

INVITATION TO FREEDOM

A proposal for a program of liberal adult  
education, submitted by

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## GENERAL PREFACE

This report proposes in detail an adult education system for the Japanese relocation project at Poston, Arizona. The report has been made possible by the faith and understanding of the American Friends Service Committee who advanced \$1000.00 for the expenses of an initial investigation and trial of the plan proposed below. The operation of the plan depends upon the philanthropy of an American foundation. American Friends Service Committee have already indicated their desire to act as protagonists for the plan in enlisting the support of philanthropy. Thus, it is to the American Friends Service Committee and to philanthropy that the following pages are addressed.

The Superintendent and Staff at Poston are the ones upon whom the success of any activity at the Project most immediately depends and upon whom failure most sharply falls. To them also, the report is submitted for review and approval.

## BACKGROUND AT POSTON

The eighteen thousand Japanese who have been relocated at Poston constitute a community almost unique in American experience. They have been torn from their roots by a force beyond their control but within their understanding. Compelled to put down new roots, they have sought and found sympathy and aid from the Caucasian administrators who are at once their friends and the representatives of the race they are for the moment subject to. Whether the new roots grow deep and strong or tenuous and shallow depends upon two factors; the wisdom of the administrators in indicating a direction of growth and their success in turning over the actual process to the Japanese; secondly, the quality of the spiritual materials available to build the fibers of the roots. There is no question that the first condition is satisfied. The second states the problem of this report.

The most spiritually insecure group among the evacuees are the youth, the young people just beginning on their own careers, and the people in early middle age. These are the age groups from 16 to 40. They are bewildered not only by the paroxysms of a world at war but



by the justice of a violent fate that overtook them at crucial periods in their lives. They have been denied even the opportunity to share the common sufferings of their countrymen at war. The young to middle age Japanese know they are suffering because of the war, but they feel there is a kind of perversion latent in the experience and they fear that the perversion will become active in them. These are the people for whom this segment of the Adult education program is designed, the people who have the power to make the most significant conversion of catastrophe into wisdom and opportunity. These are the people specifically excluded from educational guidance by a law which provides funds for instruction only through high school. These are the Nisei, American born citizens of Japanese parents.

Already in operation at Poston are various classes for the Issei, the first generation, or alien Japanese. The instruction is mainly linguistic and is designed to ameliorate the bad effects of the intensely organized Japanese colonies which existed on the West Coast. This part of the adult education problem is highly important and should not be slighted but does not equal the continuous and complicated educational puzzle of the Nisei. For the most part, the Issei at Poston are farmers and they are already practicing their art. The planned economy of the community is agrarian.

#### FOREGROUND OF THE PROBLEM

In spite of the evident determination of the Japanese to make new lives for themselves at Poston, there is a tentative atmosphere, an air of expectancy in the community. As a young Japanese girl expressed it, "We have unpacked our luggage but not our minds." The barracks which house the people are eloquent on this subject. The feeling is given outside expression and justification in the efforts of agencies to find a more permanent and adequate solution to the "Japanese Problem" than concentration and isolation. One of the most active of these agencies is the American Friends Service Committee which has taken the initiative in student relocation, i.e., the replacing of Japanese college students in colleges situated in areas approved by the Army. This work is slow and arduous and can



be depended upon to solve the adult education problem only in small part. Still, the acceleration of the relocation, not only of the student but of the entire evacuee population, must be kept well in mind in planning for the future at Poston.

Such a contingency makes any exclusive solution of the educational problem by means of vocational training unrealistic. In addition to the educational disproportion and dangers that exclusive vocational training engenders, the practical difficulties that would beset it as a result of the war effort would be great. The pool of trained vocational teachers surely has been drained dry by the war industries and the services. Machinery and tools for training purposes do not exist. Even typewriters are unobtainable. There is no question of the educational value of vocational training, particularly in the crafts, but vocational training is part of a good education, not its whole. Every effort should be made by the Government to meet the vocational training needs of the evacuees with the available resources, but specialized training should not be forced on them for lack of a coherent plan of general education.

