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WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

*J2.41B*

An Approach  
to  
THE PROBLEMS OF POST-WAR  
RECONSTRUCTION

A  
Unit of Work  
for  
Senior High Schools

by  
The Senior Core Studies Class  
(Daily, 8:05-9:40, Rec. 2-A)  
of  
Poston I High School

June, 1943  
Colorado River War Relocation Project  
Poston, Arizona

#### ACKNOWLEDGMENT

This unit of work is prepared and distributed under the authorization of the administrators of the Poston Public Schools, Poston, Arizona, in <sup>the</sup> hope that it will be helpful to teachers and students in meeting the problems which have arisen because of the war and those which will arise as a result of the contending nations' prosecution of the war effort.

Acknowledgment is made to the National Resources Planning Board for the original outline, "Post-War Agenda", which was a major motivating force for work on, and a satisfying guide to research topics for, the unit. In its present form, the unit is a record of the step by step procedures followed by our senior core class in progressively devising and completing the work of a formal unit.

We express our thanks to members of the school and public library staffs of Poston and to members of the Poston I High School faculty and student body for donating or lending books, pamphlets, newspapers, and magazines to the classroom library. To the following we are particularly indebted: Dr. Miles E. Cary, Director of Education, who permitted us to use his complete files of The New Republic and Progressive Education; Dr. A. L. Harris, Principal, who supplied us with maps, charts, outlines, and pamphlets on post-war topics; and Dr. Cheves West Perky, Miss Louisa Lawton, Miss Florence Peterson, Miss Lora Patten, and Miss Lucille Reed, all of whom made substantial donations of books and periodicals which proved especially helpful.

Special permission to use the poem, "The Great Land", which originally appeared in the Saturday Review of Literature, was granted us by the author of the poem, William Rose Benét.

We feel that An Approach to the Problems of Post-War Reconstruction should be adaptable to senior high school courses in Core Studies, American Problems, Senior Problems, American Government, American and World History, or to any course of a general education or integrated learning nature.

Copies of this unit, at 25 cents each, may be obtained by addressing a request to the Principal, Poston I High School, Poston, Arizona.

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## FOREWORD

"THE GREAT LAND"

by

William Rose Benét

Things that are good and great my land has given,  
of thought and word and deed, and heart and mind.  
Now that the seas run high and night is blind  
I will steer with mine own kind by the stars of  
heaven.

Yes, now that day goes dark and night glows red  
and a wind is blowing as over desert sand,  
my trust is with her living and her dead,  
my faith bestead in the love of my own land.

Words that were harsh enough we have used against  
her

who nourished all our rage or gentlest thought,  
who roused, who nobly urged, who subtly taught,  
while with our small concerns we recompensed her...  
Now, with high thunderheads and the storm breaking,  
by day, by night, she is song along my blood,  
the great land we have seldom understood.  
Behind my opened eyes the tears are aching...

So I say, life up your hearts where you see her  
striding

helmed and harnessed into furious dawn,  
with her sons that crowd around her striding on  
till all portentous evil find nowhere hiding;  
and life your voices too in a great shout  
for victory's thunderclap on near occasions,  
phalanx of eagles to free the captive nations,  
stars in heaven no hurricane shall put out!

This poem is used through the kind permission of the author. It first appeared in the Saturday Review of Literature.

\* THE ATLANTIC CHARTER

DECLARATION OF PRINCIPLES KNOWN AS THE ATLANTIC CHARTER, BY THE PRESIDENT OF THE UNITED STATES OF AMERICA AND THE PRIME MINISTER OF THE UNITED KINGDOM, AUGUST 14, 1941

Joint declaration of the President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deems it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the people concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hinderance;

Eighth, they believe that all the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten,

aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable means which will ~~en~~lighten for peace-loving peoples the crushing burden of armaments.

(Signed) Franklin D. Roosevelt  
Winston Churchill

\*From the Congressional Record

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### INTRODUCTION

At the beginning of the school year we students were confronted with a course called Core. Many of us had never heard of such a subject and wondered what it could be. After a few days in school we found out that Core Studies appeared to be a combination of Social Studies and English. However, in this course instead of the teacher telling us directly what to do, we told the teacher what we thought we should learn; and to do this we had to work closely with the teacher by suggesting problems and topics that interested us the most. These topics were then reduced and put under main headings, or so-called units of work.

This material represents our unit of work on The Problems of Post-War Reconstruction. We could easily have built our unit around The History of the United States or even World History, but we believe that what has happened in the past does not concern us so much as what will happen to us in the future.

In preparation for the development of this unit we were asked to review social studies books which were already in our classroom library. After reviewing a book we then gave brief, oral book reports telling what materials could be found in certain books. The purpose of this was to be helpful; if one person could not find material on a certain topic, another person would be able to tell him that, in such and such a book (on a certain page or in a certain chapter) there was much information about the subject in which he was interested. Also, in preparation for this unit our instructor gave us an outline called the "Post-War Agenda", which was obtained from the National Resources Planning Board in Washinton, D. C. This agenda which was dictated to us "killed two birds with one stone", that is, the contents of this outline coordinated very closely with the topics which we had planned and adopted. Therefore, this agenda served as the basis or the foundation of our unit of work.

Many of you may be wondering how we were able to answer the many questions that were asked

in this agenda. Well, to tell the truth, we couldn't answer all the questions. We are not great wizards who can predict the future of the world by gazing at the stars or by other methods; but with the aid of pamphlets, periodicals, magazine and newspaper articles, and books dealing with Post-war Problems we were able to answer many of these almost unanswerable questions.

The agenda which I have already mentioned had nine different topics. In finding information needed for writing up each topic, we used all the available materials that we have in our classroom. However, we also went as a group to the school library to see if we could find better material ~~than~~<sup>in</sup> the library. As we sought information, we found not only information for one specific topic but also material on other subjects. To reserve this information for future use, we jotted down notes on small cards or in our notebooks.

In writing up each of the nine different topics, we tried to answer as many questions as possible by means of the information which we had collected. Then at the end we expressed our own conclusions on the subject. To give you examples of how some of the topics were written up, we have included in this unit nine papers written by students. These nine papers were selected by nine judging committees in the class; the members of each committee reached their decision after reading all thirty-three papers written on a specific topic.

After each student had written on each of the nine topics and handed in his reports, we followed through with individual or group activities. Each member of the class chose the subject which interested him most and, after gathering information from all the papers written on that phase of the topic, presented a report to the class or participated with other students in presenting to the class a forum, debate, imaginary radio broadcast, round-table discussion, or the like. Some of the pupils published a classroom paper and included editorials, news stories, short stories, cartoons, crossword puzzles, and special feature

articles having to do with the post-war world.  
By doing these things we were able to evaluate  
our work and find out just how much we had learn-  
ed through a study of the unit.

--Henry Nakabayashi,  
Class Chairman

## THE UNITED PROPER

### I. Decision

Statement of the Members of the Class:  
Early in the school year we decided to study United States History and Civics, and listed as possible units of work (under the general heading): Comparative Governments; the United States before, during and after the War; Poston; the State of Arizona; and Current Events. When we had finished our unit on Poston and had done some work in Civics, the "Post-War Agenda" outline was made available to us through our high school principal. We realized immediately that it covered all of the subjects we had planned to consider in our study of United States History and Civics, as well as some other subjects which were very timely and interesting. Following are some of the statements taken from the Agenda which convinced us that we could profitably make an exhaustive study of it.

### GENERAL STATEMENT

The greatest task before the American people is to win the war. To this end our utmost energy and our best thought are dedicated. Yet to sustain us in this task it is important that we begin to shape a picture of the kind of world in which we hope to live after victory, to spur us on and to redeem this prodigious effort. It will call for understanding, good will, and cooperation to outline this picture and to work toward its realization. Some of the problems can be studied in the Nation's Capital; but our post-war ideals can be realized only if citizens throughout the country contribute their thought.

The President has asked the National Resources Planning Board to bring together post-war plans from all sources for his consideration. In reports transmitted to the Congress and the President, the Board has set forth certain objectives of post-war planning. The Board believes that it will be helpful to put these objectives before the American people in a series of short statements. The realization of these objectives will require the support of public opinion everywhere and action by State and local authorities as well as the Federal Government; it seems appropriate, accordingly, to

put forth guiding ideas even before details of plans or programs are worked out.

To this end pamphlets and reports have been issued:

After Defense--What?.....	August 1941
National Resources Development.....	January 1942
After the War--Full Employment.....	January 1942
Building America--Better Cities.....	May 1942
Building America--The Role of the Housebuilding Industry.....	July 1942
Post-War Planning.....	September 1942

#### \*OUR FREEDOMS AND RIGHTS

We look forward to securing, through planning and cooperative action, a greater freedom for the American people. Great changes have come in our century with the industrial revolution, the rapid settlement of the continent, the development of technology, the acceleration of transportation and communication, the growth of modern capitalism, and the rise of the national state with its economic programs. Too few corresponding adjustments have been made in our provisions for human freedom. In spite of all these changes, that great manifesto, the Bill of Rights, has stood unshaken a hundred and fifty years. And now to the old freedoms we must add new freedoms and restate our objectives in modern terms. These are the universals of human life: Freedom of Speech and Expression, Freedom to Worship, Freedom from Want, and Freedom from Fear.

