards.

NOTE

Don't forget that the Tokyo C. I. and E. Library, opposite the Hibiya Theatre, has a wealth of material on trade unionism, collective bargaining, and trade union education. You will find many pamphlets, leaflets, and books there that are of assistance. This C. I. and E. Library is open to Japanese <u>only</u>, and is there for <u>your</u> use.

In the planning of education programs on the part of national union education directors, the following pamphlets are available from the Labor Education Branch of SCAP's Labor Division, Forestry Building, Tokyo:

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File #1002

TRADE UNION EDUCATIONAL ACTIVITIES

Presented for discussion to
a conference of Education
Directors of National Japan-
ese Trade Unions held at
Radio Tokyo on 18 Dec 1946.

by
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ECONOMIC AND SCIENTIFIC SECTION
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TOKYO

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INTRODUCTION

The education director of a national trade union has many important tasks. So has the education director of a national federation or congress of national unions. Although the top education directors may believe they have the most difficult job, the education director of a small local union may also feel that his task is one of the most difficult in the world.

The truth is that any education director in any union, no matter on what level, has a difficult job if he is trying to fulfill his mission. The education director who says he has an easy time of it probably is not doing very much work.

In order to discuss the work of the education director, and his vital role in the development of rank-and-file democracy within the trade union movement, it might be well to make a few observations.

In America, for instance, some trade union leaders do not welcome workers' education, nor do they welcome the person who is to educate the membership. It is much easier to lead a union of ignorant persons than a union where everyone is well-informed. Because there is a perfectly natural tendency on the part of some trade union officials to resent education for this reason, the rank-and-file in America have insisted upon educational programs. As we have indicated elsewhere, many of the unions in America have constitutional provisions directing the officers of the national union to designate a specific percentage of union funds for educational work.

In the same way, at the annual General Meeting of the American unions, a broad educational program is outlined, and it is approved by the rank-and-file delegates. This program is then given to the officers of the union, and it is their duty to implement it during the following year. Because there is a demand for workers' education from the rank-and-file, the union leaders are usually very careful to implement the educational program.

Educational Policy

The general policy to be followed in trade union education is determined by the rank-and-file. The usual practice in America is for the rank-and-file, at the annual

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convention, to state their demands to the convention education committee; a program is worked out and then submitted to the convention of delegates for approval, modification, or disapproval. When finally accepted by the majority, this basic educational policy becomes the property of the persons who are to carry out the work, and this policy cannot be changed by any union official or any other person until it has been amended or changed at a succeeding convention of the national union.

This point is emphasized in order to point out the democratic controls needed if trade union education is to be both widespread and democratic.

At succeeding conventions of the trade union, the education director is required to report what he has done to fulfill the education program of the previous convention. In this way the rank-and-file are able to judge the worth of the work being carried on by their education department.

Between conventions, the education director is also required to report on progress to the central executive committee and the officers of the union so that a continual check can be made to ensure efficiency and increasing activity.

Educational Structure

The responsibility for trade union education rests with many persons. But for the purpose of limiting this discussion, we will outline four possible levels of trade union educational responsibility and authority.

Consider the levels of union organization. We have the federation of national unions, the national union, the regional union organization, and the local union. Hence we can consider education on the level of the top federation or congress, education on the level of the national union, educational work on the regional level, and education in the local union.

The remainder of this discussion will be divided into two general sections: (a) National union and local union education directors and their departments, and (b) top federation or congress education directors and regional educational directors.

NATIONAL UNION EDUCATION DEPARTMENT

The national union, as the coordinating and servicing unit of all local unions in the same craft or industry, is the logical unit to carry on educational work. By combining the resources and experiences of all persons belonging to the same union, more effective work can be carried on. Such organization indicates a certain amount of centralization in the educational work of the trade union, but the national union

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education department is a service unit subject to rank-and-file control. It carries out the orders of the national convention, and it complies with the requests and demands of the local unions.

EDUCATION DIRECTOR

The typical American trade union, on the national level, will often employ a rank-and-file union member possessing educational talent, or sometimes it will employ a professional person who is not a union member. In employing an outside educator, the trade union is usually careful to employ a person who is politically neutral, for if the educational work carried on by the national union is presenting a partisan political view, it is not education but political propaganda. The experience of the American trade union movement indicates that the best educational directors are those who have come from the rank-and-file, have participated in union activities over a period of years, and are utterly loyal to trade union principles.

The general practice in America is for the head of the union to appoint the education director, with the advice and consent of the trade union executive board or central committee. As the general educational policy is decided by the rank-and-file at the General Convention of the union, the top officials have only to find a person suited to the job of carrying out these policies.

Whoever is selected for the post of education director for a national union should be a person of great energy and imagination, who has the ability to write in the language of the worker, and who truly believes in the democratic philosophy that if the common man is given sufficient light he will find his own way.

If union finances permit, it is often wise for the education director to employ specialists as his assistants. For instance, one person who is skilled in the preparation of kami shibai, film strips, posters, and related work will be valuable. Another person who can prepare pamphlets and leaflets for publication will be found useful. The larger national unions in America employ an eduction director and several specialists, each of whom is an expert in one particular type of educational activity.