#### THE GREAT BOOKS

By contemporary convention, "general" education means an expensive assortment of scholar-specialists. The conventional methods are lecture and quiz section. Such faculties and methods are not available to the Japanese relocation projects, but in the form of books and discussions a more impressive faculty can be assembled from the men who have shaped Western Civilization than even the most richly endowed university can boast of. In overwhelming majority these teachers are available to the untrained general public. A great book is not only a lecture which took the author years to prepare; it is half of a good conversation for the student who makes a determined and organized effort to talk back. The reverence we are accustomed to pay the great books by keeping our distance from them is born of sloth and the misconception that they listen only to the pleas of "finely trained minds". If the books had not spoken the common language of men, they would not be the heroes of Western Civilization. It is true that they hide their secrets from the willfully inept but they invite ever more warmly



those honestly in search of truth.

On the whole, it is easy to determine what these books are. They are the books read by the greatest number of people in proportion to the time the book has endured. They are the books which make the most consistent demand upon our printing presses in spite of the currently fashionable text book or book of the month. They are by authors like Homer, Plato, St. Paul, Euclid, Shakespeare, Darwin, and Freud. They have been the master builders of civilization, and to ignore their building is to invite our own structures to crush us under them.

Certainly the most serious problem that will face our age is the reconstruction of the world after the war. The rebuilding of cities will be only a fragment of the task. The world that we will face will pose questions that require great courage to meet and great depth to answer. The questions will be fundamental, the kind of questions that the great books turn over and over. For the Japanese in this country, those questions will be intensified many times. There will be another relocation, probably to be accomplished under more unfavorable conditions than the first. Especially will the Nisei need the ballast of wisdom which facing the fundamental questions provides. If they do not have it, they will be swamped from their own lightness of mind. If their understandings have been deepened by constant contact with great issues, the American people can count upon the Japanese to bear the greater part of the inevitable burdens that will accompany the next relocation.

#### THE SEMINAR

When we talk with the great books, it is wise not to try to talk entirely alone. The initial art of understanding must by nature belong to an individual, but it should be increased and deepened through conversation with other individuals intent upon the same set of ideas. A seminar is a group of students, from fifteen to twenty in number, each of whom has read the same book in preparation for the seminar, and each of whom has the same purpose in meeting, to understand the book through discussion and thereby to increase their understanding of themselves and the world. It should be led, not by a specialist in the field, but by a teacher who, as a student,



is somewhat more conversant with the book than the other students are. A co-leader is helpful, particularly in providing the opposition through which ideas are so often clarified. Leader and co-leader are in essence simply the most inquiring of the students.

The preliminary investigation at Poston shows that from four to six seminar leaders are available in the Caucasian administrative staff. The trial seminars have revealed a larger number of Japanese co-leaders, several of whom should become competent to assume full leadership after a short period of training in the seminar method.

#### THE SCHEDULE AND ORGANIZATION

The curriculum which will be proposed below is planned for a two year period. The first year of work runs from December 1942 to December 1943, the second year from December 1943 to December 1944. Within the yearly cycles, the work is divided into three terms. Each term represents a separate unit of general subject matter so that the students who must be prepared to move from Poston on short notice will take a minimal risk of not completing a task begun. The terms, however, should be offered only in series, as each is planned to depend on those antecedent.

Work has not been planned for the month of July and August. The summer heat suggests a shift from the formal routine to play production. Although there should be no attempt to choose the particular plays at this time, the great books curriculum would be neatly supplemented by productions of the Greek dramatists, of Shakespeare, Moliere, and Ibsen.

The seminars should meet at least twice a week and each meeting should be at least two hours long. The terms are fifteen weeks, but reading is planned for only fourteen of these. The final week of each term is left open for examination and the completion of term essays. Students should choose essay subjects in consultation with the seminar leader by the middle of the term.

The translation of the seminar work into the various systems of conventional credit hours is facilitated by the simple organization of the curriculum. Whenever it is feasible, the permission of the California colleges and universities to grant academic credit for the seminar work should be sought in advance. The reluctance of



human institutions to pass judgment "before the fact" must be remembered, however, and should not be allowed to jeopardize an educational scheme which should have its real reasons for existence in its educational virtues.

