DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

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7212

ITEM 11 Democratization of Education (Letter to the Editor) - Tokyo Shimbun 27 Sep 46. Translator: T. Unayama.

Full Translation:

Democratization of education is the first step in the reconstruction of our country. Teachers have awakened and are clamoring for the democratization of education through the teacher's union movement. Demands for the public election of schoolmasters, abolition of school inspection by commissions, removal of state text-books, establishment of an educational council and dissolution of the JAPAN Educator's Association, indicate the burning passion for the democratization of education. The Ministry of Education is too slow in answering the teachers' ardent requests. It is in some points utterly conservative and feudalistic and is slowing down the democratization of education. Is this solely the fault of the Education Ministry? Teachers must reflect upon their own feudalistic spirit.

It is reported that an exhibition of school children's manual art works will be held under the auspices of the Metropolitan Office and a newspaper company. Superior workmanship from each ward will be shown at the TOKYO Exhibition. The best works will be selected from this exhibition and from other prefectures and an Eastern JAPAN Exhibition will be held. This exhibition will give a favorable impetus to elementary school education and will be a good example. Inasmuch as the Metropolitan Office is one of the sponsors, co-operation of every ward office can be obtained. The chief instructors of handicraft of each Ward will hold a preliminary meeting. They will assemble a teacher from each school in their respective wards and they will select the best from each class in each school.

The notice from the Metropolitan Office says that three works will be chosen from each class in each school. The direction, "Please present three works from each class", will be considered compulsory by the teachers. They accept the direction saying, "There is no choice in the matter. It has already been decided," As a result, the children of superior ability in each class will work in co-operation with their teacher. The exhibition will be only a competition of teachers' ability and vanity.

Freedom and democratization of education are being advocated, but retrogression still prevails behind the teachers' union movement. At a meeting of the teachers some one may propose to send only works worth exhibiting and not necessarily present three articles from each class. The democratization of education, therefore, cannot be expected without the awakening of every teacher.

(From SAKAI, Satoo, teacher, OMORI)

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ITEM 1 CI&E Interview with Japanese Press on Educational Reform - Yomiuri Hochi - 6 Jan 46. Translator: H. Nishihara

2142

Summary:

Concerning the directive issued by General Headquarters ordering the abolition of courses in morals, history, and geography in schools, earnest opinions were given at a press interview on 5 January with Lieutenant Colonel NUGENT, chief of the Civil Information and Education Section and Commander WINDRICH and Naval Lt. HALL, both of the Section. As a rsults of the conversation, it was made known that the school course in Japanese History must be wholly revised. The conversation was as follows:

Question: Morals is a most important course in the Japanese education. In what point is it different from that of the European countries? What points are to be reformed?

Answer: The directive is not meant to abolish moral training but to abolish school courses in morals. In AMERICA, morals and etiquette are learned in churches and at home. The Japanese text books on morals contain Shinto, urtra-nationalitic, and militalistic training. This must be reformed. In every country, the public has its morals and standards of etiquette. School courses in morals should be practised from this point of view.

Question: In history, should there be drawn a line between mythical and historical facts?

Answer: Yes, history should be revised according to the historical facts.

Questions: How should they consider AMATERASU OMIKAMI and Emperor JIMMU from the historical point of view?

Answer: It is prohibited by a directive concerning Shintoism. In conclusion all history should be abolished unless scientifically proven. Viewpoints about AMATERASU MIKAMI and Emperor JIMMU will depend upon the result of a study of Shintoism by members of General Headquarters.

Question: Must all myths and legendary tales be abolished from history?

Answer: Yes, but such myths may be contained in classics and readers as interesting tales.

Question: In many books written by historians, myths and historical facts are confused very often. What should we do with the books?

Answer: Any book on Shintoism is not permitted.

Question: Does the Japanese history start from the time, of the written manuscripts which remain?

Answer: This is under study now.

Question: Why is the geographical course prohibited?

Answer; The geographical course in Japanese Schools are full of militerism and ultra-nationalism.

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ITEM 4 (1) Give Children Hope (2) Revival of Children's Party - Asahi Shimbun - 15 Jan 46. Translator: M. Kato.

Full Translation:

From now on, with what ideal and aim will the children of our country lead their lives? In what manner will they be guided? The children, when asked about their future, used to give the immediate answer that they would become a general, or a field marshal, or a military aviator, or a tankman.

After the termination of the war I made a trip through towns and villages asking a similar question. The aim was, in part, to compile statistics regarding children, both rich and poor. To my question, "What are you going to be when you are a man?", they simply answered, "I don't know." Even though we are defeated, our children should not be without an aim in life.

The end of the war has given children only a knowledge of black market prices. To our regret it is not an aspiration for science or farming. I have heard that the children in SWITZERLAND reply to similar questions [illegible] is regarded as one of the objectives for new JAPAN.
(by NISHIDA, Toyozo, an engineer in SUGINAMI)

(2) Revival of Children's Party.

Along with the Sunday School, which had been held in almost every temple before the war, there were one or two children's parties in every town or village, sponsored by the press or by public-spirited men of the locality, and held for the enjoyment of the children on Sunday or after school. During the war, however, the children were kept busy in war production, while those interested in this work naturally neglected their duty; therefore, no such enjoyment for the children exists today.

We are defeated in a war which we firmly intended to win. Our Emperor ceased to be God, despite our firm belief in his divinity. We are puzzled as to what kind of a country JAPAN is at this time. Entirely aloof from the inaction of the statesmen, our children, of their own will and thought, are thinking of something, are gaining some knowledge, and are improving themselves.

The Japanese children used to live in a natural and easy atmosphere at home or at a children's party. They used to listen to enlightening and amusing talks by their parents and teachers. These talks influenced the children more than the school lessons.

The best medicine for the children of today would be the acquisition of knowledge form their teachers. Household education, given in a sympathetic atmosphere, together with the easy and free atmosphere of the children's party would, I believe, contribute toward the establishment of a truly democratic younger generation. Every question begins with "Why?" Children are addicted to this question. To give an answer to each of their questions is an important duty for school teachers, parents, and for those adults at children's parties.

An immediate rebirth, then, of the children's party should be considered by those who are deeply interested in the cause of our country and in the future of our younger generation.
(by SUNDO, Haruo, of the Japanese Children's Culture Research Association in NIIGATA).

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KATAYAMA: I think so to a certain extent. As you said just now, if an education which teaches the truth or an educational system free from temporary expediencies is firmly established, I have no objection to educators remaining in office to accomplish bravely the inherent mission of education. If such honest and true educators are in the majority, their replacement is not of course necessary. However, in present day JAPAN, education has been too distorted to suit temporary expedients, so it would be impossible, for instance, for the socialists party when it is in power, to realize its educational principles without reforming all the schools. If such a reform reaches an adequate level, the ideas of Mr. TANAKA may well be maintained.

YAGI: I think it necessary to bring up good individuals who are at the same time good nationals. School is generally thought to be the place where scholars are fostered and truth is studied. I think, therefore, that school education can not mold a good man. The pursuit of truth and the advanced study of science are apt to be considered as the sole aim of school education. The pursuit of good and virtue and beauty must be emphasized more than before. More attention must be paid to mental uplift in schools.

TANAKA: I referred to the search for truth. This of course includes all truth, good and beauty. The most important of these is good, viz: morality. Moral principles may be learned but this doesnot necessarily mean the development of personality or the healthy development of individuality. The authorities are by no means placing too much stress on natural scientific truth alone. The development of personality is considered most important. A developped personality is the basis of good citizenship. The fundamental object of humanity does not only exist on a moral plane which is purely subjective but lies chiefly in the objective moral norm to which all humanity should conform. Without this, science and technique would be meaningless and of no use.

YAGI: Militaristic restraint, the influence of political parties and other outside influences are said to be responsible for the decay of JAPAN's educational circles. Even if all such influences are removed, I regret to have to say that the ultimate cause of their decay is dormant within themselves. For example, the prevailing idea that knowledge alone should be given in schools is the cause of education being dull and moribund. To avoid this, a new educational system must be established, and the existing normal school educational system, revised accordingly. At present education gives the impression of being as formal as was militaristic education.

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ITEM 1 Round Table Conference on Education (Part 3) - Mainichi Shimbun - 15 Jan 46. Translator: Y. Akabane.

Summary:

721.2

Moral Education

TATSUNO, Professor at the Imperial University: I am not sure what I am doing now is of any service to moral education. I have two sons and a daughter, to whom I feel no real moral education has been given. The elder son is a naval paymaster and seems to be now in FORMOSA, though no communication has been received of late, and the younger son has graduated from a pharmaceutical school, while my daughter married a few years ago. All of them are getting along without failure or being depraved, for which I feel rather happy. I am not sure whether or not this is due to good domestic education. In other families where parents are paying deeper attention to home education, I often see children growing up in evil ways or unautiful to their parents, so I have no form confidence in education including, of course, moral education.