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GOING TO WORK

In setting up the education department of the national union, despite the difficulties of inflation and post-war shortages, the trade union director cannot carry on an honest job of trade union education unless he is given (a) a budget, (b) a staff, and (c) facilities.

The national union education department has the task of organizing labor schools, of training teachers, of writing books and pamphlets, of issuing regular educational bulletins to the local unions, and of preparing the film strips, kami shibai, booklets, and other materials needed by the local union education directors.

To carry on this work in an intelligent manner, the education director must have adequate office space -- not only a room in which to work, but space for a small library, files, and even a small classroom.

SURVEY

In setting up a national union education department, perhaps one of the first things that the education director does is to make a complete survey of his union -- where are the local unions, how large are they, and what facilities now exist that can be used as part of the education program.

Oftentimes, a new education director will visit as many local unions as he can in order to talk with the local union leaders, hear their problems, and find out what can be done by the national union to service them.

BASIC TOOLS

After making such a survey, the next job of the education director is to set up a library and files (collections of labor laws, documents, and other material on the labor movement) so that when he wants information, he will have it at his finger tips. He will probably collect all trade union documents published by other unions, he will develop a file of all newspaper clippings dealing with labor matters, and he will visit other unions to find out what they are doing.

Possibly some of the first things to be done will be the writing of a few basic pamphlets, the preparation of a few kami shibai or film strips, and the regular mailing of educational material to the local union education directors.

REGULAR BULLETIN

The creation of a monthly bulletin for the local union education directors is very important, and should be begun as soon as possible. If it is only one mimeographed sheet of

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paper, it will at least inform the local unions that someone at the national headquarters is on the job ready to serve them.

After pressing the local unions to appoint a local union education director or education committee, the national union education director can then set up a mailing list of those in all local unions who will have charge of education. Through them, he can promote workers' education.

Some pamphlets have been published by other unions. The national union education director, through the monthly bulletin, can tell them what the pamphlet says, who published it, and where they can purchase copies for their own use -- and at what price. He may outline methods to be followed in setting up local union education classes. As the months pass, he may be able to develop the monthly bulletin to the local union education directors or committee so that they will find in it a source of ideas and information.

By corresponding frequently with the local unions, and vice versa, he can also develop a section in the education bulletin describing local union activities. Tell the local unions what the other locals are doing. If a local in Nagoya starts a labor school, secure all the details and publish an article about it in your monthly bulletin. Perhaps a local union in Aomori or some other Shi will read it and be inspired to start a similar labor school.

By relating one local to another, by servicing the local unions, the national education director will find that there is a developing response out in the local unions. Slowly the educational movement within the national union will develop.

CONFERENCES

The national union education director also has the responsibility to call annual or semi-annual conferences of all the education directors of all local unions so that they can exchange views, find out details of new educational techniques, and return to their local unions inspired to greater energy and activity. He will also prepare a program and recommendations for submission to the national union convention.

The education director also has the responsibility of meeting with university and other school officials in order to plan for special trade union institutes in various areas, to further stimulate the local unions. And he also has the responsibility for initiating summer schools, labor schools, and other educational institutions which can serve the local unions.

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NO POLITICS

Another note about politics. The national officers cannot expect much of an educational program if they burden the education director with other tasks. He must be left free to do but one thing: Develop an educational program. Further, if the national officers expect the education director to be a politician, helping them to be re-elected, they will only ruin the workers' education movement. American and British experience has clearly indicated that political activities and partisan political ideologies serve to divide and disrupt real trade union educational work. Any education director who plays politics or spreads partisan political propaganda should be removed by the officers of the union. And if the officers of the union force the education director to subvert education to politics, they in turn should possibly be removed at the next convention.

By establishing workers' education on a non-political basis, the Japanese workers will probably find that in the long run the rank-and-file will be better served. Workers' education is the property of the rank-and-file, not of a few union bureaucrats.

CONSTITUTIONAL GUARANTEES

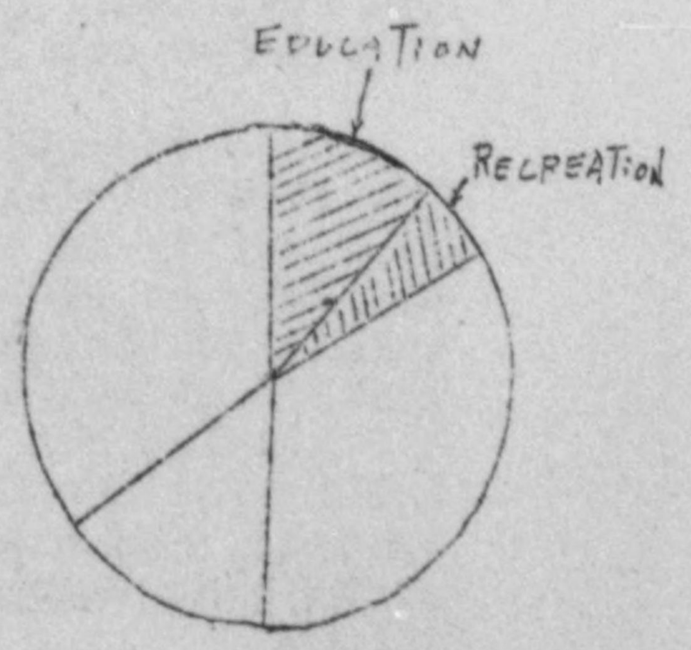
All of the above-mentioned is often outlined in the constitutions of American trade unions. One large American trade union has inserted the following Article in its National Constitution:

"Education shall be a mandatory part of the business of the National Union, and of each Local Union, particularly education in labor history, labor problems, and objectives of the National Union, its members and their families.

"The National President shall appoint an Education Director over the Education Department and such appointment shall be subject to approval of the National Executive Board.

"Two and one-half cents (0.02½¢) per month per dues-paying member of the per capita forwarded to the National Union by local unions (the per capita tax is forty cents per month) shall be used as the Education and Recreational Fund of the National Union, as provided in this Constitution.

"Two cents (0.02¢) of such per capita tax shall be used for educational purposes, and one-half cent (0.00½¢) shall be used for recreational purposes.



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"It shall be mandatory th t each local union shall set up an Education Committee. The duties of this committee shall be to promote all branches of education affecting the welfare of the individual members, the local union, the National Union, and the labor movement. It shall be the duty of the Regional Director to see that this provision of the Constitution is carried out.

"There shall be established eight educational areas throughout the National Union to which educational representatives shall be assigned...

"Each Local Union must set aside a separate fund of two and one-half cents per month per dues-paying member to finance the Educational and Recreation activities of the Local Union. The pro-rating of this fund shall be in such manner as the Local Union may determine."

Thus, the rank-and-file, by writing these provisions into their constitution, guarantee the maintenance of an educational program in their local and national union.

LOCAL UNION EDUCATION DIRECTOR

The local union education committee, American experience has found, functions best if the Education Director is appointed by the President subject to the approval of the Local Union Executive Board. The members of the committee serving under this director are then either elected by the rank-and-file or appointed by the Local Union Education Director.

Either way, the duty of the education director of the local union in many ways parallels thework outlined for the national union education director. But instead of planning for an entire union, his job is more specific: He has to plan only for his local union.

Because the local union is often small, the ingenuity of the local union education director may be severely taxed, and he will often be forced to employ every possible device in carrying on an education program.

First and foremost, his task is to implement the national union program , and that indicates he will cooperate in every way possible in using the educational material prepared by the national union education department.

In using this material, the local union education director plans his own classes, operates the bulletin board, plans for kami shibai, cinema, and film strips whenever possible.

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EDUCATION COMMITTEE

It is his job to divide up the work of the education committee so that every member has a specialty in which he or she is interested. One member may be interested in books. Give him the job of assembling a trade union library in the local union office, and set him to work interesting the local union members in studying the books and pamphlets as they are assembled.

Another member will be interested in teaching, and he can be set to work operating a class for the shop stewards, or for the new members of the local union.

Perhaps one of the female members of the committee is talented in the use of water colors. Keep her busy preparing posters and cartoons for use in the union office, on the bulletin board, and in other places where the posters can be useful in promoting workers' education.

If every member of the committee has a specific job and hence a specific responsibility, the committee can be made to work. As soon as one member does not carry out his or her responsibility, find another member who will do the job and set him or her to work.

Discussion groups, plays, labor song meetings, and a variety of educational devices can be planned and employed by the various members of the committee.

COOPERATION

As there are other local unions in the same vicinity, the local union education group usually meets with other education directors and can exchange information and, possibly, work out joint programs for local labor schools, labor plays, and other joint projects.

Finally, when the national union has a conference of all local union education directors, the education director can attend such conferences and not only receive new instructions and new advice, but also he can in turn advise the national education director.

For instance, when the American trade union education directors meet, one may say: "Sato San, your last pamphlet was very good, but none of the workers were interested. The workers in my union are interested in a plan for group insurance. Can you help us with a good pamphlet on this?"

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Another may report: "We want to produce labor dramas, but we do not have any material. Can the national union prepare some dramatic scripts on labor subjects which can be used by the local unions?"

And so on the democratic process is promoted by the interchange of ideas -- from top to bottom, from bottom to top.

NATIONAL FEDERATIONS

The Education Departments of the National Federations are usually established in order to coordinate the work of the national unions. They prepare basic pamphlets on over-all union policy, they reprint important speeches of top union officials, and they service the national unions.

For instance, if one national union publishes an excellent educational pamphlet, the national union will usually procure enough copies for all other n tional unions. The new pamphlet will then be sent to all of the national union education directors in order to tell them about it, give them the price, and advise where additional copies can be procured.

The national federation education director also tries to compile lists of all union pamphlets, all union books, and in other ways to be of assistance to the national unions. He may call frequent meetings of all national union education directors in order to provide for interchange of ideas, exchange of experiences, and to aid the unions in developing and improving education programs.