# THE CURRICULUM

Term 1

December 1942 - March 1943

| <u>Seminar Meeting</u> | <u>Author</u>   | <u>Book Title</u>      |
|------------------------|-----------------|------------------------|
| 1                      | John dos Passos | U.S.A.                 |
| 2                      | " " "           | " " "                  |
| 3                      | " " "           | " " "                  |
| 4                      | Thomas Wolfe    | Look Homeward, Angle   |
| 5                      | " "             | " " "                  |
| 6                      | " "             | " " "                  |
| 7                      | Tolstoy         | War and Peace          |
| 8                      | "               | " " "                  |
| 9                      | "               | " " "                  |
| 10                     | "               | " " "                  |
| 11                     | "               | " " "                  |
| 12                     | "               | " " "                  |
| 13                     | Dostoevski      | The Brothers Karamazov |
| 14                     | "               | " " "                  |
| 15                     | "               | " " "                  |
| 16                     | "               | " " "                  |
| 17                     | "               | " " "                  |
| 18                     | "               | " " "                  |
| 19                     | Shakespeare     | King Lear              |
| 20                     | Tacitus         | History                |
| 21                     | "               | "                      |
| 22                     | Aeschylus       | Agamemnon              |
| 23                     | "               | Choephoroe, Eumenides  |
| 24                     | Sophocles       | Antigone               |
|                        | Euripides       | Electra                |
| 25                     | Aristophanes    | Clouds, Birds          |
| 26                     | Plato           | Apolog y, Crito        |
| 27                     | Aristophanes    | Thesmophoriazusae      |
| 28                     | Sophocles       | Oedipus the King       |

The fundamental theme of this list of books is the individual's constant struggle in the cross currents of personal freedom, morality and institutional authority. The work of dos Passos and Thomas Wolfe face this issue in the American scene. War and Peace and The Brothers Karamazov are among the greatest statements of the moral issues in the modern Western World. King Lear is caught between the domestic and the political aspects of morality. Tacitus' picture of the disintegration of Roman public life is transitional to the clear formulations of the same issues by the Greek dramatists and by Plato's report of the trial and death of Socrates.

Poets, dramatists, and novelists were selected because it is their task to synthesize the many aspects of life into a whole picture. The best introductory material is of this kind.



Term II March 1943 - July 1943

| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>                |
|------------------------|---------------|----------------------------------|
| 1                      | Thucydides    | History of the Peloponnesian War |
| 2                      | "             | " " " " "                        |
| 3                      | "             | " " " " "                        |
| 4                      | "             | " " " " "                        |
| 5                      | Plato         | The Republic                     |
| 6                      | "             | " "                              |
| 7                      | "             | " "                              |
| 8                      | "             | " "                              |
| 9                      | "             | " "                              |
| 10                     | "             | " "                              |
| 11                     | Aristotle     | Politics                         |
| 12                     | "             | "                                |
| 13                     | "             | "                                |
| 14                     | Machiavelli   | The Prince                       |
| 15                     | "             | The Discourses on Livy           |
| 16                     | "             | " " " "                          |
| 17                     | Locke         | Second Essey on Civil Govern-    |
| 18                     | "             | " " " " ment                     |
| 19                     | Rousseau      | The Social Contract              |
| 20                     | "             | " " "                            |
| 21                     | "             | " " "                            |
| 22                     |               | The American Constitution        |
| 23                     | Hamilton, Jay | The Federalist                   |
| 24                     | and Madison   | " "                              |
| 25                     | Geo. Russell  | The National Being               |
| 26                     | " "           | " " "                            |
| 27                     | R.H. Tawney   | The Acquisitive Society          |
| 28                     | " "           | " " "                            |

This sequence proposes a further investigation of the issues in Term I in the context of politics and government. Thucydides' account of the catastrophes which grew from the pride of the Athenian Empire, Plato's model state, and Aristotle's analysis of the virtues of states set the scene for the particular solutions of the problems of government by Machiavelli, Locke, and Rousseau. The final part of the term is given to the American formulation and the social and economic questions that have arisen around it since the adoption of the Constitution.