Through my long school life from primary school to university, morals and ethics were my least interesting subjects of study, and they made no impression whatever on me. What my teachers said sounded to my ears false or unfounded. Some of the teachers of mathematics, Japanese, history and English, who did not speak of morals or ethics, I liked and admired. In fine, I disliked being taught morals. My happiest school days were spent at high school, where we were left quite free from any interference, and could be diligent or idle as we liked.

Frankly speaking, the Japanese are too double-faced and there is too much falsehood among themselves. About ten years ago, an American-born Japanese, educated in AMERICA from primary to high school entered TOKYO Imperial University to study French literature. He was a very good student and before his return home to AMERICA, he said to me, "Though I am an American citizen, my parents are Japanese. I have had a deep longing after things Japanese through my parents' influence. Although I have been at the University for three years and learned much, JAPAN as a country would not suit me. The Japanese are not reliable, and full of double-dealing. I do not mean, that AMERICA is a good country, but there I can live, act, and think freer than in JAPAN where everthing is stifled. So I am going to return to AMERICA."

At that time, I resented it, thinking that the good points of Japanese life could not be understood in three short years. But I reflected that the Japanese were surely hypocritical and the young man's statement contained much truth. I am afraid that the number of Japanese who play double-games is increasing of late, so that I have now no definit idea as to how moral education should be given. I hope to hear the opinions of those belonging to different classes of society. a guiding principle in our lives. I believe that if a scholar has sufficient zeal for truth when lecturing to students, the perfection of their personality will spontaneously be attained, without teaching them morals. By such a means, the same result will be realized as in Professor TATSUNO's family, where children were not purposely educated. This is really the ideal method.

TATSUNO: From what has been said above, I seem be have a fine personality, but I regret I still have quarrels with my wife, n an average of two or three times a week - often bef re the children. This must surely have a bad influence on them. 931.6-795 16 Jan 46

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PRESS TRANSLATIONS

No. 757 DATE: 14 Jan 46

721.2 File as is

SOCIAL SERIES: 168

ITEM 1 Review of Japanese History (Conclusion) - Yomiuri-Hochi - 12 Jan 46.
Translator: Y. Akabane.

721.2

Summary:

YOMIURI: Then what will be our historical educational policy in the future?

HIYANE: It means there will be special textbooks compiled by the Education Ministry as well as newspapers, magazines and radio broadcasts. In connection with the compilation of textbooks on history, I recollect a passage of President TRUMAN's message from the White House on Christmas Eve to the effect that there are no questions that cannot be solved by Christ's Sermon on the Mount, although there may be many difficult ones both in AMERICA and the other countries of the world. I recollect two things in this regard which should attract the attention of the Japanese in general as well as the Japanese historians. One is a Christian teaching that those who stand with swords will be conquered by swords; the other is that the meek are happy, and those who seek peace are happy. These teachings have impressed me, and the present plight of JAPAN affords a practical education to those who have acted against those teachings and acts.

I will suggest a few important points on which I am going to place special emphasis in the compilation of textbooks. First, the Japanese are a part of humanity, and if they perform good acts on the same level with other countries, things will go smoothly; if on the contrary they commit evil acts, they will be ruined. I emphasize the idea that JAPAN is a world country and that the Japanese are a part of humanity. Secondly, the peace of the world and international friendship must be emphasized in the new textbooks. Third, respect for women, sympathy for the poor, and the spirit of love for the weak should also be stressed, as these are almost completely ignored in the existing Japanese histories. Fourth, Japanese history has paid too much attention to the political aspect, but hereafter phases of social history, especially history viewed from an economic standpoint and the changes in the times observed as economic phenomena, must also be taught in the secondary schools and colleges.

NISHIOKA: The life of the people has been too much ignored in our history, so it must be taken up hereafter as stated by Mr. HIYANE. By so doing, Japanese history may be learned, not as isolated within Japan, but from the standpoint of oriental or universal history.

IZU: Until quite recently, history has been abused as a weapon of the ruling classes for attaining their political purposes. The real nature of history exists in clarifying facts, which contributes to the future development of the Nation and the progress of the world in the proper sense of the word. Accordingly, the existing mistaken notions on education concerning history should be completely

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wiped out together with the militalistic and feudalistic conceptions; instead, there must appear a view of history truely free and accurate.

I have no confidence in the current Education Ministry as it has not the ability to compile a correct history. From the MEIJI Era up to now, textbooks on history, made by this bureaucratic structure, arbitrarily planted mistaken fundamental ideas in the Nation. We cannot, therefore, expect a correct history if the compilation of historical textbooks is left to the Education Ministry. Textbooks are not limited to one history alone, and schools must be free to choose any history they like from among many.

TSUCHIYA: I think we must first establish an overall view of history, though it may be difficult. This overall picture of history will be, in short, synonymous with an overall view of life. Benjamin FRANKLIN once said, "Men are creatures to make tools." To make tools means to create techniques, which will be realized through production or economies bearing fruit in increased popular welfare and cultural developments. In the modern community national science connects directly with techniques which are produced by science, and, simultaneously, the development of science is accelerated by various techniques and economies. These three may compositely be called the material civilization which will become the foundation of culture. The elevation of popular understanding and concern and its dissemination are, therefore, thought to be very important in a healthy modern society.

The science of history must be based on the histories of economics and science, and the development of various cultural processes must be studied. In this way, the life of the people will be rightly grasped, and we can get rid of the wrong tendency of considering histories of politics and wars as the most important. The views of great personages will be changed from attaching too much importance to politicians and soldiers to paying due respect to those who contributed greatly to the promotion of human culture. From such a point of view, we can objectively observe the Japanese as a part of world humanity, and the Japanese history as a link in world history, as a result of which scientific study of Japanese history will be made possible, there being no room for the existence of anti-foreign idea or consciousness of a"chosen people" idea. This also will coincide with the democratic and humanitalian standpoints. JAPAN's fundamental future policy should be its reconstruction as a democratic cultural country to be able to contribute to the eternal peace of the world.

HANI: I pay respect to the YOMIURI which has expressed its cognizance of its war responsibility, declaring that it can not write even a line without being democratized. I was imprisoned in March last year and was not well, but have come here as I am afraid that the YOMIURI paper might be stained by irresponsible utterances of unthinking historians, not aware of the war responsibility. I must first say, "Know thy shame." All historians ought to reflect and consider what they have written in the past. Their responsibility for leading the people to their present plight is great. Historians' pens are smeared with the Nation's blood; their mouths deceived the Nation. We can by no means place confidence in them nor whatever they say and write in the future. We can only consider them unprincipled. I frankly suggest they scrutinize themselves deeply before they scrutinize or teach Japanese history. It was the leaders' voices that declared the war was one of justice and would be won. Historians glorified this propaganda to make people believe it, and, therefore, they too should assume responsibility for the war.

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ITEM 1 (Continued)

Some popular opinions strongly demand the retirement of officials in the leading positions above HANNIN rank. Mr. OZAKI, the Parliamentarian, said in effect, "Parliamentarians of the Imperial Rule Assistance Association must refrain from executing their public offices or at least leave their posts and reeducate themselves for a few years as mere citizens, and then stand for election after obtaining popular confidence." I heartily support these opinions. The people will not believe what the politicians say and do no matter how hard they try, as long as do not resort to some means or other to recover the confidence of the people. Accordingly, historians must be concious of their shame and acknowledge their errors before teaching new history. By so doing, they will be in a position to command popular confidence, and the people will be able to get rid of the unpleasant feeling after having been deceived by the historians.

(end)

ITEM 2 On the "New Education" - Tokyo Shimbun - 12 Jan 46. Translator: T. Ogawa.

721.2

Summary:

In response to complaints in the Diet and by the intellectual classes regarding the pamphlets entitled "The Way of the Subjects" (SHIMMIN NO MICHI) and "The Basic Principles of Our National Polity" (KOKUTAI HONGI), which have been inspiring the public with militarism, the Education Ministry authorities have ordered that the printing of these pamphlets be halted.