Any new declaration of personal rights, any translation of freedom into modern terms applicable to the people of the United States here and now must include:

1. THE RIGHT to work, usefully and creatively through the productive years;
2. THE RIGHT to fair pay, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift, and other socially valuable service;
3. THE RIGHT to adequate food, clothing, shelter, and medical care;
4. THE RIGHT to security, with freedom from fear of old age, want, dependency, sickness, unemployment, and accident;
5. THE RIGHT to live in a system of free enterprise, free from compulsory labor, irresponsible private power, arbitrary public authority, and unregulated monopolies;
6. THE RIGHT to come and go, to speak or to be silent, free from the spyings of secret political police;
7. THE RIGHT to equality before the law, with equal access to justice in fact;
8. THE RIGHT to education, for work, for citizenship,

and for personal growth and happiness; and  
9. THE RIGHT to rest, recreation, adventure; the opportunity to enjoy life and take part in an advancing civilization.

These rights and opportunities we in the United States want for ourselves and for our children now and when this war is over. They go beyond the political forms and freedoms for which our ancestors fought and which they handed on to us, because we live in a new world in which the central problems arise from new pressures of power, production, and population, which our forefathers did not face.

Their problem was freedom and the production of wealth, the building of this continent with its farms, industries, transportation, and power; ours is freedom and the distribution of abundance, so that there may be no unemployment while there are adequate resources and men ready to work and in need of food, clothing, and shelter. It is to meet this new turn of events, that the new declaration of rights is demanded. But in formulating these new rights, we are not blind to the obligations which go with every right, obligations of the individual to use well his right and to insist on the same rights for other, and obligations of the community to support and protect the institutions which make these rights actual. We believe that the American people are ready to assume these obligations and to take the private and the public action they impose.

\*Transmitted to Congress by the President on January 14, 1942.

\*MESSAGES  
of the  
PRESIDENT  
of the  
UNITED STATES

"Plans And Programs To Win the War and To Win the Peace must grow out of our common national purpose and with democratic participation in planning by all of us. Through efforts to state our objectives and public discussion of their merits, we play our parts as free citizens...The National Resources Planning Board, as the planning arm of my Executive Office, is charged with the preparation of long range plans for the development of our national resources and stabilization of employment. At my direction, it is correlating plans and programs under consideration in many Federal, State, and private organizations for post-war full employment, security, and building America."

\*To Congress, January 14, 1942

"We need to know our own resources, to understand how to use them, and to plan their full use for the benefit of all the people. Planning is needed by individuals, communities, States, regions, and by the Nation and the United Nations to win this war and to win the peace that follows. All of the free peoples must plan, work, and fight together for the maintenance and development of our freedoms and rights."

\*To National Conference on Planning, May 1942

#### PROGRAMS AND PROGRESS

Since November 1940 the National Resources Planning Board has been working at the task of bringing together and correlating plans and programs for the post-war period. Pamphlets and reports have been issued concerning the progress of both its planning efforts and those with whom it has collaborated. The objectives of these planning efforts have been outlined in the Board's statements, emphasizing Full Employment, Security, and Building America.

**Full Employment:** We are now mobilizing all our resources to win the war. We shall need the full use of our resources, natural and human, to win the peace. Our people do not intend to let an economic depression, unemployment, and "scarcity in the midst of plenty" ever again threaten our growing standard of living or our economic security. If we can have full employment for war, we can also have it for peace--and, knowing that fact, our people will demand it. We can maintain a high national income, and we propose to do so.

We are not content merely to defend our economy against a post-war depression and unemployment. We are going to make advances in our standard of living and toward our new Bill of Rights. We have found that if we want something hard enough, we can have it if we exercise the will, the wit, and the energy which are American characteristics.

**Security:** The President's statement of the "Four Freedoms" combines liberty of speech and religion with freedom from want and freedom from fear. In making our plans for the post-war world, we must find ways to tie together liberty and security, to provide the greatest possible opportunity for freedom of the individual, freedom of private enterprise, and at the same time, personal security against fear and want.

**Building America:** As the President said just after Pearl Harbor, "We Americans...are builders." We know we can make our land more efficient, more livable, more beautiful.

## A PLANNING AGENDA

These general statements must be made specific in terms of each area and function of planning responsibility. In order to provide a general framework into which plan of public and private agencies can be fitted, a very tentative outline for purposes of discussion has been prepared. Suggestions for its continued revision and improvement will be welcomed. As a whole, this agenda gives some idea now of the questions to which we must seek answers when they shall be needed. The task is large; it is not impossible. It demands effort, real effort, and our very best intelligence.

Already many agencies, governmental and private, are at work preparing various elements of a post-war plan. Governors are using State planning agencies for this work or have set up special bodies for planning activities. A number have set up special bodies for planning activities. A number of mayors have taken similar action. Private bodies like chambers of commerce and other civic organizations have active groups at work. Some of our largest corporations have a few men working on products to be made when once again ~~working on products to be made when once again~~ civilian goods shall be the goal of our productive efforts. Within the Federal Government the major agencies have planning arms whose long-range studies envisage work to be done after the war.

It is hoped that all agencies and groups working on post-war plans will keep the Board informed of the parts of this agenda in which they are primarily concerned, and on the planning they are doing in those fields. The Board will endeavor to keep current records of the work going forward under each heading and provide information to agencies working on related parts of the agenda.

The Board will not attempt to make plans for other agencies within their field of independent responsibility. Rather, it will seek to stimulate other agencies to prepare plans. The Board is instructed to gather these programs on behalf of the President. The Board needs and requests help and cooperation of official and unofficial agencies and bodies in assembling the plans for dealing with need of the post-war period.

In the discharge of its responsibility the Board will serve as a clearing house to gather ideas and plans, to stimulate appropriate independent action by other public and private agencies, to bring together individuals who are interested in harmonizing their views, and to furnish the President and the Congress with information on these matters.

The elected representatives of the people will, of course, make the decisions on policies and methods for meeting the

problems of the post-war period. The Congress has already provided appropriations for the inauguration of needed studies and for the preparation of post-war plans by various agencies in the executive branch. As these plans are matured for public discussion and appraisal the Congress will determine the ways in which they shall be put into action.

#### POST-WAR PLANNING PROCEDURE

For the attainment of Full Employment, Full Use of Resources, Continuity of Income, Security, and Building America, the use of similar procedures by agencies and groups in preparing plans and programs will greatly assist collaboration among agencies interested in the same problems. Planning action along lines which are comparable from agency to agency, will also make it possible to fit together the results more easily and more effectively. Of course, all procedures must be adapted to particular needs of special planning activities.

The first task in preparing both short-and long-range plans is to define clearly the goals that are desired, the ideals we wish to realize.

Can we define them in terms of service standards? For instance, if we are to plan a water supply system, what standards of purity would we require, what pressure and quantity of water for "adequate" fire protection, for domestic uses, etc.? Or, in another field, would we say that a doctor should be in attendance at every child-birth? Can we say that no child should have to travel more than one hour to get to a grammar school? What standard of rural electrification will provide a measurable market for electric fixtures?

Insofar as possible, these goals or standards should be set forth in quantitative terms for function, service, area, or industry. At the same time, there must be qualitative considerations as well. It will be possible to relate programs to each other only if we have some indication of the magnitudes involved.

In each field of planning the effort to establish standards or goals may logically be followed by measurement of the existing performance in order that we may have some knowledge of the difference between what we want and what we now have. In this way we should have some indication of the task to be performed.

The third step is the making of a plan in terms of physical structures and facilities, administrative organization, legal framework, finance, and above all, in the framework of the higher human values not measurable in dollars and cents.

Planning is more than a collection of wants or needs. It is the relating of actions tending in the same direction--the design or synthesis which provides balance and direction in the effort to achieve a group of objectives. What kind of administrative machinery will be required? What kinds of new machinery will be required? What kinds of new facilities or training must be provided? What present legal or administrative bottlenecks are likely to interfere with the accomplishment of objectives? What changes need to be made and when?

It may well be in many fields that the goals set up will be long-range goals, to be achieved only over a period of years. In such cases the year by year progression toward those goals should be planned in the light of probable available facilities, resources, and manpower. Various assumptions about such available facilities and resources might well be used in order to make plans and programs of varying magnitudes.

When there is some agreement of the plan and program, the means for inducing action by private citizens and groups and by public agencies must be explored. How are we to achieve what we as a people wish to accomplish? What interrelated governmental policies will release new and increased economic activity and enterprise? What expenditure in manpower and resources will be necessary? Will the necessary trained manpower to administer the program be available? What part of the total program of action must be performed directly by government--Federal, State, or local? What stimuli or helpful controls can be provided by these governments for the release of private enterprise?

What is your personal responsibility in all this?

## II. Pre-Test

Statement of the Members of the Class: To determine how much we knew about post-war planning and its backgrounds, we conducted informal discussions on the main topics of the National Resources Planning Board's outline appearing in the "Post-War Agenda."

There were nine main headings in the outline:

- I. Plans for Demobilization
- II. Plans with Private Enterprise
- III. General Plans for Public Activity
- IV. Plans for Social Security
- V. Population and Manpower
- VI. Plans for Financing and Fiscal Policy
- VII. Plans for Regional, State, and Local Participation
- VIII. Plans for Effective Administration
- IX. Plans for International Collaboration

We discovered that there was much to be learned about each of these topics, and a committee set about working out our aims, activities, and methods.

### III. Aims, Activities, and Methods

Statement of the Committee on Aims: We held a meeting to determine our aims, activities, and methods in work on the Post-War Reconstruction unit and decided that to follow the National Resources Planning Board's outline would be the best method of procedure, if we wanted to increase our skills and develop better attitudes and abilities.