On the use of the radio and the cinema, it will often be found that the national federation, because it is on top, can bring together several national unions and aid them in jointly operating radio programs, producing cinema, and staging labor drama.

In a word, the national federation education director has the job of continually studying and analysing the work of the national unions, in order to coordinate their efforts and, by suggesting and holding frequent meetings, be of greater service to the national unions.

REGIONAL EDUCATION DIRECTORS

In the same manner, when there are many local unions in a certain area, it is often useful to form a regional education council. The American experience indicates that such a council serves best when it is a coordinating body. When several local unions find that they cannot finance a summer school by themselves, the regional council can usually arrange to pool their resources and their manpower and to operate a summer school serving them all.

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At regional educational council meetings, the local unions can plan joint education programs in order to promote the various aims of their respective unions. Continual conferences, and continual interchange of ideas will be found very useful not only in developing ideas and programs, but also in developing leaders.

SECONDARY LEADERSHIP

The American experience indicates that much of the leadership of the union emerges as a result of educational work. The persons not schooled in trade unionism become members of an educational committee. For the first time in their lives, perhaps, they are forced to think for themselves, to solve problems, and to plan ways and means of serving their fellow union members.

Men and women who formerly hesitated to say a few words in front of a group of people, soon find that they can arise at a union meeting, think carefully, and speak in an intelligent manner.

As they read books and pamphlets, as they discuss problems, as they carry on educational work in the union, these men and women find that they have found a new power ... and they have found it in themselves.

This process of leading people to discover themselves is called the development of secondary leadership. The members of the education committee develop slowly with their jobs. They learn to write better, to speak better, and to think better. As they become more sure of themselves, they speak up, and they not only speak for themselves but for their fellow members.

After all, leaders are sometimes born, but more often they are made. They are not made in a day, or a month, or a year. Leaders develop through education and experience ... and working on an education committee is one of the finest ways to develop the essentials of trade union leadership.

Thus, through the years, many of the persons who carry on education work will continue to work in this field. But others will aspire to higher leadership. From the education committee they may be called upon by the rank-and-file to be the president of a local union, or they may continue on higher in the trade union field.

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Many of the greatest trade union leaders in Great Britain and America never even finished primary school. But through the union and its educational work they carried on their education long after they had left primary school.

Trade union education teaches a man and a woman that the learning process never stops. No matter how great the person, no matter how intense their education, there is always more to be learned.

YOUR TASK

The national union and local union education directors have the difficult task of stimulating the union membership so that it will crave continuous education. Any trade union education director who can successfully stimulate education activities in his or her local union will in time discover that he or she has made a great contribution toward the building of democracy.

The fascist dictators said: "Give us the minds of the children and we will rule the world." The democratic trade union education directors may better say: "Let us find our own minds and we will rule ourselves."

NOTE

Reference is made to previously published pamphlets of the ESS Labor Division:

Education Committees in the Local Union (BUILDING THE UNION - American pamphlet)	Japanese
Purpose and Means of Workers' Education	Japanese
Trade Union Schools	English
Trade Union Pamphlets and Leaflets	English
Trade Union Use of Visual Aids	English

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APPENDIX

Workers' Education Program

The following is the Showa 21 report of the Executive Board of one of the largest national unions in America. It outlines the educational work being carried on or porposed by the union, and is a sample of the extent and nature of the educational work being carried on by a large American union. This union was founded in Showa 10.

"1. We recommend that there be held an annual 3-day non-legislative education conference pertaining to the education program of the National Union, dealing with the techniques and methods of education work within the framework of the union. Prior to such a national education conference, there shall be held regional or sectional education conferences to implement the work of delegates at the national education conference.

"It is further recommended that only members of the education committees, councils, and directors of education programs be delegates to the national education conference.

"It is further recommended that a complete summary of the national education conference be printed and forwarded to all subordinate bodies.

"2. We strongly urge that local union officers call contract conferences of their stewards and committeemen upon the ratification of contracts, inasmuch as in the majority of locals confusion exists among the steward bodies as to interpretation of the various provisions of contracts with their individual plants.

"It shall be the responsibility and duty of local union officers to call sessions of their committeemen, stewards, and local union officers for the purpose of discussing contract clauses and their interpretation. At the conclusion of such a conference, summarized interpretations of each clause shall be distributed to each steward or committeeman.

"3. That summer schools be established where possible on a sectional or regional basis. That every effort be made to lease existing summer camp facilities for use by local unions for education and recreation purposes. Wherever possible, the school session shall be two weeks.

"4. We recognize that visual techniques must be used to a greater extent than ever before in the history of our Union, and this is recognized as one of the best possible methods of education work.

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"To further the education work of our union, this Convention instructs the Education Department to use to the fullest degree all of the latest visual techniques so that local union committees can carry their program out to a greater degree. Included in the visual techniques shall be the use of film strips, charts, posters and cartoons.

"5. That cultural activities be promoted through city and area education councils by means of speakers, open forums, community activities, plays, skits, exhibitions, and other means and that the Education Department work in cooperation with the Recreation Department to achieve this end.