In this connection our reporter interviewed Mr. NAKANE, Chief ot the General Affairs Section of the Education Ministry. During the interview the reporter asked Mr. NAKANE the Ministry's plans for changing the trends of thought they have been directing for so many years and whether or not they are planning to edit new books replacing the above-mentioned pamphlets. Mr. NAKANE's answer to these questions was as follows:

"It is true that we have put these pamphlets out of print, as the Education Minister stated at the Diet. We must, however, clean up the misguided thoughts of the past by means of a new educational policy. It is a duty which is imposed on us. We are planning to establish a new system as a first step by reforming the existing educational system in order to wipe out militarism. We have already decided to adopt the Imperial Rescript issued on New Years Day as a primary basic for future education. The interpretations of the Imperial Rescript, written by various learned and experienced men, will be our reference. A thorough carrying out of civic education methods, based on the new interpretation of the Imperial Rescript on Education, is also planned. The latter is the most unique plan that has ever been drafted since the institution of our educational system. This is indicative of our new policy to dispel the uniform guidance which has been practised heretofore."

The concrete steps to be taken in the extension of this new policy to educators as well as to the Teachers Re-education Institute are points under consideration. Nevertheless, with regard to the problem of whether or not new books should be edited by the Education Ministry before publication, we think it is reasonable that they should not be edited. We further believe that the very fact that such books are not subject to editing is democracy, and it is preferable to leave the matter to the discretion of the educators.

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SOCIAL SERIES: 168 (Continued)

ITEM 3 Round-table Discussion on Cultural Reconstruction of JAPAN (Part One) - Mainichi Shimbun - 13 Jan 46. Translator: C. Gilbert.

721.2

Summary:

TANAKA, Kotaro, Chief of School Department in the Ministry of Culture - "Up till now Japanese school education was concentrated on the teaching of subjects useful to the state. What was useful was determined by the statesmen or militarists in power. The question is whether the educational policy determined by the men in power was actually useful to the State. In other words, it is questionable whether the rulers of a state at any time can determine what is really useful to the state. Therefore, it is considered desirable in the educational circles to teach truth objectively and regardless of State interests. In other words, the submission of truth and education to State policies is regarded as undesirable as it enslaves the scientist and the educator. The new education must, therefore, be built on a respect for personality, character building, and rational scientific education."

KATAYAMA, Tetsu, Chief secretary of the Social-Democrats - "JAPAN did not attain its educational object up to the present, because, it tried to compress everything into an unreasonable pattern, neglecting human education as well as the teaching of truth."

TANAKA - "All schools, with the possible exception of universities, were subjugated in this way to serve the purpose of Imperial JAPAN. The universities were permitted even during the war to study natural sciences without restrictions, except restrictions borne out of the necessity for material economy. The study of all other subjects, with the exception of restrictions in the field of social sciences, was permitted. On the other hand, there were severe administrative and political restrictions in the primary and middle schools, combined with a pronounced emphasis on military education. In the future not only must such military education be entirely removed, but all school education freed from administrative and political interference. In other words, school education must be kept free from interference by party politics as well as State administration."

TANAKA believes that is the meaning of a true democratic education.

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4. Review of the Japanese Press:

a. Reorganization of Universities: The following points are urged in an editorial:

(1) Clear away all Militarists from universities. Stress should be laid on freedom of research.

(2) Expel all effeminate and inefficient professors.

(3) Night schools to be encouraged.

(4) Lectures to be made freely available for adult education.

(Yomirui-Hochi 12 Oct 45) 911-39 13 Oct 45

721.2

e. Education in Japan: Another editorial in Mainichi (see Daily Summary No. 42-1290) continues the attack on the "feudalistic" educational system, with particular reference to the training given in the universities. It condemns the resultant docility and lack of initiative among the students. The restrictive bureaucratic policy pursued during the last ten to fifteen years must be abolished, and the Japanese students taught to think and act for themselves. 911-44 18 Oct 44

ITEM 2 A New Education - Tokyo Shimbun - 5 Jan 46. Translator: T. Ogawa.

721.2

Summary:

In an attempt to give the people a civic education suitable for the new era, the fundamental policy for this purpose has been under consideration by the Committee for the Reform of Civic Education, which has been established by the Education Mininistry. Having decided on the projected plan in the latter part of December, it was further decided that the plan will be made public in the early part of January, before the new school term begins. This will be done as soon as some of the problems are solved by the Executive Committee.

It is necessary to make a better nation by the improvement of education. For this purpose a fundamental study of the civic education in schools is necessary. At the committee meeting the focus of discussion concerned what should be the basis of civic education. It was decided, however, that civic education should be based on the spirit of the Imperial Rescript on Education. The fundamentals of the former educational policy of course, are also based on the Imperial Rescript on Education.

The interpretation of this however, has always stressed the mysticism of the State and the racial superiority of the YAMATO race. Also a distorted interpretation has been adopted so as to indoctorinate school children with the ideal goals of the State. It cannot be denied that such educational policy has resulted in our defeat. Therefor it has been decided to draft an educational policy based on a new interpretation of the Imperial Rescript on Education. The policy is to be reconsidered by a committee consisting of the proper authorities. The committee is planning to find an interpretation which will give life to the spirit of the late Emperor MEIJI, who taught us to co-operate with the rest of the world, to love freedom, and to extend charity to all the people.

It is worthy to note that the fundamentals of public education have been based on this new interpretation of the Imperial Rescript on Education and this indicates the direction of our new educational policy. 931.6-645 7 Jan 46

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KOREA PD EDUCATION CLN CONFERENCE OF REPRESENTATIVES FROM ALL PROVINCES SOUTH OF THIRTY EIGHT DEGREES HELD AT SEOUL FOURTEEN TO SIXTEEN JANUARY TO DISCUSS ADULT EDUCATION AND REDUCTION OF ADULT ILLITERACY 18 Jan 46 912 Conf

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ITEM 1 Democracy and Education (concluded) - Provincial Paper, Hyuga Nichi-nichi (MIYAZAKI) - 5 Jan 46. Translator: T. Ogawa.

72/2

Summary:

Importance of Primary School Education.

Discussing the matter from the viewpoint of those to be educated, a peaceful and culture-loving attitude should be inculcated in them while they are attending primary schools. It is an undeniable fact that the present examination system is causing such evil consequences as to deprive the students of an interest in their lessons, or is cooling the warm relationship between teachers and students. Since every man has one merit at least, no one should be given up as a backward student, and the teacher must give everyone proper guidance.

Therefore, a plan should be drafted to make the students able to develop their abilities freely by abolishing the existing system of examinations. In the reconstruction of our country, we need, as much as possible, those who are masters of their arts. Therefore, it is advisable not to give equal importance to all lessons, but to consider the individual ability of students.

As for the better treatment of educators I propose that a part of the abolished military budget be applied for the purpose of paying teachers. The improvement of educators salaries is a most urgent problem to be solved as quickly as possible.

It is also necessary to arouse political interest among educators. They can send their own delegates to the parliament if only they get together. It is not only a problem affecting the interests of educators themselves, but also enables them to contribute to the national administration simply because they are educators. In addition to this, if they can acquire a firm position in the local administration by becoming members of local self-governing assemblies, a new world of bright and generous education would be developed. Furthermore, when the Labor Union Law is enforced, a unified Educators' Union should be organized in order to improve the educators position.

The Birth of New Culture in the Province of HYUGA.

Culture does not mean mere literature and art alone. The level of culture means the level of morality, intellect, and scientific knowledge of individuals. It exists equally in urban districts and rural communities, though it varies in its standards.

The Province of HYUGA resembles DENMARK or SWEDEN in that it has a vast area of farm lands and an abundance of hydroelectric power facilities. It would not be difficult to secure for HYUGA the honor of being a representative district of peaceful and cultural JAPAN, if education were popularized and the intellect and the scientific knowledge of the prefectural population were developed. There is one thing, however, we must be careful about. That is the slow and easy-going nature of HYUGA people. Since the arrival of Governor AIKAWA at his post, HYUGA has shown increased activity, but only in a comparative sense. It is urgently necessary, therefore, to overcome these defects by mutual effort. Along with the progress of education, if we endeavor to increase our earnest endeavours we may possibly win honors as the creators of new culture in the Province of HYUGA.

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ITEM 1 Democratization of Education in KOBE - Kobe Shimbun (KOBE) - 8 Jan 46. Translator: T. Ogawa.

724.2

Summary:

MACARTHUR'S Headquarters recently issued a directive ordering the JAPANESE Government to suspend the teaching of national history, ethics, and geography. Our national history was full of "BUSHIDO" and feudalistic ideas. Ethics taught have been of the variety which teach blind obedience to the State, and school children and students have been taught that blind obedience is the highest virtue. Geography has been of use to stress the geopolitical superiority of our empire, and to justify aggressive actions. The recent Allied General Headquarters' directive is intended to transform JAPAN into a civilized, peaceful nation by eliminating anti-democratic courses of study.