Term III September 1943 - December 1943

| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>                     |
|------------------------|---------------|---------------------------------------|
| 1                      | Old Testament | Major Prophets, Job                   |
| 2                      | " "           | " " "                                 |
| 3                      | Plato         | Meno                                  |
| 4                      | "             | Symposium                             |
| 5                      | Aristotle     | Poetics                               |
| 6                      | Plato         | Philebus                              |
| 7                      | New Testament | The Gospels of St. Mark and "St. John |
| 8                      | New Testament | Romans, Corinthians                   |
| 9                      | Cicero        | On Duties                             |
| 10                     | "             | " "                                   |
| 11                     | Rousseau      | Emile                                 |
| 12                     | "             | "                                     |
| 13                     | "             | "                                     |
| 14                     | Kant          | Prolegomena to Ethics                 |
| 15                     | "             | Principles of Morals and              |
| 16                     | Bentham       | Legislation                           |
| 17                     | "             | " "                                   |
| 18                     | "             | " "                                   |



| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>      |
|------------------------|---------------|------------------------|
| 19                     | Emerson       | Essays                 |
| 20                     | "             | "                      |
| 21                     | "             | "                      |
| 22                     | Steffens      | The Autobiography of   |
| 23                     | "             | " " Lincoln Steffens   |
| 24                     | Henry Adams   | The Education of Henry |
| 25                     | " "           | " " Adams              |
| 26                     | " "           | " " "                  |

Term III presents the major problems of Terms I and II from the position of the major ethical plans of our society. The fundamental Christian background is provided by the Old and New Testaments, the Greek formulations by Plato and Aristotle, and the duties of a Roman citizen are told by Cicero. Rousseau educates Emile to be the ideal citizen of the eighteenth century, Kant and Bentham state the opposite poles of ethical standards in reason and in pleasure and pain, and Emerson, Steffens, and Henry Adams are the American models of the fusion of these standards in actual life.

Term IV December 1943 - March 1944

| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>          |
|------------------------|---------------|----------------------------|
| 1                      | Plato         | Timaeus                    |
| 2                      | "             | "                          |
| 3                      | Aristotle     | Physics                    |
| 4                      | "             | "                          |
| 5                      | Euclid        | Elements; Books I-IV       |
| 6                      | "             | Elements, Book V           |
| 7                      | Francis Bacon | Novum Organum              |
| 8                      | " "           | " "                        |
| 9                      | Harvey        | On the Motion of the Heart |
| 10                     | "             | " " " " " "                |
| 11                     | Descartes     | The Method                 |
| 12                     | "             | The Method                 |
| 13                     | Darwin        | Origin of Species          |
| 14                     | "             | " " "                      |
| 15                     | "             | " " "                      |
| 16                     | "             | " " "                      |
| 17                     | Freud         | Selected Papers            |
| 18                     | "             | " "                        |
| 19                     | "             | " "                        |
| 20                     | "             | " "                        |
| 21                     | "             | " "                        |
| 22                     | "             | " "                        |
| 23                     | Whitehead     | Science and the Modern     |
| 24                     | "             | " " World                  |
| 25                     | "             | " " " "                    |
| 26                     | "             | " " " "                    |
| 27                     | "             | " " " "                    |

Term IV is an examination of the fundamental concepts of natural science. Plato, Aristotle, and Euclid have been the models for pure deductive science, Francis Bacon is the hand book for experimental investigation which Harvey followed in such a classic manner. Descartes is the focal point of the problem of the relation of experimental to pure science, and Darwin and Freud are high



developments of the problem. Science and the Modern World reviews the fundamental concepts of physical science from their genesis in the Renaissance and their classic formulations in the seventeenth and eighteenth centuries to the modern developments from them and the scientific revolutions in the quantum and relativity theories.

