

The present job of civil education is one of trying to correct present abuses and inefficiencies, the objectives are: first, a separate building for every junior high school; second, equal educational opportunity for boys and girls; and, third, co-education. But it should be remembered that co-education is not to be arbitrarily enforced. The local communities are to decide that for themselves. We try to get those schools which have become co-educational in name to become co-educational in practice.

In many places buildings and teachers are not being economically employed. Redistricting of junior and senior high schools is, in most cases, highly desirable. The creation of co-educational schools from separate boys' and girls' high schools would not only result in greater economies of teachers and buildings, but would also obviate the necessity of considerable traveling by the over-crowded transportation system. It is the common pattern for boys and girls to cross paths on the way to and from schools, sometimes over long distances. In one city, for instance, there is a poor girls' high school in the extreme southern part of the city, while in the extreme northern part of the city is located an excellent prefectural boys' high school. That city had planned to build five junior high schools, which it needed. The CE officer called a meeting of Japanese officials to discuss the reorganization. It was suggested that the girls' high school be converted as one of the junior high schools and that an addition be made to the boys' high school, which would become co-educational, thus achieving both co-education and eliminating one-half the travel to and from school.

Another CE officer had the prefectural officials make for him a large detailed school-road map of every gun in the prefecture. With these maps he visited the respective guns to discuss the reorganization with those concerned.



This plan has resulted in the redistricting of schools in many cases.

The temporary conference groups, organized in 1946, were charged with the responsibility of planning for the reorganization and making recommendations to the legal authority until such time as legal school boards should be established. These groups were to have been organized in accordance with the plan set forth in Hatsu Gaku #63. They were to have been composed of representatives elected by teachers, principals and parent-teacher groups, at the local level. The local boards were to elect representatives to the gun boards, and the gun boards were in turn to elect representatives to the prefectural boards. This was not done in many cases. Reorganizations have taken place in most prefectures as a result of the efforts of CE officers.

#### 9. Adult Education

The adult education program includes night schools, part-time schools, radio programs, extension courses, correspondence courses, womens' organizations, parent-teacher associations, citizens public halls, and numerous other clubs and societies.

Ministry of Education directives set forth the conditions under which night schools and part-time schools are to be organized as a part of the secondary school system. Reports from the field indicate that the number of applicants for night schools far exceeds existing facilities. This was expected, since many youths who eagerly desire an education are compelled to work during the day.

New type parent-teacher associations are rapidly replacing the old school support associations, which were "boss" controlled, and existed mainly to raise funds, but were in reality "thought control" organizations. Since the self-appointed leaders of these groups were powerful in their communities it



was difficult to start a popular movement in the direction of democratically organized bodies. Some CE officers made the mistake at first of solving the problem by giving orders rather than by the more difficult but more effective democratic process. The objective here is democratically organized and democratically operated PTA's which will function much as these groups function in the United States.

Colleges and universities, normal schools and high schools should be encouraged to offer correspondence and extension courses for the benefit of those who cannot attend regular schools, or who wish to increase their civic, cultural or vocational efficiency. Certain funds are available from national sources for these purposes.

For some time now women's affairs have stood near the top in the activities reports of civil education officers. The T/O's of all major and intermediate teams call for assistants in the form of education specialists. These positions are now normally occupied by women's affairs officers who spend the major portion of their time working with groups of women. These groups have previously been organized on the bloc system under the direction and control of the government. They should be separated from the government and organized at the local level into interest groups. CE officers will find it necessary to combat the tendency toward hasty federation and domination by governmental officials. (This subject will be discussed at length by Miss Hathaway tomorrow.)

Clubs and societies exist in abundance in every community. It has been said that whenever three Japanese get together they organize a club. Many of these have probably been subversive in purpose. The CE officer will receive



almost daily requests to meet such clubs and societies. He soon discovers that he cannot spare the time for such activities.

#### 10. Youth Groups

There are probably 20,000 youth associations in Japan at present, most of which are floundering about without purpose or program. All of them are obviously subject to subversive leadership. Civil Education personnel can do much to direct the energies and enthusiasm of Japanese youth in the proper direction, and to forestall leadership by subversive elements. There have been numerous reports of attempts on the part of the communists to seize control of youth groups. The correct answer is, of course, positive leadership in the opposite direction. Leadership training courses have been held in many prefectures. In one prefecture the community chest contributed 5,000 yen to defray expenses of such courses. The tendency toward premature federation should be guarded against until such time as local associations have developed interest programs and have begun to attack their problems at the local level. They should also be divorced from the control of government. The CE officer should assist them in finding meeting places and should suggest activities of a worthwhile nature.

With respect to Boy Scouts and Girl Scouts, it is present Military Government policy to encourage the formation of only a few troops in each prefecture until it has been demonstrated that they are under the right sort of leadership. The wearing of the uniform, ceremonies involving the use of the Japanese flag and the Morse or other signal codes are to be discouraged until after the signing of the peace treaty.