The democratization of educational institutions, which has made some progress since the war's end, will be spurred by this directive. It would be premature to assume that training in social virtue has been renounced just because the study of ethics has been withdrawn from the curriculum. The level of our Nation's social virtue is generally low. Therefore, it is necessary to train people in social virtues from their school days onward. This training will be included in other subjects or will be given through the whole course of school education. For example, at secondary schools civic and ethical courses are being offered at present. It is expected that the civic course will remain untouched even if the ethics course is abolished, because political education is especially necessary for the promotion of democracy.

In this connection the prefectural Mechanical and Engineering School authorities have stated, "In our school, we stopped teaching geography and history at the end of the war. Ethics were taught by teachers without using any text books from the first to the fifth year classes. This will, however, be stopped. In advanced classes we are teaching civics. This course will perhaps be continued. Prefectural and municipal authorities have not concluded a policy regarding the disposition of teachers of history and geography in secondary schools owing to the fact that no instructions have yet been received from the Ministry of Education."

School inspector NAKATA averred, "I desire that the people who will live in new JAPAN be given all the training possible. If we stop teaching history and geography, I want to use the leisure hours to teach science, mathematics, and literatures, because, due to mobilization for industry and war evacuation, the students are considerably backward in these subjects."

Mr. MIKI, Master of the HIGASHI-KAWASAKI Primary School, stated, "There is nothing we can do unless we are instructed by the authorities. We will abolish the teaching of ethics, geography, and history in this third term. We can thus save six hours a week, which we want to use for science and mathematics in order to fill the gap caused by the evacuation during the war."

Mr. MATSUI, Assistant Master of the NISHI-SUMA Primary School, said, "Of the three courses, I do not think we can abolish ethics, even if the text books are abolished. Of course, we will not adhere to the nationalistic way of education, but we must properly teach the children morals. Public morality in defeated JAPAN is very lax. Therefore, we must endeavor to raise morality at least to the prewar level. We cannot teach history until we get instructions from the Education Ministry." 931.6-767 15 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Democratic Education - Provincial Newspaper Kahoku Shimpo (SENDAI) - 12 Jan 46. Translator: K. Nagatani.

Summary:

In view of the imperial rescript issued at the beginning of the new year, the Education Ministry gave instructions on 13 January to those people in charge of education and to prefectural governors, stressing the impressive mission entrusted to them. The imperial rescript asserted flatly that the relation between the Emperor and the Japanese people is based upon a false myth or legend and at the same time rejected narrow-minded racialism.

It cannot be denied that the rescript presents a clear-cut opposition to what the Japanese militarists stressed and the government authorities approved the past, especially during the war. Educational circles, also, were subject to militaristic oppression. That is, all teachers who were skeptical about this trend, were either dismissed or bitterly abused as being unpatriotic. The educational world in this country has been under militaristic suppression for so long that, although the above tendency was automatically extinguished with the end of the war, some remnants of the past influences were left.

However, the imperial rescript drastically changed the past mistaken educational policy and set definitely the course of education in the future along democratic lines.

In the instructions, the Educational Ministry urged educators to fulfil their duty despite various hardships in the future. However, we cannot believe that these instructions are effective enough to make a drastic reform in the present educational world which has so far been controlled by militarists. Of course, it is easily understood that school directors will formally change their attitude in the face of these instructions. However, it is the passive, obedient attitude of educators to the authorities that may be the source of evil in the future. In order to eliminate this tendency from educational circles, and create an independent atmosphere, it is a primary requisite to sweep away outdated slavish educators. For this purpose, the Ministry of Education must actively support the movement for educators' association.

In addition, the Ministry of Education should show the relation between the present rescript and the rescript on Education which was issued by the MEIJI Emperor in 1890. The Constitution was put into effect in 1889, that is, one year before the imperial rescript on education was issued. This is liable to make us feel that the imperial rescript on education is somewhat connected with our efforts at democracy in the past.

However, the imperial rescript on education was issued during the reactionary period against westernization in the early part of the tion makes clear the connection between the new year's rescript and the imperial rescript on education.

Our review of educational history shows that education in this country has been biased ever since the MEIJI Era. The militarists and bureaucrats have utilized education to further the protection of their own interests. T herefore, in order to democratize education throughtly; the Ministry of Education should radically amend the educational policy which has been in effect since the MEIJI Era.

931.6-798 16 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Outline of Education to be Given in Young Men's Schools - Bocho Shimbun (Yamaguchi) - 15 Jan 46. Translator: S. Sakata.

Extracts:

The prefectural authorities have decided on an outline of education in the young men's schools and informed every master of young men's school in the cities and villages on 14 January.

The aim of education for young men hereafter is to construct a cultural country through education in citizenship, science and technical subjects, labor problems, etc. The whole scheme for the revision of teaching and study will be formally announced in detail in directives given by the Education Ministry.

The outline of young men's school education is as follows:

(1) A new type of education so as to construct a cultural and peaceful country is planned along the lines of the Imperial Rescript on education and the Imperial edict at the end of the war.

(2) Regarding teaching and study, ethics and civics should be directed toward maintaining the fundamental character of JAPAN and morality, especially inculcating education for citizenship, which is useful for social and political life. The teaching of a general knowledge of science, art, and culture, which are to be the basis of the construction of cultural JAPAN, should also be given. The teaching of professional subjects should be attempted in order to coordinate science and technical subjects. Great importance should be attached to practice and to bringing out those talents that can rationally manage enterprises in which labor is concered. The teaching of domestic knowledge should mainly aim at practical guidance in domestic and social life, fitted to the present needs of Japanese womanhood. Gymnastics should be taught so as to promote team spirit and fair play.

(3) Teaching and exercises in detail should be devised so as to fit actual conditions.

(4) The organization and management of the school should be planned along lines of simplicity and liberty, avoiding informity, and at the same time, considering the individuality and circumstances of the pupils.

(5) Recommendations for girls to enter the school should be considered, and an attempt made to send each person of school age to school.

(6) Teachers and officials should be absolutely impartial as the true leaders of young men and should be eager to be instrumental in achieving world peace.

9316-915 24 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

724.2

ITEM 6 Round Table Conference on Education (Part 4) - Mainichi Shimbun - 16 Jan 46. Translator: Y. Akabane.

Summary:

Political Education.

MINOBE: While in foreign countries, I felt that the political standards of foreigners were far higher than those of the Japanese and that almost every one was politically minded. Political education, I think, is necessary for the Japanese masses.

TANAKA: There may be various reasons for the lower political standard of the Japanese. Special emphasis must be placed on the need for education in citizenship to be taken as a part of social education. One of the most serious drawbacks lies in the fact that too much stress has been placed on academic education alone. In foreign countries, religious education is comparatively thorough. Japanese Buddhists, the major religious group in JAPAN, have not accomplished their mission in such education. Moreover, there has been no real spiritual life in JAPAN because people have been too fatalistic. We must deeply reflect on these fundamental points.

TATSUNO: In regard to political consciousness, foreigners are very firm in their convictions. In my boarding house in GERMANY a widow of a soldier was an extreme rightist while the maid and her husband belonged to the labor party. At the election, the servants and the widow voted for different candidates.

TANAKA: Heretofore, differences of belief between parents and children have been very rare in JAPAN; nor is it usual for brothers to belong to different religious sects and go to different churches. Hereafter, however, such differences of thoughts will appear in Japanese domestic life, or rather they must appear for the perfection of our social existence. The Japanese have not yet become individualists in the true sense of the word.

MINOBE: I am afraid, that such a thing would be hopeless in JAPAN, even in the future. Unfortunately, JAPAN has not experienced a Renaissance or any religious revolution.

TANAKA: I am not so pessimistic. We have been only recently liberated from feudal chains and given the freedom of speech. I believe it will be realized comparatively early, but we must be alert so as not to fall into inconsistency of thought, which is more dangerous than militarism for present day JAPAN. There is a danger of the Japanese being easily caught by the idea of the moment and following it blindly to its logical conclusion.

TANAKA: The basis of historical education is that facts and the truth must be respected. In consequence, historical facts and myths will be clearly distinguished. Myths, later established as historical fact, should be inserted in history, but things not clearly established as historical facts, such as the conditions immediately before and after the founding of the Empire, should be taught simply as non-established incidents. Moreover, history has been abused as a means to promote militarism or the idea of the superiority of the Japanese Nation. It is a serious mistake to abuse history for such expediencies. Therefore, certain ideologies must be eliminated from history, and prejudices must be removed in selecting historical facts. It is important to teach history impartially, selecting all historical facts which are worthwhile from a purely objective point of view.