"6. We recommend that the U. S. Department of Labor be called upon to set aside money to be used for the making of films needed by labor and also make funds available for workers' education through extension services.

"7. We recommend that the Education Department prepare a correspondence course for the use of education committees in local unions to help them carry out their duties in educating and instructing stewards, committeemen and local union leaders in collective bargaining, parliamentary procedure, labor history and other subjects which are important to the life and work of this union.

"8. The committee recommends that as much space as possible be given in the union newspaper to educational news and information. This material to be prepared by the Education Department.

"9. We recommend that the Education Department continue its policy of cooperating with all departments of our national union in carrying out the program of the union. We further recommend that the National Executive Board call regular periodic meetings of department heads for the purpose of better cooperation and coordination.

"10. This committee recommends that the Education Department work with the Consumer's Division to establish a full scale program on setting up consumer cooperatives wherever possible throughout the National Union. That more publicity be given to cooperatives through local union shop papers, radio programs and at local union meetings.

"11. This committee feels that the Education Department's present policy of developing its work through printed material and other activities should be continued along lines of basic trade unionism. We also urge the continuance of the policy of better illustrations and layout of pamphlets which are being provided for our membership. We urge that local unions make as broad a distribution as possible of all pamphlets issued.

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"12. The Education Department shall promote city-wide education councils for the purpose of assisting the education committees in carrying out their duties within their respective local unions, and helping stewards, officers, committeemen, and potential leadership of the local unions to better carry out their functions and responsibilities.

"13. The committee recommends that the Education Department Monthly Bulletin be continued as an official publication of our union. The committee commends the splendid work achieved through this medium and its effectiveness as an educational instrument in meeting the education needs of our leadership. We feel the need for expanding the distribution of this publication as far as possible, and to do this we strongly urge that all locals send in complete lists of names and home addresses of all officers, stewards, and members of committees.

"14. The committee commends the work done on radio by the Education Department in securing free time for local unions on radio stations and for the excellent assistance given to local unions in preparing radio programs and scripts. We urge that the local unions also avail themselves of the instruction facilities of public institutions, schools and colleges to make their radio presentations more effective. That city or area education councils as well as local unions individually, exert all their possible resources to secure regular free time programs on their local radio stations. We urge that there be greater promotion, publicity efforts and support for both local and national network radio programs, and we urge that all locals and councils take advantage of the assistance offered to them by the Education Department to provide scripts and help on radio work.

"15. We further recommend that a National Representatives Institute be set up and that it be the responsibility of each Regional Director and International Officer to see that as many National Representatives as possible working under their jurisdiction attend this training institute for a period of not less than one week of each year. The Board Committee will meet with the Education Department and assist in working out necessary details concerning this institute.

"16. It was continually brought to the attention of the Education Committee during its sessions that one of the main faults of our present methods of organizing new members has been the lack of following through with an initiation ceremony and education which would start the new members on the road toward becoming active workers in the ranks of labor. As it is anticipated that thousands of workers will join our union in the near future, it is of importance that these new members be imbued with the principles and purposes for which the union stands. To this end it is recommended that local unions implement the intent of the Initiation Ceremony by establishing within their local unions the following program and procedure:

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"(a) Meetings of all new members be called periodically for the purpose of acquainting them with the history of the local union and their responsibilities as union members.

"(b) That programs for such meetings be arranged between the local union education committee and the local union officers. Each local union education committee prepare an Initiation Kit consisting of the National Union Constitution, local union contracts with management, local union By-Laws, etc. It is recommended that the Education Department immediately prepare a pamphlet specifically designed for new members.

"(c) That the meeting be attended by local union officers and include talks on a short history of the local union, program of the union, and the new member's responsibility to the union in his department, the local union, the political action program, and such other current programs of the union.

"The committee further recommends that the Education Department be instructed to offer guidance and aid to local unions in establishing the program in this recommendation."