#### 11. Teacher Screening

The purpose of screening education personnel is to remove from the school



system at all levels teachers and officials who are objectionable because of militaristic or ultra-nationalistic activities. Screening is not intended as a means of removing incompetent personnel. Screening is a Japanese function. Military government offers guidance and maintains surveillance, and may sometimes investigate irregularities and report to higher headquarters such cases as are not subject to solution at the local level. It is possible that some persons who were expelled from the school system because of anti-militarism have not yet re-entered the profession. It is important that civil education locate such persons when possible and induce them to return to teaching, if they are otherwise qualified.

### 13. Religion

In the field of religion occupation objectives are: religious freedom, separation of church and state, and the prevention of the functioning of militarists in the guise of religion. Teams investigate alleged violations of SCAP directives relating to war memorials on school property or on public grounds, and the participation of government officials in services for the war dead or Shinto ceremonies. Teachers are not permitted to conduct pupils to such ceremonies. There have been numerous reports of forced contributions to village shrines. Since shrine support seems to be falling off constantly, these forced contributions, under many different guises, are likely to continue. The matter of religious freedom has not been a problem in Japan in recent years except during the war period when Christianity was frowned upon and State Shintoism enthroned for political reasons. Normally, according to many authors, the Japanese are religiously tolerant.

Military personnel are often confronted with the question of religious instruction in the schools. The answer is that while no religion can be



taught in the public schools, there are many ethical principles universal in nature, such as honesty, truth and justice, which may be set up as objectives without doing violence to any religion and will support any religion. To keep the issue clear, allow me to repeat: it is illegal to teach religion in the public schools.

#### 14. Reports to Higher Headquarters

CE officers are required to make reports on five school inspections each month and to make an activities report each month. The former is submitted on regular forms, while the latter is devised. The activities report should set forth in brief, factual form; first, the activities in which civil education personnel participated or initiated; second, significant activities of Japanese origin and happenings in the prefecture affecting the educational program; and finally, a brief account of the progress of the education program in the prefecture, with a brief interpretation of significant events and trends. In form, the activities report should follow generally the order of the current priorities of Eighth Army. Higher headquarters are not usually interested in extended comments on isolated incidents, but rather in an interpretation of such events as will give a clear picture of conditions and trends in the prefecture.

In addition to these required reports, civil education officers are expected to make "special reports" whenever there are conditions or happenings in the prefecture requiring special attention, or when instructions from higher headquarters <sup>are</sup> ~~is~~ indicated by circumstances. CE officers are also responsible for forwarding the quarterly reports of the Japanese technical consultants in Arts and Monuments.



15. Miscellaneous matters

The civil education officer and his assistant should be prepared to answer numerous questions about the American school system and American customs and society. Questions commonly asked during question-and-answer periods include the following: What is the place of teachers' unions in American schools? How is religion taught? What does the principal do? How are teachers elected? What are the marriage customs? Why is the divorce rate in America so high? What about juvenile delinquency in America? What do parent-teachers associations do? Are all American schools co-educational? How can Japanese go to American schools? What is the salary of the teachers? Who pays it? How is the school system organized? etc., etc.

The civil education officer will often be called upon to intervene in local squabbles involving such matters as school sites, union disputes, incompetent principals, communistic activities, student and teacher strikes, etc. The Japanese will endeavor to maneuver military government into supporting one side or the other, because they realize that the word of military government carries great weight. CE will probably find it wise to stick to principles and occupation policy and leave the political squabble to the Japanese, although the giving of advice may be in order on occasion.

The position of the civil education officer is one of great responsibility. He is charged with changing the thought patterns of educators and others whose intelligence is quite high. It is a profound error to charge Japanese educators with ignorance. Their thought patterns are an end result of a system of society based upon feudalistic concepts. Judged on the basis of their standards their school system has no doubt been highly efficient. Measured by democratic standards, it has been obnoxious. The CE officer



must try to insure that the swing away from feudalism leads to democracy and not to communism. This requires the greatest skill and competency. The problem is more difficult because the answer lies in the future. There is no way to measure immediately the results of the efforts of the civil education officer.



ORIENTATION PROGRAM  
FOR  
STAFF MEMBERS, INSTITUTE FOR EDUCATIONAL LEADERSHIP  
Studio 5-C, Radio Tokyo  
14 February 1950

- Presiding: Mr. Roy B. Bowers, Assistant Civil Education Officer,  
Civil Affairs Section, GHQ, SCAP.
- 0830-0845 Introductory remarks, Mr. P. D. Webb, Civil Information  
and Education Section, GHQ, SCAP.
- 0845-0900 The Place of the Civil Education Branch, Civil Affairs  
Section, in Civil Education in Japan, Mr. Bowers.
- 0900-0915 The Place of the Civil Education Section, Regional Teams,  
in Civil Education in Japan, Mr. Rollin C. Fox, Civil  
Education Officer, Kanto Region.
- 0915-1030 Orientation, Kanto Region Civil Education Personnel:  
Mr. Rollin C. Fox; Mr. Robert McManus, Mr. Milan Steig,  
Miss Ruth Davies, Asst. Civil Education Officers.
- 1030-1045 Recess.
- 1045-1110 Orientation, Mr. James Austin, Civil Education Officer,  
Tohoku Region.
- 1110-1135 Orientation, Mr. Lorenzo D. Langley, Civil Education  
Officer, Kinki Region.
- 1135-1200 Orientation, Mr. Ralph Beer, Civil Education Officer,  
Kyushu Region.