(over)

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Students Free To Carry on Political Discussions - Yomiuri Hochi - 22 Jan 46. Translator: T. Kitayama.

Summary:

Students have been granted permission to discuss politics freely, and to participate in political movements within their universities or colleges, and, if elected, they may become student representatives in the Lower House. In view of the fact that, along with the abolition of the public peace police regulations, educators and students can now freely join political associations (nearly 150,000 students have been given the right of voting through the revision of the Election Law), Education Ministry authorities issued the following notification on the 21 January, concerning political movements and election campaigns, to provincial governors, the presidents and directors of all universities and colleges, both government and private, throughout the country.

1. Along with the abolition of the public peace police regulations, teachers and professors, as well as students, can now freely join political associations, but they should not go in for political movements at the expense of neglecting their duties. They must not forget to uphold a fair and clean attitude.

2. Speeches on politics, supporting or recommendatory actions (including those by documents) for the sake of specific parties or individuals, on the part of educators and students during school hours, are strictly forbidden. But this prohibition does not include free discussions on politics as it is shown in the memorandum issued by SCAP on 22 October of last year, titled "Supervision and Policy Concerning JAPAN's Educational System."

3. Educators and students may stand as candidates or participate in election campaigns, provided they are honest and keep their duties in consideration. Accordingly, there will be student representatives in the future, and professor of private universities and colleges may also be representatives. But educators in government and public colleges and schools who are government and public officials, must relinguesh their posts if they are elected representatives, in accordance with House of Representatives' Ordinance.

In all countries, throughout the ages, students have always been at the head of progressive movements. In our country also, it is still fresh in our minds how many a student took part in left-wing movements, and some of them even led those movements. That the Education Ministry has admitted students' political movements, will surely stimulate them politically and enable them to play a prominent role in the democratization of our country.

Mr. ROTH, an American reviewer, states in his book entitled "JAPAN's Dilemma": "The Japanese students are the possessors of democratic ideas, as may be seen through the MORITO affair, the TAKIKAWA affair, and the KAWAI affair. During the war, they were mobilized to work ing new political organizations. They contributed to the purification movement of the NICHIDAI (TN NIPPON University.) last year.

The difference between the political movement of students today and that of by-gone days is that the latter was too ideological, while the former is realistic and practical. The reason is that students of today are confronted with problems concerning their own livelihood. They are of the unanimous opinion that social and political movements by students will become increasingly active after the winter vacation is over.

721.2 931.6-898 23Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 New Education in KANAZAWA - Provincial Newspaper Hokkoku Mainichi (Kanazawa) - 13 Jan 46. Translator: T. Ogawa.

Summary:

Seeking the reform of the present stagnant educational world, as well as the reconstruction of education along democratic lines, a teachers' roundtable conference was held at 1300 on 12 January at the SHOSHO-Machi Primary School. It was held under the auspices of volunteers among the primary school teachers in KANAZAWA-Shi. The conference was attended by 24 young progressive teachers, headed by Mr. YOSHIDA of the SHOSHO-Machi Primary School.

Ardent discussions were conducted by the attendants on the guidance of pupils during vacation periods, the reconstruction of education, and the organization of teachers' unions. It was stressed that the granting of necessary guidance to school children during vacation is one of the urgent problems to be settled. Under the present setup, however, this will not be realized unless they rely upon the teachers' individual conscientiousness and recognition of responsibilities. In view of the above situation, it was decided to take immediate action by encouraging all who are interested in this matter.

They also discussed the possibility of raising the social position of teachers and stabilizing their livelihood. That was considered the most important factor in the reconstruction of education. From the viewpoint that everything is desired from this factor, they unanimously approved the organization of a teachers' union as well as welfare facilities which will enable teachers to continue their studies freely. Furthermore, they decided to hold a teachers' conference under the name of "Young Teachers' Federation of KANAZAWA-Shi", with participation by teachers from all the public schools in the same city.

Great hopes are entertained that the planned teachers' union will pave the way for the democratization of education in the Prefecture.

931.6-882 22 Jan 46

ITEM 4 Revitalizing Education - Tokyo Shimbun - 21 Jan 46. Translator: M. Ohno.

Full Translation:

The level of the scholarship of school boys and students has shown a marked decline recently. To meet this situation, it was decided to conduct a supplementary course for six months in higher schools.

With regard to the situation in middle schools, YATOMI, Chief of the Middle School Education Section in the Education Ministry, stated as follows: "Since the lowering of scholarship in a serious matter, last November we ordered that middle schools and the technical schools take suitable steps to overcome this. It is believed that measures now are being studied in every prefecture. The course of study in middle schools, girls' schools and technical schools will be prolonged and a temporary special course for pupils desiring further study will be prepared.

I think it is proper that the term of the supplementary and special courses be about one year. The teaching of physics, chemistry, mathematics, and national language in the boy's technical schools and the teaching of domestic economy, physics, chemistry and national language in the girls' technical school must be effected. English must be taught at every schools and we ordered various schools to teach English composition and conversation."

931.6-891 22 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 New Education - Provincial Newspaper Kahoku Shimpo (Sendai) - 8 January 1946. Translator: J. Kinoshita.

721.8

Summary:

By the democratization of education, the Education Ministry has enlarged its administrative range from the narrow school education to a wider scope of social education. The administration of physical training and civil culture have also been transferred from the Welfare Office and the Bureau of Information. Now the educational authorities are confronted with a number of problems requiring solution.

In the educational administration proper, the problem of excluding educators with militaristic tendencies and reappointment of liberal teachers demands a speedy solution. The stabilization and promotion of the teachers livelihood is the most important issue to be decided in the difficult situation, in which some teachers are forced to become black marketeers.

The democratic renovation of the educational system must be accomplished to the extent of giving equal opportunity to everyone, including woman students. Revision and publication of textbooks demands both speed and deliberation. Furthermore, the dispersion of educational institutes to various districts must be considered in keeping with the land program. Stabilization of living in students' domitories is another fundamental problem.

In the cultural administration of literary, theatrical, fine arts, music, and movie enterprises, there should be no oppressive control, but a fair support for the healthy growth of cultural bodies.

In physical training we must endeavor to check the postwar decline in the national physical standard by encouraging the national spirit through sports. The supply of sporting goods is also of official concern. Creation of new national sports is keenly needed to replace the prohibited militaristic sports.

931.6-742 13Jan46

ITEM 1 School Principal States Reality Instead of Myth Must be Taught School Children - Provincial Paper Kochi Shimbun (KOCHI) - 3 Jan 46. Translator: H. Nishihara.

721.2

Full translation:

A directive from General Headquarters on 31 December abolished school courses in history, morals, and geography which taught children the mythical origins of the country and the superiority of the Japanese race. In this connection, NAGANO, Tomihisa, a teacher in the DAISAN School at KOCHI, stated:

"The so called Japanese spirit is taught to children through school courses in morals, history, and geography. The directive deals a fatal blow to our teaching standards on these subjects, but a new democratic Japanese spirit will be surely established. Formerly, education in politics and economics was not given in the national schools, but now it will be different. It is important to teach facts.

"When I related the myth of 'The Rabbit and the Sharks', a boy asked, 'Can a rabbit and a shark speak in the language of men?' I was embarrassed. We must tell stories which are rational to a child's mentality.

"There are other contradictions in our former ways of teaching. For instance, a child may write a good essay on being a good son in an examination, but in actual life the child may behave quite differently. Such anomalies as this existed in our old methods of teaching, especially in morals. We must reconsider our former methods in such cases."

931.6-697 10Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 6 New Education for JAPAN-Tokyo Shimbun-9 January 1946. Translator: Nishihara, H.

721.2

Summary:

In America, the Governor of each state is the highest administrative official in education. Under him are the school boards in towns or villages. The American way of school administration will be practised in JAPAN as planned by the American advisory Committee on Education, which is coming to JAPAN.

The bad practises of Japanese school administration must be reformed by the Japanese people. Firstly, the Education Minister's power over school administration must be abolished. Secondly, the prefectural school administration must be reformed. We must reform the present procedures by which school administration is carried out by Governors or chiefs of home departments who have no knowledge of education. With the independance of education as an objective, it is desired to give to the university president of each area the highest power is school administration. Thirdly, the members of prefectural or town assemblies must be kept out of school administration. Interference by the members has been a very bad practice in the past, and this must be strictly reformed.

By the above three measures, the educators and administrators re given equal treatment and the revitalizing of education circles will be realized. To establish a self-governing system in schools, it is important to give teachers the power to teach in accordance with their own free will. In private schools, directors of the financial affairs must not interfere in decisions of teaching programs, or personal affairs of the schools.