- end -

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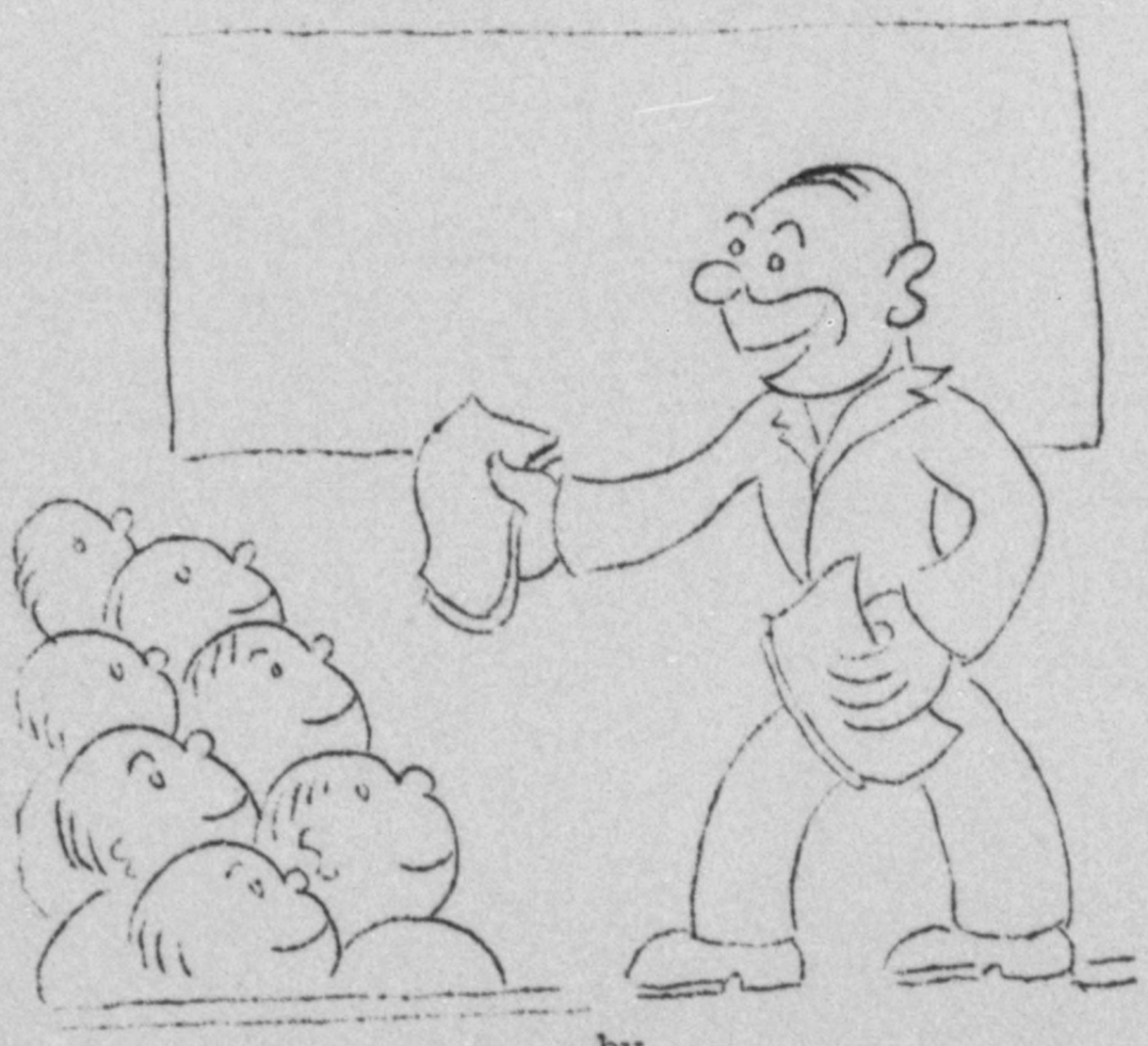
(1)

NS. TRADE UNION PAMPHLETS AND LEAFLETS

Suitable for release

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

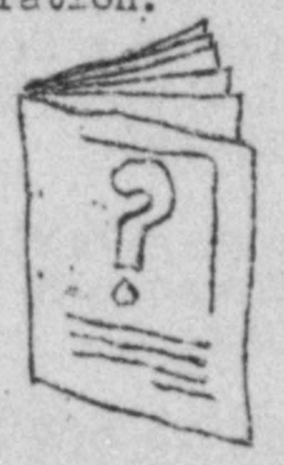
DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775 OK3

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?"

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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?

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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.

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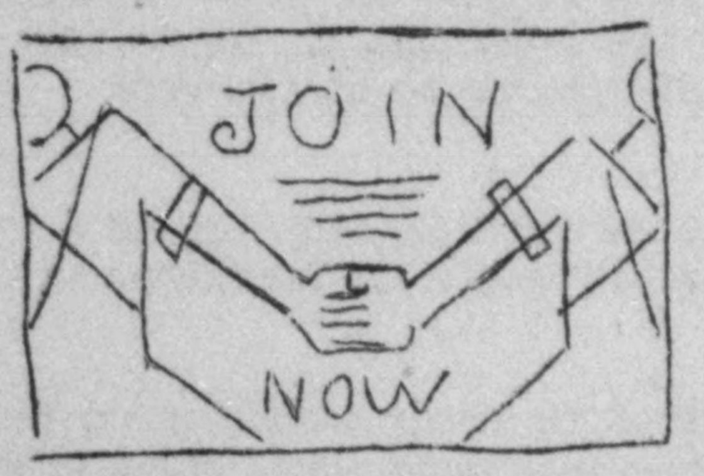
In addition, everything you say must be stated in terms of the needs, desires, and aspirations of the rank-and-file. What you want to say is not very important. The question is: "What is Sato San thinking about? How can I present my pamphlet in such a fashion that Sato San will read it in order to help 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 it you want to produce leaflets and pamphlets which will be read and passed on to other persons, are:

Stick to facts ... Give the the truth!

Write in terms of the reader ... Talk in terms of <u>his</u> problems, <u>his</u> needs!