It would be necessary, we knew, to do much reading and writing in order to answer the questions in the outline; and we decided that our six chief aims while we worked on the unit would be:

1. To answer the questions in the outline as intelligently and as completely as possible.
2. To develop discrimination in our reading.
3. To express our own opinions.
4. To write our papers in correct English.
5. To draw our own conclusions from our reading of magazines, newspapers, pamphlets, and books, and from the talks which would be given by those invited to speak to us on some of the phases of post-war reconstruction.

The questions which we planned to study in detail were:

- I. Plans for Demobilization
  1. Over what period of time should men be released from the armed forces?
  2. In what order of skill, previous occupation, age, length of service, responsibility for dependents, shall release be determined?
  3. Shall men be returned to place of enrollment or encouraged to locate with reference to employment opportunities?
  4. What shall be size and duration of dismissal pay, if any?
  5. How will they be absorbed by peacetime employment?
  6. What arrangements for new training and placement are desirable?
  7. How rapidly should war contracts be cancelled or terminated?
  8. How can war workers be absorbed into peacetime employment?
  9. What provisions should be made for retraining and placement of workers?
  10. What provisions should be made for income for released workers pending reemployment?

11. Which war plants should be used to meet peacetime production needs?
12. What Federal assistance, if any, should be given to war-plant conversion?
13. To what extent can the war-developed towns continue to use and serve their war-time populations? How shall necessary population shifts be guided?
14. How long should price controls be retained after cessation of hostilities?
15. How long should allocation of raw materials be retained, and what materials?
16. Which peacetime production should receive immediate priority?
17. What other defense controls should be retained and how long?
18. What proportion of wartime material is adaptable to peacetime use?
19. How should such material be disposed of to the best advantage of the American people?

## II. Plans with Private Enterprise

1. What will be the goals of industrial production after the war?
2. What adjustments will be necessary in types of production to meet consumers' demand? Shifts from the emphasis on "heavy" producers' goods to both durable and non-durable consumers' goods?
3. What importance will development of new products have in post-war industrial activity?
4. What will be the capital requirements for private enterprise? Over what period of time can and will additions to private capital be programmed?
5. What modifications of business price, wage, and profit policies will contribute to maximum production and employment?
6. What will be the possible and desirable expansion in private service activities?
7. Can Government define the main elements of a program of stimulation and control of private business, in long-range terms, so as to assure business of a dependable situation in which to operate?
8. What revisions of the Government program in the field of tax policy, patent laws, anti-trust laws, labor laws, and agricultural aids would encourage private enterprise?
9. What type of direct assistance such as mortgage guarantees or loans for construction are desirable?
10. Will businesses as well as agriculture need some type of normal market guarantee by insurance or by Government action?
11. In what respect is the locational pattern of production at the close of the war likely to be unsatisfactory?

12. Where should new plants be encouraged to locate after the war?
13. By what means should the Government seek to improve the locational pattern of production?

### III. General Plans for Public Activity

1. What Federal assistance should be offered to local planning?
2. What Federal assistance should be given to the re-development of urban facilities such as streets, terminals, schools, recreational facilities, and public buildings?
3. How can industrial sections of metropolitan areas be arranged to economic and social advantage?
4. How can low-income families be adequately housed?
5. How can large areas of urban land be assembled for systematic redevelopment? How can use of other urban land best be controlled?
6. What are the rural needs for improved roads, and improved educational, health, and recreational facilities?
7. What improvements are needed in rural farm buildings?
8. How can electric power be made available in rural areas?
9. What are prospective demands upon our soil, timber, and other natural resources?
10. How can these long-range demands be met without exhaustion?
11. What are crop and pasture acreage requirements to provide food for adequate dietary standards? Food for export?
12. What public controls are needed to regulate land use, both urban and rural?
13. What are prospective productive demands upon our mineral resources? How can our supply be adjusted to meet these demands?
14. What are prospective trends in coal, petroleum, and gas use related to available supply? What regulation is desirable?
15. What are prospective trends in use of electric energy related to supply? What plans are desirable to expand electric output?
16. What are capital requirements for expansion of energy resources?
17. How can electric energy be most satisfactorily distributed?
18. What plans are necessary for the use and control of water for water supplies, flood control, navigation, irrigation, drainage, water power, erosion and debris control, pollution control, recreation, fish and wildlife conservation, and combinations of these or related purposes?

19. What drainage basins are in need of coordinated plans for this development?
20. What changes in transportation media will the war produce?
21. What additions and improvements will be needed in transportation facilities and terminals?
22. How can transportation facilities be integrated among themselves and with other services?
23. What are the prospective developments in foreign trade and the probable needs for merchant shipping and international airline shipping?
24. What developments in regulatory policy and Government planning are necessary?
25. What are the minimum desirable standards for nutrition and for preserving the health of the population?
26. What extensions and improvements in public or private service are required to meet these standards?
27. What additional personnel or material facilities would be called for if these standards were met?
28. How can equality of educational opportunity for all young people be progressively realized? Is there need to extend the use of Federal aid to education?
29. Do adults need more educational opportunities?
30. What specific youth services should we improve and extend? Provision of work experience? Vocational guidance? Health facilities?
31. How can we improve youth training for productive activity in our society?
32. What improvements are needed to provide adequate recreation service?
33. What improvements are needed to provide adequate library service?
34. How should the Nation more actively foster music, painting, writing, and dramatic activity?
35. What steps are needed to improve research into the physical and social aspects of our national life?

#### IV. Plans for Social Security

1. What improvements and extensions are necessary in existing programs to assure minimum protection against the major risks of life?
2. How far should needs be met by assured of cash incomes and public work? How far through extensions of publicly provided services?
3. What provisions should be made to insure adequate guidance to families in meeting various social and economic problems?
4. How can employment programs, training, and geographical transference be integrated with available security measures?

5. Should compensation for war dislocations (priorities unemployment and demobilization) be coordinated with other social security programs? If so, how?
6. Should compensation for losses due to enemy action (including veterans' pensions) be coordinated with other social security programs? If so, how?
7. What contribution could be made by minimum wage legislation?
8. Would a system of family allowances be desirable?
9. What are the potentialities of an expansion of the stamp plan?
10. How far can low incomes from private employment be compensated by expansions of the social services or subsidized production such as housing?
11. Are more drastic and fundamental measures necessary, e. g., removal and rehabilitation of people, revitalization of areas of low productivity?

#### V. Population and Manpower

1. What will be the trends of population of the United States over the next thirty years?
2. What will be the skills of the population at the end of the war?
3. How should the population's gainful workers be divided among industrial, service, and agricultural occupations?
4. What kinds of vocational training will be required to provide for effective utilization of our available labor force?
5. What services should be provided to insure the proper guidance of the individuals to job opportunities?
6. What will be the effect of war migration on our national population pattern?
7. Taking account of probable new employment opportunities, what will be the most desirable distribution of the labor forces?
  - (a) As between urban and rural areas?
  - (b) Regionally?
8. What post-war migrations will accordingly be required?
9. Should immigration into the United States be encouraged?
10. What additional improvements in working conditions are needed?
11. What preventive measures can be developed which will reduce handicapping physical impairments?
12. What developments of services of vocational rehabilitation are needed to enable the handicapped to make their contribution to production?

#### VI. Plans for Financing and Fiscal Policy.

1. What public and private policies are required to sustain the volume and flow of consumer purchasing?
2. What will be the prospective volume of investment required to maintain full employment?
3. What will be the prospective capital requirements for private enterprise in peacetime production at full-employment levels?
4. What will be the required size of the complementary capital investment by the Government?
5. What policies should determine the proportion of required Government outlay which is met by taxation and by borrowing? In wartime? After the war?
6. What special methods of financing such as non-interestbearing notes, might be used?
7. What changes in the credit and monetary system is desirable?
8. Should measures be adopted to prevent interest rates from dropping below a minimum level?
9. How can wartime tax policies contribute to the post-war economy? Tax refunds for individuals? For corporations?
10. Are fundamental long-range revisions of the present tax structure desirable?
11. Do national and State-local policies with respect to services, taxes, and borrowing operate harmoniously or do they work at cross purpose?
12. Can we find ways of perfecting a harmony of policies without impairing our system of local self-government?
13. How may the national and the State revenue systems and policies be integrated, particularly as they affect fiscal policy?
14. What changes need to be made in methods and practices of urban financing?
15. What new administrative controls are called for in connection with the development of inter-governmental equalization aids?

#### VII. Plans for Regional, State, and Local Participation

1. What are the present regional and area resources of various parts of the United States?
2. What development is needed to maintain maximum employment in each region, State, and community?
3. How ill war production areas readjust to peacetime employment?
4. How will proposed national plans affect and how should they be applied to a region? A State? A locality?

#### VIII. Plans for Effective Administration

1. What wartime administrative institutions can and

should be continued or adapted?

2. What new institutions and procedures are required to carry out post-war programs?
3. How and when shall we deal with the administrative problems of personnel, boundaries, planning, budgets, reporting, legislation, etc?

IX. Plans for International Collaboration

1. What part will the United States play in the relief of destitution in war-devastated areas?
2. What will be the role of the United States in promoting better world-wide utilization of resources and world advancement in living standards?
3. What influences will the domestic program of the United States have upon world relations?
4. What repercussions upon domestic policy will result from United States tariff, currency, lending, commodity stabilization, and other foreign policies?
5. What institutions of international government are required?