Now the Government Universities are beginning to establish a self-governing system. A new educational system will be established after the reformation of school administration on the basis of self-government in educational circles. 931.6-700 10Jan46

ITEM 1 (A) What We Expect of ABE, Our New Education Minister; (B) A Subsidy System for Increasing the Manure Production -- Provincial Newspaper Tokushima Shimbun (Tokushima) - 14 Jan 46, Translator: Y. Suzuki

721.2

Summary:

The reconstruction of the SHIDEHARA Cabinet is finally realized. However, we were disappointed, for the personalities were exactly of the same type as before. Even in this disappointment, we still have great expectations from our new Education Minister, ABE.

Young people may not know that he played an active part in the literary world when our national literature was in its golden age. Although, thereafter, he held his position in retirement as the headmaster of the 1st Higher School, he had a splendid influence upon our educational world as a humanistic educator.

Our future education demands an historical reformation; that is to say, education must cast off its conventional nationalistic ideology and courageously set up democracy. For our leader, we must select a person who has true discernment and new sensibility. We cannot consider Minister ABE young, for he is already 64 years old. Nevertheless, the Japanese Government has selected a person whom it never had before, a really suitable man for the present situation, one who has had long experience in the educational world. To us, the future direction of the educational policy is an unknown problem, perhaps a source of apprehension. However, we expect the new Minister of Education to exhibit his talents in revamping JAPAN's educational system. 931.6-845 20Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Letters to the Minister of Education, ABE - Asahi Shimbun - 22 Jan 46.
Translator: H. Arai.

Full Translation:

It is well known that students' scholarship is presently very poor. This testifies to the fact that militarists ignored not only the meaning of a student's life but the essence of education.

The war finished disastrously, but the students are expected to become the support of the new JAPAN. However, the wartime educational system remains as it was. The quality and type of education should be rapidly improved in accordance with the fundamental policy of education.

First, the return of high school courses to the three-year system is desirable. It is against the country's interests as well as that of the students to permit the present high schools students, lacking in intellectual power on account of the compulsory labor during the war, to matriculate at a university in their present state. Supplementary education for six more months is meaningless to them.

Moreover, the textbooks now in use would only make the level of their scholarship low. Therefore, these textbooks must be revised and made as substantial as they were before the war. We know well that the Department of Education carried out many outrageous policies in schools during the war.

Aware of how to govern themselves and the real meaning of a student's life, all the students want to devote themselves to their studies. Therefore, we desire ABE, the new Minister of Education, to carry out good measures to correct the old educational policy and make it possible for us to enjoy a student's life.

(By OKADA, Munetaka, a student
in TOKYO)

What we fourth year students of middle schools ask Minister of Education, ABE to carry out is the return of middle school courses to the five-year system. Recognizing the lowered standard of our scholarship and culture because of the war, we ourselves are making efforts to elevate the standard of our attainments. However, we are afraid that, if the present fourth year boys complete the middle school course this March, the Japanese standard of culture will suffer.

It is a matter of regret that, with no consistent ideas about the significant revolution, many boys, whose sole object is to get high marks, would leave school. We are now thrown upon the horns of a dilemma.

"Give us bread and ideals" is the actual cry of the Nation. Regarding many problems from the Emperor system down to the strike of a small factory, the Nation is at a loss as to what to do. If matters go on at this rate, such a beggar's spirit will spread throughout the Nation.

In accordance with the removal directive issued by General MacARTHUR, nearly 20,000 persons are to be removed from public office. Many young people, who would fill up the vacancies and be at the helm of the new JAPAN, are puzzled as to what course to take. Please lead us and brighten our prospects! I ask you to make the best use of our ardor for the establishment of a new JAPAN. 931.6-905 23Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 Talks on Democratic Education (2) - Jiji Shimpo - 29 Jan 46.
Translator: J. Weiller.

721.2

Summary:

Conversation between Education Minister ABE and the Chief Editor ITAKURA.

ITAKURA: It is fortunate for youths that there is no more conscription. One more good aspect of the disappearance of conscription is that up to now schools which adapted themselves to the rules laid down by the Education Department were accorded only the privilege of the postponement of conscription of the students, so that with the elimination of of military service, schools will be in no need of such a privilege. Therefore, in the future a liberal education free from Government interference, can be given to youth according to the founder's own views and ideas.

ABE: I quite agree with you on that point. What the so called democratic education will be is a problem, but all agree that the breaking up of formal and uniform education is one of the main objectives.

ITAKURA: It is a good idea to allow the founders ample scope to put their initiative into education, but at the same time the educational authorities should impose on the schools the minimun work they are to give the students.
ABE: It is my intention to do this.

ITAKURA: One more unfortunate result the war has brought on our learning is the suspension of importing books since 1940. It is a great blow to all branches of learning. We do not know what kind of study is being made abroad or how far a particular research has gone ahead. Furthermore, due to an adverse exchange now, perhaps we have to pay 30 or 50 times pre-war prices if we are to import books. Even if MacARTHUR's Headquarters permits us to import them the price will be prohibitive to individuals. Something ought to be done by the State to cope with this deplorable situation.

ABE: Anyone who has some interest in learning is keenly alive to the situation. Before the war a certain section of people had an anti-foreign notion and asserted that JAPAN could pursue her learning without dependance on foreign countries, but I do not think there are now any who seriously think in this way. However, as it is almost impossible to secure books as in pre-war days, it is necessary to work out such measures as to utilize a limited number of books as widely as possible. It seems that library books for instance, were not efficiently made use of before. Some people took out books from a library and kept them for two or three years to the inconvenience of others who wanted to read such books. I know many cases where library books were burnt during the war because they were scattered in private houses. In order to distribute books evenly a common catalogue in the various university libraries was suggested by my friend Mr. KOMIYA of the TOHOKU University and I think it is a good idea. Another thing I would like to suggest is a big scale translation organ in order to diffuse to a certain degree foreign ideas and learning.

ITAKURA: It is most necessary to let the people become intimate with the learning and conditions in other countries in order to make this a peace loving country. But as to the exchange question, in view of the present national condition there is no prospect of recovery in the near future.

ABE: In order to equip ourselves with such cultural instruments a fairly big expenditure is needed, but if we remember we have spent so much money on armaments the matter will not be so difficult if we really go about it in earnest.

ITAKURA: I think I can definitely declare that the import of foreign books for such specific purposes can not be done by individuals, but should be attempted by the combined efforts of the government and moneyed classes. As to translation, I suggest that we should set up something like the "Foreign Books Investigation Center" (BANSHO TORI-SHIRABESHO) instituted at the end of the TOKUGAWA Era, where they translated Dutch books into Japanese. As in the manner of the CARNEGIE Institute, which is doing creditable work in translating the classics of the world into English, we should set up such a place here by the combined efforts of the Government and private perso

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 5 Democratization of Universities - Yomiuri Hochi - 22 Jan 46.
Translator: S. Inoue

721

Summary:

While the various existing political or economic systems in JAPAN must be democratized, the university system is also to be drastically reformed. This reform must be attained on the basis of social criticism. The present corruption and inefficiency of universities are mainly due to social indifference to the state of affairs.

We can percieve the social indifference in the very fact that even the communist party, the severest of social critics, has been very lenient toward professors in their war criminal list. In institutions such as those for research, where no critical students attend, old abuses are still rampant. Here is an example:

In the TOKYO Imperial University, the former aviation Laboratiory is going to be replaced by the Scientific and Engineering Research Institute. They are quite different from each other. Some ex-members are very eager to keep their former membership in the new institute. We must remember that among these ex-members, there are many whose past actions have been very reprehensible. We demand strongly that those who made unnecessary drafts of personel, plotted to make the institute fascistic, and constituted an autocratic stratum in conspiracy with military factions, must leave their positions without any argument.

It is erroneus to think that at this time an unimportant question about a single laboratory is negligible. Herein lies a fuse which will lead to a revolution in universities and finally set the whole educational system in a revolutionary blaze. Thus, I hope sincerely that society keeps a strict watch even upon the trivial problems of a laboratory attached to a university, in order to rebuild a new JAPAN. (Sent by Mr. KUMAGAYA, Seiichiro; Assistant professor at TOKYO Imperial University)

931.6-899 23Jan46

ITEM 2 Conference on Education Under the Auspices of the Hokkoku Mainichi - Provincial Newspaper Hokkoku Mainichi Shimbun (Kanazawa) - 23 January 1946. Translator: H. Nishihara.