TERM V March 1944 - July 1944

| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>             |
|------------------------|---------------|-------------------------------|
| 1                      | Adam Smith    | Wealth of Nations             |
| 2                      | " "           | " " "                         |
| 3                      | " "           | " " "                         |
| 4                      | " "           | " " "                         |
| 5                      | Marx-Engels   | Communist Manifesto           |
| 6                      | Engels        | Anti-Duhring                  |
| 7                      | Veblen        | Nature of Peace               |
| 8                      | "             | " " "                         |
| 9                      | "             | " " "                         |
| 10                     | "             | " " "                         |
| 11                     | Ralph Linton  | The Nature of Man             |
| 12                     | " "           | " " "                         |
| 13                     | " "           | " " "                         |
| 14                     | " "           | " " "                         |
| 15                     | Lynd          | Middletown in Transition      |
| 16                     | "             | " " "                         |
| 17                     | "             | " " "                         |
| 18                     | "             | " " "                         |
| 19                     | "             | " " "                         |
| 20                     | "             | " " "                         |
| 21                     | Dewey         | Freedom and Culture           |
| 22                     | "             | " " "                         |
| 23                     | "             | " " "                         |
| 24                     | "             | " " "                         |
| 25                     | Meiklejohn    | Education: Between Two Worlds |
| 26                     | "             | " " "                         |
| 27                     | "             | " " "                         |
| 28                     | "             | " " "                         |

Term VI September 1944 - December 1944

| <u>Seminar Meeting</u> | <u>Author</u> | <u>Book Title</u>                                                                                        |
|------------------------|---------------|----------------------------------------------------------------------------------------------------------|
| 1 - 10                 | Beard         | The Rise of American Civilization.                                                                       |
| 11-16                  |               | Selected Supreme Court Decisions; e.g. Marbury vs. Madison, the Dartmouth case, the Dred Scott Decision. |
| 17-22                  | Veblen        | Theory of Business Enterprise                                                                            |
| 23-28                  | Plato         | The Republic                                                                                             |

Terms V and VI present the genesis of the contradictions we are facing in our social and political institutions. The classic statements of Adam Smith and of Marx and Engels are put side by side for comparison of the development of their themes, being followed through in Veblen, Linton, Lynd, Dewey, and Meiklejohn into the present world wide conflict. Term VI emphasizes the



American part in this development through Beard, the Supreme Court decisions, and the "Theory of Business Enterprise." Plato's "Republic" is used as a final scene into which all the characters previously introduced can be assembled side by side.

#### OPERATION IN THE COMMUNITY

This report has been worked out in collaboration with Dr. John W. Powell, Director of Recreation and Adult Education at Poston. His understanding of the community function of the liberal curriculum is that it shall proliferate into every community group. It is planned to implement this proliferation by offering supplementary tutorial instruction wherever the demand for the instruction exists and in whatever quarter the personnel for instruction can be obtained. Classes in languages, literature, mathematics, natural science, including laboratory, and work in the various social sciences will be effective supplements to the seminars. Dr. Miles Cary, the Superintendent of Elementary and High Schools at Poston, greatly desires his entire teaching staff to become active in the program. An administrative seminar has been begun in the trial period and should be continued. The Japanese leaders in the community will be urged to consider enrollment in the seminars as implied by their responsibilities.

#### THE BUDGET

The preliminary survey shows that there are leaders and co-leaders for 10 seminars of 15 students each, a total of 150 students. It is almost certain that more students will apply for admission to the seminars than can be accepted. Of the 150 students who can be enrolled, perhaps 25 can buy their own books. The figures given below are consequently based on 125 copies of each book. In selecting the editions to be used, special attention was given to the many good collections of works that have been published during the last ten years in inexpensive volumes, especially in the Modern Library, Everyman, and Scribner Series. Often one volume contains a half dozen titles which appear in the book list.

The general educational value of the curriculum is greatly increased by the simultaneity of the reading program. The limited staff and problems of scheduling make it necessary that all the students be engaged in reading the same book at the same time. Conse-

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quently, the number of copies has been estimated minimally at 125.

The total budget originally suggested for the entire project is \$10,000. Of this amount, \$1,000 has been advanced by the American Friends Service Committee with the understanding that it would be returned if there was success in enlisting philanthropic aid.