IV. Collection of Data

Statement of Class Librarian, Sachi Shimonura:

We began our unit of work on Post-War Reconstruction by reviewing the social studies books in the class library. Each student reported on one book. In this way the entire class benefited from the reading done by each person. A few of the books <sup>which</sup> were particularly useful to us were: American Social Problems by Patterson, Little, and Bursch, The Story of Our Country by West and West, and Historic Currents of Changing America by Carman, Kimmel, and Walker.

The American Observer and Reader's Digest were a great <sup>help</sup> because almost every issue had an article on some phase of Post-war Reconstruction. For convenience, one copy of each issue of The American Observer was bound with the other so that the students might have a complete collection for easy reference. Newspaper clippings brought in by the teacher and the students were kept in titled envelopes in the files, and were available to all students as they worked on their respective topics.

In the section entitled Articulation and Correlation in this unit are reproduced some of the papers written by representative students in the class.

V. Articulation, Correlation, and Integration of Data

Statement by Judging Committee:

In order to determine which papers from all of those written on Post-War Reconstruction should be used as examples, the class divided itself into nine small committees. One

committee read all the papers written on "Plans for Demobilization," another read all which had to do with "Plans for International Collaboration," and so on. We, committee members, rated the papers to determine the best and next best for all nine topics. There were a few ties, and in those cases there were further eliminations so that no one student would have more than one paper represented among the nine reproduced in the typed, complete unit.

Our selections follow. We believe they are representative of the type of work done on each topic by each student in the class.

Henry Nakabayashi

March 26, 1943

I. Plans for Demobilization

When the men who went across the seas in defense of our country come home, where will they go and what will they do? What will happen to the millions of people who did their share at the home front by working in war industries? Will the converted war plants keep on making implements of war? These are a few of the questions that must be answered in order that the men in the armed forces and the people who work in war industries will be able to step into peacetime jobs.

The men in the armed services, when demobilized, should be returned to their place of enrollment and not be given sixty dollars and a railroad ticket, in order that they might go home, as was the case after the last war. They should be given a means of subsistence until they can be placed in private jobs, and programs of vocational education and re-education for jobs in peace-time industries should be adopted. In the last war nearly half of the men in the armed services were released five months after the war, but the men who should be released first are those who have dependents and those who can fit right into peacetime employments without any trouble.

There will be several million soldiers back, looking for jobs. This problem of unemployment can be solved by the reemployment of former employees and by the cooperation of business men giving jobs, which are open, to the unemployed soldiers.

The same kind of problems also face the war worker. The plants which have been converted into war plants will again have to be reconverted. To do this it will take months or even a year or two before a plant can be ready for production of commodities. During this period millions of war workers will be out of jobs, so until the plant is reconverted the workers should be paid dismissal wages until the plant is

ready to produce peacetime goods. There will be a very strong demand for automobiles, refrigerators, radios, and other things which are not made at the present, and as soon as the plants are reopened millions of men will be rehired to make necessary peacetime commodities. Since the government has taken over most of the plants, it should finance, at least partly, the reconversion of these plants. In some cases the industries should be joined, owned, and operated by government and private industries, especially those: aircraft, shipbuilding, synthetic rubber, aluminum, and magnesium.. However, all war plants should not be converted into peacetime plants.

Many of the present economic controls such as rationing, price control, wage and rent control will have to be continued, if we are to avoid disastrous inflation followed by a depression, until industries have been reconverted and are producing ample supplies of goods to meet the demands of the people. There should also be a better geographical distribution of American industry after the war. At the present most of the war plants are situated along the coast; so, if there is a distribution, many people will probably go back where they came from.

After reading the articles in the American Observer and the plans of the National Resources Planning Board, concerning demobilization, I have come to these conclusions:

The plan for demobilizing the armed forces, to me, is satisfactory, except, that if they are given a means of subsistence until they find a job some might take advantage of the situation and never bother to look for a job. I think that the dismissal pay should be paid to them for about a year or two, and if they haven't found a job by then their pay should be stopped. The war workers who left their jobs to go "all out" for National Defense might be able to go back to their previous jobs. There is a shortage of manpower at the present. The women will be able to go back to their housekeeping and the men can take over where the women had taken over their jobs. All together there will be many job openings for the millions of unemployed.

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Laurence Yatsu  
April 2, 1943  
II. Plans for Private  
Enterprise

"Necessity is the mother of all inventions." We have heard this familiar quotation. Similarly, competition is the "shove which pushes us to a higher degree of efficiency." In order to get the most from a man, there should be competition to make him keener. Remember on the football team (basketball, baseball, track, etc.) how we had to train and be our best at all times in order to make the team? Maybe there were three or four others out for our positions; we just had to train, otherwise we wouldn't play. Now if there were only eleven boys on the squad we would have been a cinch without trying, whether we were good or not. So, competition is necessary for achievement.

In a Fascist government "Der Fuehrer" gives orders which are carried out to a "T". How then can a man use his initiative? Will this type of government be desirable? No! How about a Communistic government? Everyone has equal rights, equal housing, clothing, food, etc., but the government owns everything. There may not be want, but this form of government will eventually make an aimless man, without any ambition whatsoever, out of a person. After all, why should we do more than the rest? The government gets everything anyhow. No, this form of government isn't desirable either, although it may be preferable to the Fascist government.

What do we want then? We want democracy with free enterprise, where a man gets ahead because of his own merits and can work his way up to where he can eventually be his own boss.

In free enterprise an ordinary man can start from scratch and work his way up; but for a small enterprise to get started, we must eliminate all monopolies (except in cases like public utilities where competition would only result in a loss of time, material, and energy, i.e., two competing gas companies had fifty miles of pipe lines

each to reach an outlying community, where one would have served the purpose) by enforcing anti-trust laws. The Federal Trade Commission is one of the government agencies for enforcing these laws. At present these agencies haven't enough power to enforce laws. Because of state legislatures' failure to grant sufficient power to the regulating authorities, there aren't adequate funds for staff salaries and equipment, and the attitude of the courts is unsatisfactory. (Instead of cooperating with the agencies, they insist on investigating every detail, sometimes wasting as much as eleven years on a single case.) So one of our first jobs will be to fix these regulating authorities.

In order to help these small timers, the government might establish public works like the T.V.A. (Tennessee Valley Authority). The T. V.A. is carried on within the borders of seven different States: Alabama, Tennessee, Kentucky, Georgia, Mississippi, Virginia, and North Carolina. Some of its functions are only related to its great dam (Muscle Shoals), which is the heart of the T.V.A. It produces great quantities of electricity, the ceiling prices of which are about 20 per cent lower than they are in other places. This place was originally developed to produce nitrogen for power for the World War (I), but the war ended before it was completed, so the nitrogen plants were converted to fertilizer units for the A.A.A. Nearly 500,000 acres of hilly land were terraced, and about 100,000 trees were planted. The T.V.A. teaches the local farmers better soil conservation, etc. It cooperates with the U.S. Public Health Department in its campaigns against tuberculosis, hookworm, and water pollution. It has made navigation possible from Paducah, Kentucky to Knoxville, Tennessee (650 miles). The flood controls check the annual Ohio River floods.

Although the government might be invaluable help in some cases, too much government may wreck the set-up. Some objectors to public ownership charge the government with "sniping at American industry--vicious attacks on the Constitution--trying to wipe out our form of government."

At present the war industries are located so as to be in strategic positions in respect to raw materials, commerce, etc. When the war is over these plants should be converted to peace time plants and located more to the advantage of the people.

After reading various and sundry articles and books, I managed to glean from my reading this conclusion: Private enterprise will be essential, although the government will have to help in bringing business back to normal.

Mary Murakami

April 9, 1943

III. General Plans for Public Activity

Next to food and clothing, the housing of a nation is its most vital social and economic problem. Among the cities which have interested themselves in the housing problem, Minneapolis is a leader. Its law requires that all buildings used for housing, except hotels, shall have yards on each side, adequate ventilation, decent sanitary arrangements and modern safeguards against fire. I think this should be carried out in some of the crowded cities to prevent crowdedness and uncomfortable and unsanitary conditions which exist in many today. Several housing acts have been passed and some have been successful. The public housing program helped the heavy industries by creating a demand for building materials; when heavy industries are active, employment and payrolls rise and the entire country tends to become prosperous; this increase purchasing power, part of which is used in obtaining better shelter; hence, private builders can again make profit.

The housing problem is not only limited to large cities, but also concerns certain rural counties. Investigations showed that families were dwelling in ugly, leaky cabins, many times windowless, with damp floors. Over a third of the houses in the mountains contained only one or two rooms, and they housed large families of six or more persons.

When people are crowded within a small place, they can't have the privacy necessary for the best type of home life. Especially when stuffed in small rooms, many of the children and grown ups become diseased in both body and mind. There are many rural areas so sparsely populated and so improvident that a doctor is reluctant to settle in them. It often becomes a serious problem to obtain the most essential medical services in these areas. Hospitals, clinics, dentists, and other necessary health facilities may be so far away as to be practically out of reach.

Under the Social Security Act, federal funds are being used to increase public health work in rural areas.

The lack of hospitals in rural areas is another serious health problem; 18,000,000 of our people live in counties in which no hospitals of any kind exist. In rural districts there is only one physician to 1300 people.

Doctors in rural areas are handicapped by the absence of all the laboratory facilities they would otherwise have, which makes it quite difficult for everyone to get essential

medical care.

Everyone loves beauty. Only the community can make the environment as a whole convenient and attractive. Plans to do this should include the arrangements of streets and parks so as to provide for the convenience and recreation of the community. The zoning of the city into residential, industrial, and commercial districts would help, and also the reform of the housing conditions.