721

Summary:

Educational circles are in dismay through the abrupt change of circumstances. Educators must find their way by their own thoughts as well as by an interchange of opinions. The HOKKOKU MAINICHI plans to offer the opportunity for discussions to educational circles and is now preparing to hold a meeting for "Discussion of Democracy" on 27 January. The meeting will be attended by TSUZAWA, Sosei, Chief of the Education Section of the Prefecture; IIZUKA, Ginji, education inspector; TSUJIGUCHI, Hideji, another inspector; MURATA, Koiichiro, another inspector; ODA, Nobuzi, Chief of the School Section of KANAZAWA-Shi; SHONO, principal of the Higher Normal School of KANAZAWA; ITO and ANDO, both professors of the Fourth High School; SHIMIZU, principal of the ISHIKAWA Normal School; GOTSUBO, principal of the ISHIKAWA Youth School; and other teachers in national and middle schools in the prefecture.

These teachers are expected to have a vigorous discussion on democratic education and on the reformation of the education system, treatment of teachers, and the reformation of school courses. The chairman will be KAMOI, Yu, chief editor of the HOKKAI MAINICHI. About thirty people of the union of KANAZAWA teachers want to speak at the meeting, which promises to be a success.

931.6-987 28Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Proposed Changes in Primary Education Setup. - Provincial Newspaper Kahoku Shimpo (Sendai) - 20 Jan 46. Translator: I. Inoue.

Full Translation:

721.2

At the SUMIYOSHI National School in ISHINAKI, near SENDAI, a discussion meeting was held with First Lieutenant CHURCH, commanding officer of the regiment occupying the area around ISHINAKI. Lieutenant CHURCH was kind enough to indicate how the primary education will be carried out for the democratization of JAPAN. This recommendations are summarized as follows:

(1) We must absolutely avoid commanding children in the manner formerly used in military training. They must not be marched in formation but should be allowed to walk independently when going to school, leaving school, or accompanied by a teacher. When the roll is called, their names should be called, not their numbers. In cases where the schoolmaster addresses the pupils, "watch the master" may be used in place of "attention".

(2) Japanese elementary education seems to have its standard for promotion in the intellectual development made by 12 or 13 students of class who surpass the others in scholarship. This standard must be immediately replaced by one which represents the intellectual development of those who are below average. In any case, they must not be treated with bias or unfairly according to their wealth or poverty.

(3) Teachers must be persevering enough to enable their pupils to fully understand what they teach.

(4) The system of monitoring should be abolished, as it is liable to become compulsery. If necessary, any student may be appointed an assistant to the teacher. Incidentally, no monitorship system exists in the UNITED STATES.

(5) In any case, teachers must refrain from striking their students or punishing them in public. When they err, kind and confidential correction is better. However, a teacher can punish them by hearing them review their lessons. At any rate, everything must be explained to their full understanding.

(6) Those who are as high as the fifth or sixth year class may undertake such elementary political subjects as regards the city, town, or village where they are living.

(7) When they have entered school, they must be imbued with moral thought. This must be carried out concurrently in their homes. When the Imperial family or their members are referred to, there is no necessity for unnatural worship. A normal feeling for respect and courtesy is more fitting.

(8) Teachers must endeavor to make their children familiar with their school, and be tender enough to consult with their students about problems which they hesitate to present even to their parents.

(9) With regard to gymnastic exercises, ill military drills are to be eliminated, and group sports should be substituted.

(10) A class must consist of not more than 40 students, so that more individual supervision and instruction will be possible. 931.6-954 26Jan46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 For the Advancement of A University - Mainich Shimbun - 21 Jan 46.
Translator: I. Kuniko.

22, 2

Full Translation:

The investigation of truth or the study of science must necessarily be linked with progress. The progress of society means nothing but a step forward to a more rational society. It is progressive to convert a feudal and militaristic society into a democratic one. This is because the latter society is far more rational than the former and its development means a step forward toward a more rational society. The investigation of truth or the study of science has as its object the exclusion of irrationality and an approach to rationality. More particularly, the object of investigating social science is to study rationality in every phase of politics, economy, and literature. In such a manner, the study of science must necessarily be linked with progressivism, because both have as an object, a step forward to rationality.

Needless to say, the duty of a university is to search for truth, or make a profound study of the sciences. Accordingly, its attitude toward society must be always progressive. If a university is reactionary, it is because it has either neglected to study science or because it is constituted of elements who have no ability to seek truth. A university is organically related to the Nation. Above all, a government university is based upon law, and is managed on the national budget; therefore, its progressivism is undemiably restricted to some degree.

A university's leanings, however, must be always more progressive than the general tendency of the country. When a country is generally progressive, a university must lead in itsdevelopment. When a country is wholly reactionary, even though it should prove impossible to withstand the forces of reaction above, the university must remain in opposition until the very last. Did our universities endeavor to check militarism and reaction in JAPAN?

When the theory, "the Emperor is only an organ" was rejected, none of the professors who were convinced of its right were stood in opposition Such an attitude of the university obviously cannot be said to be rational or progressive. For instance, the arrest of the professors was a result of the reactionary professors informing the authorities about the activities of the progressive professors. This was outrageous conduct. Of the professors who were involved in the affair, those of the TOKYO Imperial University were exempted from suspension from office, and those of the private universities, immediately after the affair, were ordered to retire from office without being declared guilty or not guilty. When the affair was settled and all the professors were [illegible] have remained in the universities?
There are many causes, one of which was the fact that their salaries were too low, and the salaries of the assistant, professors were next to nothing. Under such limitations, it has become a rule that only the beourgeoisie can become professors, since a professor cannot live without some other source of income. It is therefore quite natural that thosemost interested in seeking truth are not in the universities.

We must do away with the incompetent professors and improve conditions. But the solution should not be confined only to the betterment of conditions. Of all civilized nations, JAPAN had been closest to government subsidy for cultural pursuits. In order to construct a new and cultured JAPAN, these expenditures must be increased above any other. The treatment of professors must be bettered and universities must become shelters for progressive thought. In this way we can establish the foundation for a cultured JAPAN.

931.6-887 22 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 2 Conversation between Gen Dyke and Ed. Minister, ABE - Asahi Shimbun - 31 Jan 46. Translator: M. Onno.

721.2

Summary:

Education Minister ABE talked with Brigadier General DYKE about fundamental educational Problems on 22 January.

The Minister of Education: I know well JAPAN is vanquished and the UNITED STATES is the victor. However, I believe the UNITED STATES would not ignore both truth and justice in view of being victor. Consequently, I intend to insist on everything frankly. I want you to understand this.

DYKE: Well, Progress lies in frank negotiations, I think.

The Education Minister: Some officials of our Government have accepted without any preparations certain orders from the General Headquarters which would be impossible to complete. There were many of those cases before, I think. I want to avoid this, and if I think it is impossible to obey a directive of the General Headquarters, I will say frankly and tell why the directive is impossible.

DYKE: Yes. And to bear this out, suppose I issued a directive to force you to do something by a certain date. We will allow you to postpone this date in special cases. Education is a thing of great importance, I think. It will be a serious matter if evil educational methods lead young men on an unjust path which would seriously injure the minds of the young men. I want to know in detail the educational conditions in your country and I want to tell you, in advance, our opinion concerning education in this country as well as to deliberate on the propriety of such an opinion.

Till now, we have had to issue a large number of directives in order to give the Government an outline of our intention. Hereafter, though we might issue some directives, the will be additional ones to supplement the former ones. Our work in the future is to fill up the contents of the directives issued formerly. I want to supporess promptly the improper parts of the present text-books. Concerning this, the understanding between the Headquarters and the Education Ministry is rather good, I think. However, it is not so in the provincial districts. I think the co-operation of learned civilians is necessary for revising the text-books. The adoption of civilians as advisory is desirable. cumstances. I want you understand this.

DYKE: I said only that the co-operation of civilians is necessary for the genrral educational problems. As you know, American educational envoys are to come to this country soon. I want you to form promptly a Japanese commission to work with them.

The Vice-Minister: We have already made a list of the members of that commission, numbering about 23 persons. However, I think the commission must be filled up by the further addition of members, especially public educators.

The Minister of Education: I wish to say a word about Japanese history. Japanese history must be written afresh. However, previously when the communist thoughts entered our country, our history had been written from the standpoint of communism, but it did not portray the real facts. If Japanese history is to be written in the light of democracy only, it will again become unreal. Consequently, the problem of history must be handled with great care. Accordingly, we want to begin to teach, at school our history free from such fabrications and militaristic elements for the present.

Lieutenant Colonel NUGENT: Japanese history must be written not only from the communistic standpoint, or from the democratic point of view. It must be based on historical facts.