Use clever illustrations and good typographical arrangement!

Be simple! Be logical! Be brief!

<u>SAMPLE LEAFLET</u>

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.

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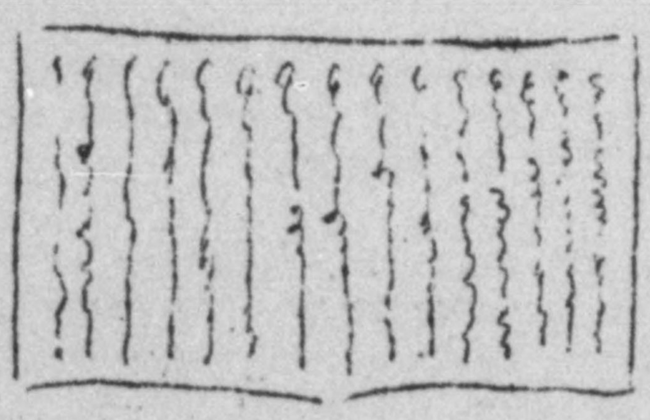
One way is to write the leaflet in this fashion:

THE PURPOSE, OBJECTIVES, PHILOSOPHY, AND ULTIMATE PURPOSES OF THE CONTEMPORARY JAPANESE TRADE UNION MOVEMENT
by
Onishi San, Education Director
All Japan ~~Allied Both~~ 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 <u>which will arouse his self-interest</u>. 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. <u>And it uses large type and an illustration</u>.

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: "<u>You</u> have joined a union in order to take part in securing a better life for <u>your</u> wife, <u>yourself</u>, and <u>your</u> children. <u>You</u> 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

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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.

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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 Stalemate

(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.

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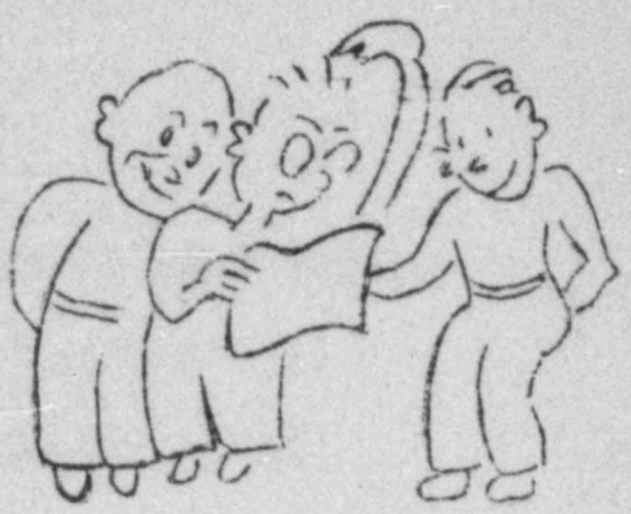
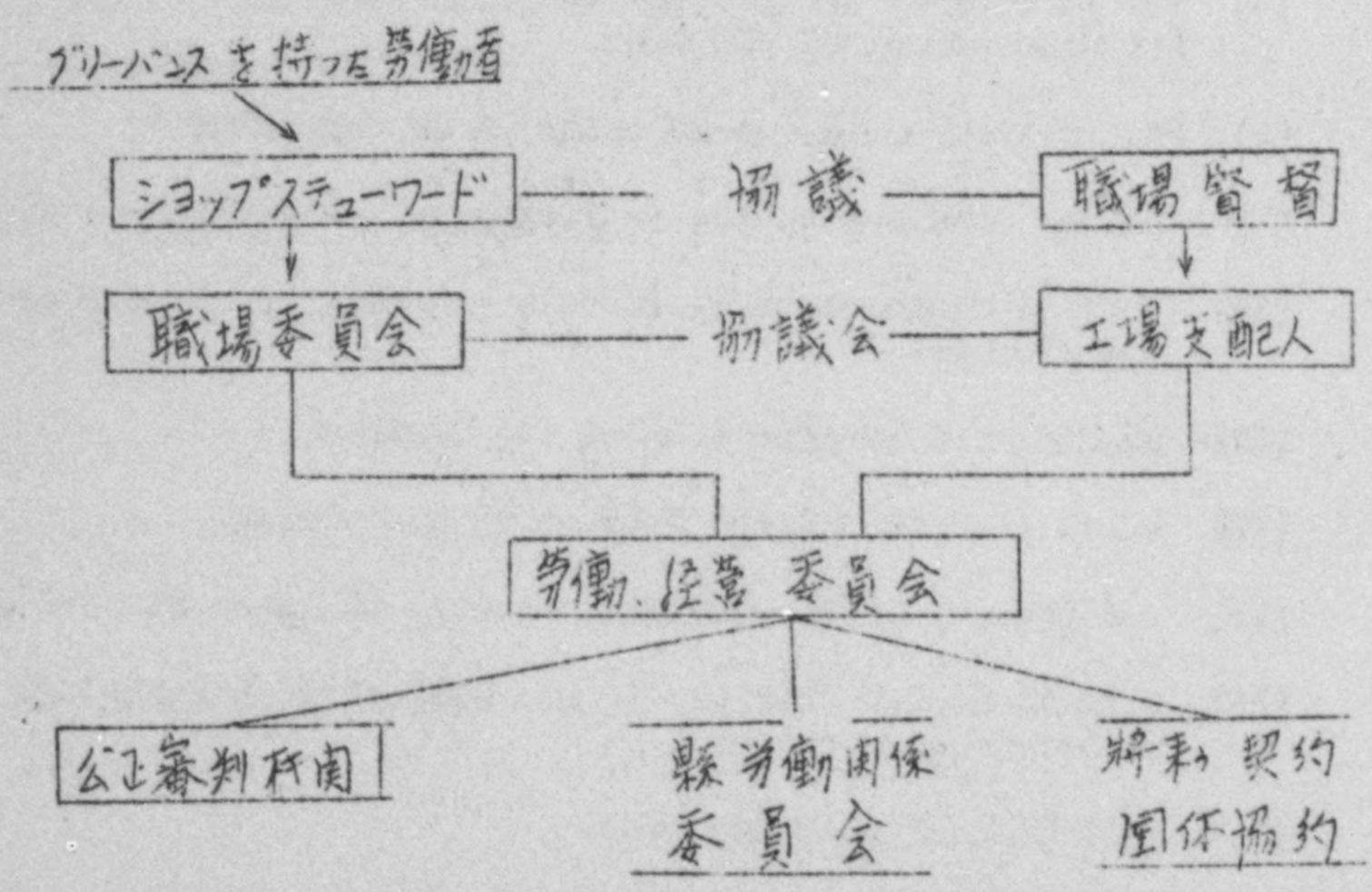