Nature supplies us with raw materials, but in most instances we must put the material in other shapes or forms to make it useful for our wants. We should do all of this in a systematic way so that nothing will be wasted.

Agriculture, lumbering, forestry, and mining are the great earth's occupations. Without them life as we know it would be impossible. These occupations all offer the work that contributes to the local needs of life.

Government ownership of water-works and electric light plants seems to succeed in some places, but in many communities these services belong to the city. Here, they declared rates are lower, services better, and politics purer than under private ownership. People against government ownership say that the plan would destroy progress, prove wasteful and cause political corruption.

Every community contains persons who, because of physical defectives were usually neglected or either feared or mistreated. But in these modern times we are fortunate in having proper medical care..that is, in the majority of places. First of all we should guard ourselves against bodily disabilities and in every way help the handicapped to help themselves.

Everyone ought to appreciate all the free education which we receive today. The adults also have the privilege of availing themselves of certain informative programs such as those carried on by churches, colleges, clubs, and welfare agencies. Some of the methods include classes, lecturers, exhibits, and study tours.

Another kind of informal education available to all who wish to learn new things is the public library. Nowadays, there exists a free library in every town. Even farmers can travel a short distance to get to one.

If we look back over the past we can all see that great social progress has been made in the direction of increased participation, healthful sports, and cultural activities. The standard work week was reduced from 59 hours in 1899 to 40 hours, prior to the greatly expanded war pro-

duction program in the early 1940's. At the same time incomes have been raised by using more machinery and better methods so that the typical family has more money for leisure activities--greater margins over the funds required for necessities.

Some of the people we look for entertainment from are the musicians and actors and also the writers, artists, and clergymen who proffer us with information as well as with enjoyment and inspiration.

Since the world is so progressed in the recreational activities today, when the war is over and peace is with us once more there will be much to keep us occupied, though everyone is now busily occupied in doing his part for the war effort.

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Bessie Fujita  
April 9, 1943  
IV. Plans for Social Security

Many dangers and risks are taken by workers in any type of work. To assure them of some protection and insurance, the Federal Social Security board was founded. Now most of the workers belong to the organization. When the war is over, there is bound to be a great deal of unemployment, and at that time the Social Security board will have a great task before it. There will be millions of men looking for jobs who were released from the armed services and also from the many war industries. How can they all be taken care of? What assurance of protection have workers? What are the plans for social security after the war? These are some of the questions arising from the war.

Social Security has its advantages and disadvantages. The premiums are paid automatically; but can some families afford this? No, because for some families it is a hardship if only a small amount of their income is taken for an annuity. For these needy people, more aid should be given

by people who have more than enough income.

Jobs like mining, railroad work, and mill work should be given more accident insurance. Workers take a big risk when they work underground, not knowing when they might be a cave-in. Strict inspection and enforcement should be made in all the states. The working conditions should be improved greatly.

The Social Security should cover all types of work. At the present time, agriculture and domestic workers are not given Social Security. This should not be so. Just because they don't happen to be engaged in a certain kind of work doesn't mean that they shouldn't be given the privilege of having social security.

The unemployment compensation law does not provide jobless workers with means of living until they can find work. This law should be changed so that some means of living can be given to jobless men. The compensation law should be the same throughout the country.

The demobilizing of our men in the armed forces and war industries will increase unemployment. Compensation for men from the armed forces should be more than for the other people. The social security programs should be coordinated with those of the different branches of service. Together they should plan for the training of the men in vocational fields, for those that were crippled in battle should be given special training in fields in which they would be able to work.

Wages should be uniform. There should not be some jobs that give so low a wage that the worker is just about starving. All wages should be adequate to provide for all needs. It stated in the book, Our Changing Social Order by Gavian, Gray, and Groves, that "The right wage rates are those that encourage maximum production and make possible full employment."

If all the people are to live in comfort and security, more production would be needed. They will have to use all of our manpower and prevent depression at the same time. There must be a promotion of invention, a wise use of natural resources and a more scientific taxation. Industries must be scattered all over the country to provide work for everyone.

For people who are blind and old, I believe there should be pensions. Those who are the parents of sons in the armed services, and those who are too old to work should also be given special pensions. Crippled soldiers should be given special pensions by the Social Security Board. Social

security must be given to all types of work so that everybody can make use of it. Social security should stand as a symbol of assurance; no employee should fear anything while working or when out of work.

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Tazue Nagareda

May 7, 1943

V. Population and Manpower

Population will play a vital part in the progress of the nation in the post-war period. The significance of population in promoting or retarding the progress of a nation is conditioned by the two factors, quality and quantity of population.

The quality of population plays an important part in determining the advancement of a nation. The United States has been blessed with a population of a generally high order. The size of population is also important in promoting or retarding progress. The native element among the American people has shown some caution about overpopulating the country. A large population may be injurious if there is a lack of territory for accomodation or if the productive capacity is inadequate to provide sufficient food for all. The age makeup of the American people is changing to the disadvantage of youth. At the time of the Civil War those under 20 were half of the American people. In 1930 they constituted 38.8%; by 1975 this group will not amount to more than 30% of the whole. On the other hand, those above

14, who, in 1930 came to 22.9% of the total, will be 1975 make up a third of our people. This increasing elderliness is likely to have certain striking consequences. Men past forty find increasingly difficulty in getting a job. Older people as they gain in number will not allow their diversions to be dictated by the young as now. Our school system will bear an increasing load of adult education. Older men at the helm of enterprises will show less sympathy for bright ideas of youth so that our whole economic machine may be slowed down. There is a decrease in the birth rate not only in the United States but also in other nations. Reasons for the declining birth rate are prevailing wages making large families inadequate for support and the change from an agricultural to an urban civilization. Decrease in death rate is due to the progress of modern medicine, sanitation, and modern inventions.

Although the volume of immigration has been drastically reduced, the question of immigration is still important because of its far reaching influence on American life. Wars influence immigration. Despite the fact that immigration has created many problems, American civilization has been enriched by the contribution of immigrant groups. Immigration should be limited in the post-war period.

Manpower will be another factor to be considered. The shortage in manpower can be offset if married women, retired men, and seasonal workers can be persuaded to work. Many men and women who are unemployed happen to live near the vast areas in the country in which there are no jobs. Great differences in employment opportunities exist between one industrial city and another. Many workers have sought to remedy this problem in their own way by taking themselves and their families to the new industrial centers in search of a job. This has only complicated the situation. Often many more men, skilled and unskilled, have crowded into the cities than could be given jobs. Government authorities have attempted to check this senseless and wasteful migration by urging men not to leave their home towns in search of work unless sent by their local employment offices. It is obvious that many families will have to move during the coming months if our manpower is to be employed to best advantage. If instead of moving about in response to idle rumors, these moves could be regulated according to plan, much waste could be avoided.

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Miyeko Fujita

May 7, 1943

VI. Plans for Financing and  
Fiscal Policy

Financing and fiscal policy will play an important role in the post-war period, as it played an important part in the last World War.

During the severe depression of 1930 many corporations were able to pay wages, salaries, and dividends for a time but these were by reserves set aside. Now heavy taxes make it difficult for them to accumulate adequately.

The system that the Nation is now conferring upon is the effort to restore world economic stability; therefore, there is no abatement in the suggestion put forward both by the financial and popular newspaper here that America should take the lead by lowering her tariff barriers, continuing lend lease, and extending the latter even to its gold stocks.

However, no war has ever been financed solely or even chiefly by taxation, for the simple reason that people will not agree to such a sudden and drastic increase in tax. If taxation will not provide enough, the government borrows it by selling bonds and stamps and by printing paper money. Whatever the outcome may be, such paper money forms an important part of the country's money during the war and frequently survives. Paper money is looked upon as the first chief fiscal resource of the government. When the government costs begin mounting too fast they must be met with taxes, or the government piles up an increasing burden of debt and then inflation threatens.

In 1932, the Reconstruction Finance was established to prevent widespread bankruptcies. Therefore, we should do the same for this post-war period.

Dewey suggested that the United States should contribute its share of the capital from its share of stock of gold while the allied nations would give theirs through critical materials such as tin and nickel.

The treasurer of the United States, Morgenthau, says that we should veto power in which funds would have power to

buy and sell gold currencies.

After reading several source books, my conclusion is that we should distribute the tax burden fairly so that dollars may be more easily obtained and not spend more money than we can raise in taxes, or it will lead to inflation or bankruptcies. And we should provide at least one variety of money which is elastic and capable of being increased in response to the needs of business.

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Yoshiaki Saburomaru

April 21, 1943

VII. Plans for Regional, State, and Local Participation

Before this war ends, we must make definite plans for the post-war. With the closure of defense works, nationwide unemployment and panic will surely result unless we plan now. Such plans include participation and cooperation, rather than competition. In this particular paper, we shall discuss the plans for regional, local, and state participation in maintaining prosperity of the nation.

In the post-war period plans and participation by all needed not only in national affairs but also participation in the private citizen's, community, local, and state affairs. Each region must participate in every necessary way to prevent post-war depression and maintain an adequate standard of living for all. There are certain fundamental needs which all will agree should be sufficient food to maintain health and efficiency, adequate housing for rural people, and for those who are the victims of misfortune, reasonable leisure time to spend on recreation and personal improvement. Provision must be made for the most accessible location of all such things as schools, churches, hospitals, recreation centers, libraries, and parks.