The budget has been computed by school terms, of which, the first three running from December 1942 to December 1943 should be thought of as a unit and provided for together. The budgets for Terms IV, V, and VI are included to give the complete plan. The fluid character of the relocation projects has made it seem wise to request funds for Terms I, II, and III as an initial venture with the expectation that a supplementary request will be made by Dr. Powell in 1943 to provide for the operations of Terms IV, V, and VI. It should be understood that the first year, i.e., the first three terms, are only the first half of the job, and that only a radical change in the character of the Poston Project or in the stream of world events should prevent the second year's work from being carried to completion.

In addition to the books listed in the curriculum above, there are a number of supplementary and collateral books that should be provided to facilitate more individual research into questions raised in the seminar. It is not feasible to list the titles of these books at this distance from the actual operation of the seminars, but they will be books like the Encyclopedia of the Social Sciences and the abridged version of Sir James Fraser's Golden Bough. Also there will be certain books which are important but out of print and selections from these will have to be mimeographed at Poston. Government funds can be used for the typing but not for paper and stencils. For these purposes, \$500 should be provided to be spent at the discretion of Dr. Powell.

In addition to these budgetary items, a fund of \$1,000 should be provided for the tutorial work already mentioned, i.e., the closer instruction in languages, literature, mathematics, natural science, and the social sciences. It is impossible to predict just what the tutorial demand will be and consequently what the specific book titles will be. These can be easily furnished later when the organizational work of the program has advanced into a more specific stage.

The cost of the books was figured at publisher's list price less 20%, the usual discount. Recent rises in price were taken into account where they were known.



The book budget at best is a close approximation, for editions are exhausted and others printed from week to week. Dr. Powell should consequently not be expected to follow the details of this proposal too closely. Mr. Homer Morris of the American Friends Service Committee has suggested that Dr. Powell be authorized to purchase the materials, to check their receipt, and to forward the bills for payment to the American Friends Service Committee in Philadelphia. An arrangement of this kind would greatly facilitate the handling of what would otherwise become overwhelming administrative detail.

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BUDGET REQUESTED FOR 1942 - 43

|                                        |            |
|----------------------------------------|------------|
| Term I                                 |            |
| 125 sets @ \$20.75 list less 20%       | \$2,075.00 |
| Term II                                |            |
| 125 sets @ 14.30 list less 20%         | 1,430.00   |
| Term III                               |            |
| 125 sets @ 10.30 list less 20%         | 1,030.00   |
| For Tutorial and "Close Study" books   | 1,000.00   |
| For Supplementary and Collateral books | 500.00     |
| Total Request                          | \$6,035.00 |
| Advanced by A F S C                    | 1,000.00   |
| TOTAL for 1942-43                      | \$7,035.00 |

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BUDGET PROJECTED FOR 1943 - 44

|                                  |            |
|----------------------------------|------------|
| Term IV                          |            |
| 125 sets @ \$8.30 list less 20%  | \$ 830.00  |
| Term V                           |            |
| 125 sets @ \$16.95 list less 20% | 1,695.00   |
| Term VI                          |            |
| 125 sets @ 5.50 list less 20%    | 550.00     |
| TOTAL                            | \$3,075.00 |

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CARE AND DISPOSITION OF BOOKS

It is planned to set up an Adult Education Library with a trained and regular staff. The books would be available to the students under the usual library loan regulations. When there is no longer any use for the library at Poston, it is suggested that they be passed

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on to a set of trustees for ultimate disposal. The American Friends Service Committee should be empowered to set up such a board of trustees which might be composed of one member from the W. R. A., one from the American Friends Service Committee, and of a Japanese member of the Adult Education Committee at Poston.

#### FINAL AUTHORITY

This report could not have been made without the cooperation of Dr. John Powell and the Japanese Adult Education Committee at Poston. The hard work of actualizing the report into fact will fall squarely on them. Since he has the immediate and direct responsibility for adult education, Dr. Powell should be given the powers and authority that will make intelligent administration possible.