As in the case of the leaflet, you should then write a draft of the pamphlet, section by section. Write it in simple and clear language. Wherever possible, use illustrations so that the reader of the pamphlet will get the idea and fully understand what you are trying to say. As you complete each chapter,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

性名 _____ 職番_____ 日附 _____

グリーバンスの内容 _____

_____

_____

_____

契約違反の事実 _____

_____

_____

要求処置 _____

_____

_____

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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 pertienent 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.

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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 <u>because the education director does not make intelligent use of distribution methods, few persons ever read the pamphlet</u>.

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 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

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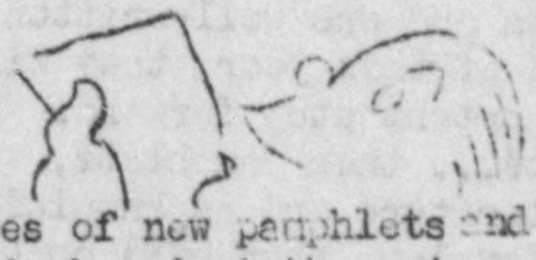
them where and how they can obtain the pamphlet. For example, suppose you are planning a question-and-answer meeting based on a pamphlet, "HOW TO CONDUCT A UNION MEETING" ...

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 Papason 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.

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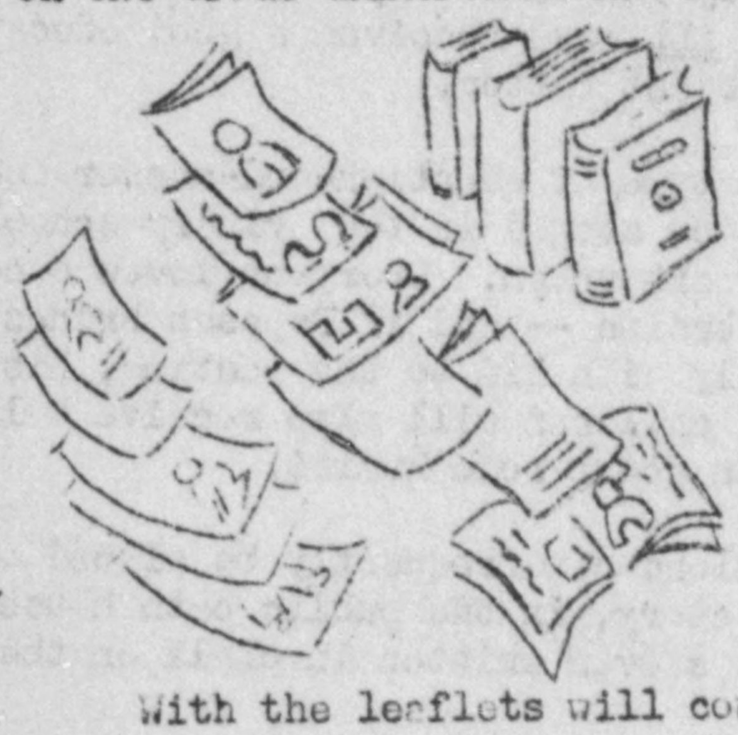
One well-prepared leaflet which states the union position and tells why it is in the interest of the public that the union should win its demands can aid the bargaining committee in its negotiations. Through such well-timed leaflets and pamphlets explaining the union position, you can use mass distribution 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.

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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?

- end -

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Trade Union School

by

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