Even distribution, fair trade, and fair competition among regions are very essential if we are to maintain steady stabilization among the regions. Each state produces some kind of valuable raw materials. Today they must carry on trade with other states or nations, and such trade cannot be carried on successfully if each state persists in erecting tariff barriers against the products of its neighbors. A large free-trade can be, and must be, established so that goods of one section can be freely interchanged with those of another and stabilization of trade can be maintained.

We must utilize undeveloped land to resist the post-war depression and to maintain full-employment, which is the key to national prosperity as well as individual welfare in the modern world of power, machinery, and labor. We must develop our millions of acres of land which are lying waste-fully in every section of American. We must realize the importance of farmland in crises.

We must use our national resources wisely and economically. Even distribution of natural resources among regions and effective use of natural resources must be done through the cooperation of governmental agencies, such as the National Resources Planning Board, state and local planning boards, city planning agencies, and peoples themselves.

In conclusion, I might say this: the full-employment and prosperity of the country can be obtained through the cooperation of federal, state, and local agencies should determine the direction of social movement.

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Yoshiko Takayama

May 7, 1943

VII. Plans for Effective  
Administration

I think that the principles set forth by the League of

Nations are among the most important considerations that should be included in the plans for future administration.

The League of Nations was created to aid international peace.

When the World War was in progress, the statement was often heard that it was "a war to end wars." At the peace conference President Wilson insisted that attention be given to the creation of a League of Nations before other matters be considered. The League of Nations was urged insistently by such men as Lord Robert Cecil of England and General Jan Smuts of South Africa, as a means for maintaining peace and for promoting international welfare. When finally constituted, the League of Nations became, in addition, an agency for carrying out certain provisions of the peace conference.

The League of Nations was rejected by the United States. Consequently, although the outline of this international body was formulated largely by an American, the United States has had no official connection with it. This country was assisted from time to time by the presence of experts and by unofficial representation on committees.

During the war it is natural that all kinds of suggestions should be brought forth for preventing future conflicts. This is natural, and it is healthy. For if we are ever to eliminate war, now is the time to tackle the problems. The ideas being discussed today in homes, factories, clubs, and churches are, by and large, the ideas that our diplomats will carry to the peace table. The time to stop the next war is now, while this one is going on. But before we can achieve our goal, we shall have to solve some very knotty problems. These problems can only be touched on briefly, but they are nevertheless of the greatest importance. One of the problems is finding workable boundaries for the various European nations and safeguarding the interests of minority groups within those nations. No matter where the post-war boundaries are fixed, many people are certain to be dissatisfied. It is important, therefore, that the immediate post-war boundaries should not be regarded as final. Some way must be found for making adjustments based on changing conditions--changes based on economic, historic, and political considerations, and not merely on relative military strength. Minorities must be protected whether they be within the victor or the vanquished nations. Some countries, notably Czechoslovakia and Russia, have done well in handling the minority problem; but many authorities believe that some international supervision is necessary to assure adequate protection throughout the world.

An international calamity of the proportions of the

present war may be necessary to awaken the world to the need for international cooperation to demand international justice. The very existence of the League to bring about international, social, and economic improvements, is a living example of the need of international action. The League remains as an example of the striving of mankind to secure greater good for humanity. Its machinery exists and may be used to a greater degree in the future.

I think that planning for post-war administration is going to be pretty hard work, but I know that it is not too difficult for thinking men. The League of Nations' principles could, and should, be basic principles when the peace conferences discuss effective administration of post-war world organization.

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Shigeko Sakamoto

April 9, 1943

IX. Plans for International  
Collaboration

America helped to win the First World War. It also helped to lose the peace for which the war was fought. No one wishes to repeat that tragic mistake. America will be, if we remain as we are now, tragically unprepared to reap the harvest of victory. Planning for the peace is part of the strategy of winning the war. There are various ways in which the leaders of today are planning for the post-war period. Some believe in the "Balance of Power." They say that following the Axis defeat the United States, assisted by Great Britain, should maintain peace by controlling the sea and air. Russia is the imponderable factor in this policy. A cooperative Russia might guarantee its success; a hostile Russia might prepare the way for another world conflict. Others believe in preserving peace by organizing the nations by regions, the Western Hemisphere as one region; the British Empire, another; Russia, a third; and so forth. The post-war world will be dominated by power politics and the United States should establish its unquestioned supremacy, and hence security, in the Western Hemisphere. Still others believe that the World Organization will work out best. The extreme believe in a federation in which people elect their representatives to the world governing bodies and nations surrender a large measure of sovereignty, including the

right of national defense, coining of money, and tariffs. The moderate believe in advocating a federation of governments rather than people. Both agree that the supreme purpose of international organization should be to serve men and not nations. All three groups agree that between the end of hostilities and the establishment of permanent peace there will be a transition period lasting several years in which the victors must assume responsibility for stamping out disease and famine, putting down civil disorder, restoring uprooted people to their homelands and reconstructing the world's economical and industrial life.

Some do not think a World Organization will work. Whatever foreign policy the American people decide to follow after the war, we should always maintain a powerful military machine. We should never depend upon anybody else to safeguard us, but instead should keep our nation so strong that no aggressors will ever dare attack us. The world is simply no ready for a League of Nations that would really work. It is too hard for nations to reach an agreement. There are always bitter conflicts in the effort to establish and maintain such an organization. Such will be the case after this war, and there is reason to believe that it will be far easier to reach agreement this time than it was after the First World War, because the world is in more of an upheaval now than it was then. Thus, if we join an international organization, we shall immediately and continuously be involved in highly inflammable disputes. Why should we entangle ourselves in this way when we can guarantee peace even more effectively by preserving our military strength, which we most certainly should do after any war, and then remaining independent of international organizations or alliances? This does not mean that we should be hostile to such organizations. On the contrary, we should give support to all groups that are trying to safeguard the peace of the world, but at the same time stay free to act as we see fit. If we should join a world organization, we would lose freedom of action; it would cause us to disarm on a drastic scale, and thus be unprepared for future aggressors. The task of promoting justice, well-being, and peace throughout the world is far too big and costly for one nation--however, powerful it may be. The only hope of preventing future wars is for the United States to use its great influence to work closely with the other nations in establishing world peace machinery that will really work.

In most of the articles the authors favored the World Organization as a good system after the war. They demand that a third world war be prevented in 1939. Those nations that remain free will desire to create an international organization strong enough to preserve peace. The attitude of the United States, it seems probable, will determine what form this organization will take. Some influential

Americans have enrolled a movement called "Union Now." The objective of this movement is to create a permanent federal union of our forty-eight states. The proposal is that at the outset the union should consist of the United States, the United Kingdom, Eire, the Dominion of Canada, the Union of South Africa, and Commonwealth of Australia, and New Zealand. The benefits of membership in the union would be so great, it is said, as to be strong incentive to all people of the world to establish a genuinely democratic government. It is proposed that the constitution of this union be patterned after than of the United States--member states to govern themselves in domestic matters, but the federal congress to have control over defense, foreign relation, commerce between member states, communications, and the currency. Tariff barriers between the members of the union would be abolished and a navy would defend the union from aggression.

I believe, as most, that though the League of Nations collapsed because of its lack of a firm structure--this was but a temporary defeat. Its essential spirit will be reborn, and will triumph, in another World Federation that embodies its principle, the supremacy of a Law of Nations over the anarchy of an individual nation. I propose such a World Federation, but founded on a new and workable basis.

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#### VI. Cumulative Expression

##### Statement by Members of the Class:

After we had collected data on Post-War Reconstruction we decided to show through activities what knowledge we had gained from a study of the unit. We listed several ways in which we might demonstrate how the work had been helpful to us. Our list was quite long, but we give it here in the hope that it will be suggestive for other students:

1. Speaking: forums, debates, roundtables, panels.
2. Art: posters, cartoons, charts, graphs, graphics, maps, murals.
3. Writing: fiction and non-fiction, plays, themes, letters, poems, essays, short stories, editorials.
4. Scrap books, unit problem books, class newspapers, unit magazines, clipping files.
5. Dramatizations, radio broadcasts.

6. True-false, multiple choice, and completion tests (oral and written).

7. Crossword puzzles.

8. Decorating classroom for unit appreciation.

We worked individually or in groups, and when we were ready to present our projects to the class, we had;

1. A debate on the necessity for government subsidy for demobilized service men and war workers,

2. A unit magazine, which contained poems, stories, news articles, editorials, quiz columns, cartoons, and crossword puzzles--all with post-war implications.

3. An art exhibit, with cartoons, maps, and posters on post-war transportation, construction, industry, occupations, etc.

4. A clipping file project book on post-war clothing problems, fashions, and textiles.

5. A classroom radio broadcast.

As an illustrative example of one of the activities we give the script of the radio broadcast. Nine pupils participated in this activity; three wrote the script and six competed in the "Battle of the Sexes."

#### Radio Script

1st Announcer: This is station FWA (Post-War Agenda), the voice of the Valley of Paradise, Parker, Arizona. The time is now exactly 9 and 9/10 seconds before nine o'clock, Mountain Win - the-War time.

2nd Announcer: The following program comes to you from our studio in Poston.

3rd Announcer: Presenting: Peavey's Post-War Peas Program, the program of unusual questions and unusual answers. Today our quiz will cover the topic of the Problems of the Post-War World. But, first let me tell you about another post-war problem. Ladies, do you have trouble in getting something fresh, besides a Poston "Wolf" for supper? Or do you have a blue feeling because your husbands don't praise you for the meals you cook up for them? If you do, then plan now to get Peavey's Post-War Peas right away to solve your post-dinner problems. Peavey's Post-War peas can be recognized anywhere very easily, because they are "so round, so firms, so fully packed; so free and easy from the pod."

2nd Announcer: Now for our post-war quiz. Introducing the quiz masters for the evening. Over here we have (name of quiz master) with his women's team. (Introduction of contestants.) And over here we have (name of quiz master) with his men's team. (Introduction of contestants).

Remember, to the winning team goes a box of better-than-ever Peavey's Post-War Peas.

Now, on with the quiz!

Five rounds of questions, one question in each round for each of the six contestants.

1. At the end of the last war what were the soldiers and sailors given when demobilized?  
(Answer: 60 dollars and a railroad ticket.)
2. According to the latest census how many manufacturing plants are there in the United States--184,000; 1,840,000; 84,000; 24,000?  
(Answer: 184,000)
3. What part of the government expenses are being met by taxation-- $\frac{1}{2}$ ,  $\frac{1}{3}$ , 1.8,  $\frac{1}{16}$ ?  
(Answer:  $\frac{1}{3}$ .)
4. According to the United States Treasury, if all the money in circulation during January were evenly divided each man, woman, and child in this country would have about: \$115, \$33, \$235, \$78.  
(Answer: \$115.)
5. The Beveridge Plan is similar to what other plan which we have here in the United States?  
(Answer: Social Security.)
6. At the present, approximately how many soldiers are training in training camps?  
(Answer: Don't know, Military Secret!)
7. At the start of this war 8 million people were unemployed; how many are unemployed today?  
(Answer: one and half million.)
8. What is the national debt at this time?  
(Answer: 135 billion dollars.)
9. Iraq has declared war on the Axis. How many United Nations does that make?  
(Answer: 30.)
10. What British Foreign Secretary believes that peace can be maintained only by organizing the United Nations for continued cooperation after the war?  
(Answer: Anthony Eden.)
11. Who originated the "pay as you go" plan?  
(Answer: Ruml.)
12. In 30 seconds name 5 countries belonging to the United Nations.  
(Answer: Any five.)
13. Name the Four Freedoms in 15 seconds.  
(Answer: Freedom from Want and Fear; Freedom of Worship and Speech.)
14. Who originated the Beveridge Plan?  
(Answer: Sir William Beveridge.)
15. What organization put forth to President Roosevelt and Congress a plan for the post-war period?  
(Answer: National Resources Planning Board.)
16. What is the reason that we are now having shortage of sugar, coffee, bananas, and rubber?  
(Answer: Limited shipping facilities.)

17. Why do most people believe that Private Enterprise is an important factor for a better Post-war Period?  
(Answer: It will prevent Totalitarianism.)
18. There will be an acute housing shortage at the end of this war. True or False?  
(False.)
19. As a means for maintaining peace, what organization was originated after the last war, and failed?  
(Answer: League of Nations.)
20. Name the sixth topic in the Post-war Agenda.  
(Answer: Plans for Finance and Fiscal Policy.)
21. How soon were the men discharged from training camps at the end of the last war: 5 months, 6 weeks, or 2 years.  
(Answer: 5 months.)
22. It will take months (maybe a year or two) to retool and otherwise reconvert the hundreds of plants now making implements of war, True or False?  
(Answer: True.)
23. How Many war workers will be out of jobs after this war, according to estimates--5,000,000; 70,000; 96,781; 27,000,000?  
(Answer: 27,000,000.)
24. What prominent American has urged an International Council and an International Court after the war, in order to preserve world peace?  
(Answer: Wallace.)
- 25-30. What do the following abbreviations mean?
  - a. N.R.P.B.--National Resources Planning Board.
  - b. T.V.A.--Tennessee Valley Authority.
  - b. F.S.A.--Federal Security Agency
  - F.H.A.--Federal Housing Administration
  - c. O.P.A.--Office of Price Administration.
  - W.A.A.C.--Woman's Auxiliary Army Corp.
  - d. B.E.W.--Bureau of Economic Warfare.
  - W.A.V.E.S.--Navy
  - e. S.P.A.R.S.--(Coast Guard) Semper Paratus: Always Ready.
  - P.W.A.--Post-War Agenda or Public Works Administration.
  - f. N.L.R.B.--National Labor Relations Board.
  - O.P.M.--Office of Production Management.

2nd Announcer: This brings to a conclusion another Battle of Sexes. So, until the next time, we'll be saying goodbye for Peavoy's Post-War Poas. The peas that are so free and easy from the pod, good to the last. So long, everybody.

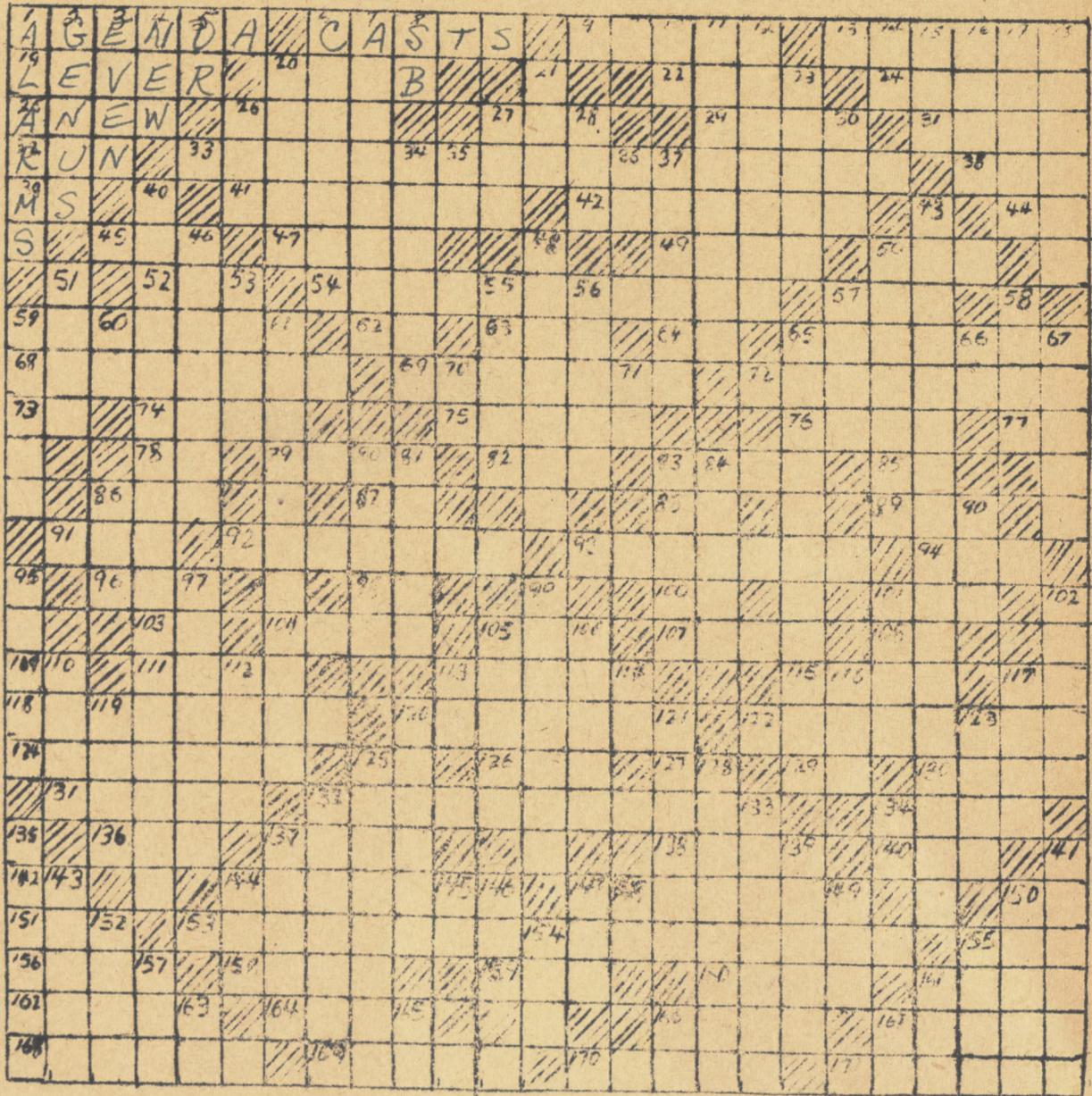
## VII. Evaluation

Statement by the Instructor:

The students expressed their desire for an informal test rather than for a formal examination on the work of the unit and suggested that, for the sake of evaluation, students not participating in any one of the respective activities might grade those who presented any one activity to the class. This arrangement proved very satisfactory. Each member of the "au-

dience" for the debate, art exhibit, etc. graded those who had contributed to the specific project, keeping in mind the fact that evaluation should serve to: (1) increase pupil's desire to learn, (2) reveal growth in realizing the outcomes of the unit, (3) diagnose difficulties or needs, and measure achievements. These grades were averaged by the class and an estimate was made of each pupil's improvement in attitudes, appreciations, abilities, skills, and habits.

POST-WAR CROSSWORD



Horizontal

- |   |  |
|---|--|
| 1. A memorandum book                            | 77. Santa Monica                             |
| 6. Throws                                       | 78. Article                                  |
| 9. Grazes                                       | 79. Fragments                                |
| 13. Gain from labor                             | 82. Title to the former governors of Algiers |
| 19. A bar used to exert a pressure at one point | 83. Ground                                   |
| 20. Iambic (abbr.)                              | 85. York, Nebraska                           |
| 22. Second letter of Greek alphabet             | 86. Old                                      |
| 24. Devoted to the maintenance of law           | 87. Opposite (abbr.)                         |
| 25. Over again                                  | 88. Old Dutch                                |
| 26. Before                                      | 89. Pronoun                                  |
| 27. Past  | 91. An established monetary value            |
| 29. To annoy                                    | 92. Quality of being just                    |
| 31. To watch                                    | 93. That which is produced                   |
| 32. To drive                                    | 94. Last                                     |
| 33. Pertaining to gov't.                        | 96. Representative                           |
| 38. Enclosure                                   | 98. Argon                                    |
| 39. Manuscript                                  | 100. Milliliter                              |
| 41. Arrange in series                           | 101. Mademoiselle                            |
| 42. Type of people                              | 103. South American                          |
| 44. Senior                                      | 105. Heterodox (abbr.)                       |
| 45. Tap   | 107. Half                                    |
| 47. Recreations                                 | 108. American Institute                      |
| 49. One who uses                                | 109. The same as                             |
| 50. Cushion                                     | 111. Name                                    |
| 52. 2000 pounds                                 | 113. Name                                    |
| 54. Underground place of refreshment            | 115. Expression                              |
| 57. Sesame (abbr.)                              | 117. Pronoun                                 |
| 59. That which spoils things                    | 118. Sewing                                  |
| 62. South America                               | 120. To foreshow                             |
| 63. A gas                                       | 122. Opposite side of the globe              |
| 64. De Soto                                     | 124. Exciting fears                          |
| 65. A subdivision of a company of soldiers      | 125. General Electric                        |
| 68. A tournament                                | 126. Period                                  |
| 69. To check                                    | 127. Plural ending                           |
| 72. A parody                                    | 129. Street                                  |
| 73. Correlative of either                       | 130. Colors                                  |
| 74. Secures as clear profit                     | 131. To entice                               |
| 75. Plural of sirrus                            | 132. Skilled in business                     |
| 76. Above                                       | 134. A cape                                  |
|   | 136. Still                                   |
|   | 137. A measure of herrings                   |

Vertical

- |                                      |  |
|--------------------------------------|--|
| 138. To break into pieces            | 1. Disquiets   |
| 140. Skill                           | 2. A kind  |
| 142. Conjunction                     | 3. Same  |
| 144. Generate                        | 4. Invented  |
| 147. Issuing from lands              | 5. Doctor  |
| 150. Government enter-<br>prise      | 6. Marketer  |
| 151. Flee                            | 7. Countries in the<br>Western Hemisphere            |
| 153. Private attempt                 | 8. Student body                                      |
| 155. Federal Housing<br>Authority    | 10. Ebony  |
| 156. In the midst of                 | 11. Replies to a charge                              |
| 158. Leave out                       | 12. One that stands                                  |
| 159. Meadow                          | 14. National League                                  |
| 160. Empty                           | 15. Bed  |
| 161. Fine hair                       | 16. A trial of causes                                |
| 162. Flower                          | 17. The infernal dei-<br>ties                        |
| 164. Foreign Secretary<br>of Britain | 18. Aldus  |
| 166. A measures                      | 20. To bury  |
| 167. Frozen dew                      | 21. Time   |
| 168. Before this time                | 23. A kind of flower                                 |
| 169. Dissertation                    | 26. Answers  |
| 170. Wealth                          | 27. Avenue   |
| 171. Riches                          | 28. Circle   |
|                                      | 30. A form of be                                     |
|                                      | 34. Coal tar   |
|                                      | 35. Old testament                                    |
|                                      | 36. New Latin  |
|                                      | 37. Forms  |
|                                      | 40. National wealths                                 |
|                                      | 43. One part of globe                                |
|                                      | 46. A hydra carbon de-<br>rived from coal            |
|                                      | 48. Passed over rapidly                              |
|                                      | 50. Painted levers with<br>a curved arm              |
|                                      | 51. To quarrel                                       |
|                                      | 53. Lairs  |
|                                      | 55. Palatable  |
|                                      | 56. A very hard stone                                |
|                                      | 57. One of the races<br>inhabiting Eastern<br>Europe |
|                                      | 58. Drunkards  |
|                                      | 59. Strike breakers                                  |
|                                      | 60. Gold, represented<br>by small dots               |
|                                      | 61. Decisions; analysis                              |
|                                      | 65. Things produced                                  |

- |  |                                      |
|--|--------------------------------------|
| 66. Familiar form placed<br>before the subject<br>in Spanish | 146. Snake-like fish                 |
| 67. A Tutillary goddess                                      | 147. Parents Teachers<br>Association |
| 70. Is (Sp.)   | 148. Again                           |
| 71. If (Sp.)   | 149. Chinese name                    |
| 80. Entire   | 150. Spirit                          |
| 81. A steeplo  | 152. Night                           |
| 83. Stands out   | 154. Mesh                            |
| 84. To corrupt   | 155. Idiot                           |
| 86. An instrument for<br>rowing boats                        | 157. Dark                            |
| 90. East, Northeast  | 161. War Relocation<br>Authority     |
| 95. A rustling   | 163. Conjunction                     |
| 97. One who loves her<br>country                             | 165. Nova Scotia                     |
| 99. Indifferent; un-<br>biased                               | 166. In (Sp.)                        |
| 101. Machinery and Allied<br>Products Institute              | 167. Symbol for iron                 |
| 102. Prices  |                                      |
| 105. The women collect-<br>ively                             |                                      |
| 106. A feast   |                                      |
| 110. A prison (slang)  |                                      |
| 112. Neat  |                                      |
| 113. Look  |                                      |
| 114. Article   |                                      |
| 116. Baseball player<br>(name)                               |                                      |
| 117. The 15th day of<br>March, May, July,<br>Oct.            |                                      |
| 119. The 3 spot on cards                                     |                                      |
| 120. An herb   |                                      |
| 121. One who decks   |                                      |
| 123. Kick out  |                                      |
| 125. Produces in grades                                      |                                      |
| 128. A ridge of small sands                                  |                                      |
| 132. To prepare  |                                      |
| 133. Adjective form of<br>laird                              |                                      |
| 134. North American  |                                      |
| 137. A gross offense   |                                      |
| 139. Open vessels  |                                      |
| 141. State of being sound                                    |                                      |
| 143. Current report  |                                      |
| 144. For   |                                      |
| 145. Community Enterprise                                    |                                      |

A	G	E	N	D	A	C	A	S	T	S	F	E	E	D	S	I	N	C	C	M	E
L	E	V	E	R	I	A	M	B	A	B	E	T	A	L	C	Y	A	L			
A	N	E	W	A	N	T	E	A	G	C	F	A	S	H	T	E	N	D			
R	U	N	I	N	T	E	R	G	C	V	E	R	E	M	E	N	T	A	L	R	E
M	S	N	S	E	R	I	A	T	E	B	I	C	N	D	E	S	E	S	R		
S	P	A	T	R	E	C	S	S	L	U	C	R	E	A	D	S					
S	T	C	N	R	A	T	H	S	K	E	L	L	E	R	S	E	S	S			
S	T	C	I	L	E	R	S	A	A	I	M	D	S	P	L	A	T	C	C	N	
C	A	R	C	U	S	E	L	R	E	P	R	E	S	S	T	R	A	V	E	S	
A	T	N	E	T	S	S	I	R	R	I	C	V	E	R	S	M					
B	A	N	C	R	T	S	D	E	Y	L	A	N	D	Y	N	P					
S	C	L	E	L	O	P	D	O	D	U	S	H	E	H							
F	A	R	J	U	S	T	I	C	E	P	R	C	D	U	C	T	E	N	D		
S	R	E	P	T	A	R	N	M	I	T	M	M	E	R							
W	S	A	I	S	L	E	E	T	S	E	M	I	A	I	A						
I	Q	C	T	T	C	L	A	U	R	A	C	C	P	S	I	T					
S	U	T	U	R	I	N	G	P	C	R	T	E	N	D	A	N	T	I	F	C	
H	C	R	R	I	D	S	G	E	E	R	A	E	S	S	T	H	U	E	S		
D	E	C	C	Y	P	R	A	G	M	A	T	I	C	A	L	N	E	S	S		
M	Y	E	T	C	R	A	N	L	K	N	A	P	A	R	T	H					
C	R	S	P	R	C	D	U	C	E	P	R	E	D	I	A	L	E	G	E		
R	U	N	P	R	I	V	A	T	E	E	N	T	E	R	P	R	I	S	E	F	
A	M	I	D	C	M	I	T	L	E	A	I	D	L	E	W	C	C	L			
L	C	T	U	S	E	D	E	N	T	E	L	L	S	F	R	C	S	T			
E	R	E	N	C	W	E	S	S	A	Y	M	C	N	E	Y	W	E	A	L	T	

### BIBLIOGRAPHY

Statement by Unit Bibliographer, Yoshiko Takayama:

As you already know, after writing on a topic each student listed his references, for which, as the unit bibliographer, I made cards. On each of these cards were written the name of the author, the title of the book, the name of the publisher, the place where the book was published, the copyright date, and the page references.

When a student began work on a topic of his choice, I was able to turn over to him all of the references obtained by other pupils who had completed their research on the topic. Thus, a great deal of time which ordinarily would be spent in research was saved. By the time we had completed the unit on "Post-War Reconstruction" we had references on all nine topics of the outline.

Our complete bibliography follows, with our judgments of the ease or difficulty of the reading. (E) indicates easy, (M) (medium), and (D) (difficult):

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