DYKE: I think Japanese history must be written by the Japanese themselves, not by Americans. But, as this is a important matter, ample time must be devoted to it. I think that Japanese history has not only been distorted by militarism and nationalism, but that there are other distortions too. Consequently, I am of the opinion that it would be better if the teaching of Japanese history were suspended till the time when a more in realistic history is written.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

721.2

ITEM 1 Democratization of Schools in Hyogo Ken - Provincial Newspaper Kobe Shimbun (Kobe) - 10 Jan 46. Translator: M. Ohno.

Full Translation:

Many middle schools were changed into technical schools, and girls' schools into commercial schools during the war. Following the move to democratize education, a desire to do away with the changes made during the war has been aroused in HYOGO-Ken.

The HOKUSHIN Technical School, the HOTOKU Technical School, and the NISHINIYA Municipal Technical School, wish to revert to their former status as commercial schools; the NISHIWAKI Girls' Commercial School, the OGIMINATO Girls' Commercial School, the YAMANOTE Girls' Commercial School, and the SUMAMUTSU Girls' Commercial School wish to become ordinary girls' schools again.

There are also several other schools which wish to revert to their former status. The prefectural schools have so far shown no wish to do so, but the private schools are very much in favor of the change. Consequently, HYOGO Ken authorities are taking steps to meet the situation.

In the opinion of the prefectural authorities, pupils in the first or second grades in the converted schools will be able to start their new lessons as before. The immediate conversion of lessons for pupils who would expect to graduate from grade school this spring, will be impossible because the pupils' ability is not sufficiently high, but when these pupils have graduated, the change can be effected in full.

In the meantime, special supplementary courses to meet the lowered standards of knowledge are requested by ten girls' schools. Requests to increase the number of pupils in a class are coming in from provincial middle schools.

HYOGO Ken authorities have decided to apply to the Education Ministry for a solution to these problems. 931.6-754 14 Jan 46

ITEM 1 Political Action is Free Except During School Hours-The Niigata Nipo (NIIGATA)-22 January 1946. Translator: S. KAWASAKI.

Full Translation:

721.2

It is desired that the attitude of the Education Office on the political movements of teaching staffs and students, be made clear before the general election is held.

Recently, at the Education Office's conference, it was decided that all political movements and election campaigns except educational movements should be free. On 21 January, the notes of vice-ministers were issued to the principals of schools and local governors. The political freedom which teaching staffs and students have obtained is very extensive, including such freedoms as the right to join political assemblies, freedom of political action is a school (except during teaching hours), and freedom of candidacy for teaching staffs, students, and pupils.

Accordingly, they have decided that civic education in schools should be stressed. For instance, qualifications as members of the Communist Party are now compatible with those qualifications of a student, but it is prohibited for teachers to influence their minds during teaching hours. However, free discussions concerning politics is officially permitted both outside and inside the school rooms. Moreover, permission for the candidacy of teaching staffs and the creating of more than 150,000 students is an epoch making milestone.

Students' members of the House of Representatives may appear one after another. However, in case teaching staffs of the Government and public schools are elected, they should naturally retire from the Government and public offices under provision 10 of new Election Law. 931.6-942 26 Jan 46

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 Conference on Education in YAMAGUCHI - Provincial Newspaper Bocho Shimbun (Yamaguchi) - 29 Jan 46. Translator: T. Ogawa.

724.2

Summary:

The principals of all the secondary schools of the prefecture held a conference at 0900 hours on 26 January at the OGORI Agricultural School in YAMAGUCHI-Shi. The aim of this conference was to decide how to bring up approximately 50,000 students of secondary schools at this period of transition when a rapid change from a uniform militaristic education to a peaceful democratic one is taking place. The conference was attended by Mr. TAKABATAKE, the Director of the Administration Department, Mr. NOHTOMI, a Prefectural School Inspector and other prefectural officials as well as some 100 principals, headed by Mr. TAKIYAMAGI, the Principal of the YAMAGUCHI Middle School.

The following are suggestions as given by Mr. TAKABATAKE at the conference:

1. A thorough carrying out of the purport of the Imperial Rescript issued on New Year's Day: (a) The school authorities should attach importance to the training method of education, in order to clarify the meaning of democracy as well as liberalism and to eliminate any evil bias into which the students might fall. (b) Principals should give thorough guidance to subordinate teachers to prevent teachers neglecting their mission as educators by trying to ingratiate themselves with the students, or attempting to disturb the harmony of the school by taking advantage of present popular opinions. (c) For this purpose it is urgently necessary that the principal himself must take the initiative in showing an example. (d) In order to wipe out militarism and to inoculate the ideals of pacifism in the students, a prompt disposal of all articles bearing a militaristic color, such as bomb-shelters, arms, maps, etc., is necessary. (e) As for the thorough carrying out of MacARTHUR's Headquarters' directive, regardless of whether or not the school authorities have been instructed to that effect, principals should resort to a temporary expedient at their own discretion upon getting the information through newspapers or radio broadcasts.

2. Stress on morals: Especially at this time when democratization is seen everywhere, to lead the students sturdy and healthy thoughts is essential. Also, to keep close contact with the students' parents is an unfailing method of making training successful.

3. Promotion of scientific education: For this purpose it is necessary to give as many chances of publication of studies, made by teachers or students, as possible. The school authorities should accord every facility to aid their study.

4. Promotion of women's education: It is necessary to endeavor to cultivate feminine virtues as well as to provide civics and scientific courses.

5. Promotion of social education: It is essential to open school buildings to the public as an institution for giving social education. Teachers themselves should voluntarily take charge of such tasks. It is also essential to encourage the students to join more enthusiastically the young men's or juvenile organizations.

6. Supplement of scholastic attainments: To remedy the decrease in scholastic attainments, it is necessary to encourage students to study their own accord. It is also necessary to utilize properly the surplus hours from the abolished courses as well as to encourage students' debating societies. For the graduates of this year, a business course or a post-graduate course may be attached to each school.

7. The method of selecting applicants for this year: The dates of the 1st and 2nd selections should be decided by the schools in each area so that they do not fall on the same day. Thus the applicant can choose two schools.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

721.2

ITEM 1 Schooling Should Be Free - Provincial Newspaper Niigata Nippo (NIIGATA) - 31 January 1946. Translator: K. Nobunaga.

Full Translation:

Because of the rising prices of commodities salaries have been increas Consequently, this is exerting a great influence upon our national and prefectural economy.

The raising of rail fares is a case in point. Of course, the increase in salaries is natural, and various kinds of policies will be establish to raise funds. However, some of the policies may cause unreasonable conditions which should not be ignored.

One of these is the problem of the raising of school fees which is due to the improved treatment of teachers. A few private schools in this prefecture are planning to raise school fees on the grounds that they find it hard to maintain themselves. The prefectural or public secondary schools will also follow their example in the near future.

This raise in fees seems natural enough, however, it raises a problem. We should consider whether or not instruction should be free at the secondary schools. Today, all our people should receive a secondary education in order to reconstruct JAPAN as a cultural country. Without doing away with the privileges or attaining equalization in education, the cultural level of our nation can not be raised. If the difficult entrance examinations and the high school fees of today are left untouched for a long time, neither a higher culture in our nation nor the development of scientific education and the establishment of a democratic administration can be expected.

Today school fees should be totally abolished and a plan for free study should be established. For this, the number of schools should be increased. A large sum of money has been spent during the war. Nevertheless, the expenditures for education have been so low that General YAMASHITA admitted that JAPAN's defeat was due to poor educatic Military facilities should be taken advantage of by schools.

In addition, new schools should be established so that school tuition may be decreased. Government and public schools may be able to carry on without school fees, but private schools can not.

The Government should force private schools to build up their education equipment and obtain good teachers; it should also give subsidies to good schools so that they may retain their own characteristics. To hav high school fees is not reasonable from the standpoint of education.

The effects of education on the solution of the food problem, the prevention of inflation, the relief of the unemployed, and the treatment of the war victims is expected to be great. Therefore, if we can expect good effects, it will be less difficult to reconstruct JAPAN in peace. After all, we should expect everything from the progress of education, and secondary education should be the center of this progress. Consequently, the prefectural assembly should increase its expenditures for education and, at the same time, abolish school fees.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775915

72/12

'Guide' For Teachers Now Being Compiled

Interim Step by Education Ministry as New Texts Unavailable Till 1947

New national school text books which the Education Ministry is now compiling are expected to be used from the 1947-48 fiscal year, or from April, 1947, and as the old text book will have to be used for another year, the Ministry is preparing a "guide book" for teachers to aid them in educating pupils with the use of the old texts. The guide book will be ready and distributed to all schools in the middle of February.

One part of the guide book contains general instructions regarding the new education to be given to the children, and also clarifies the attitude which the teachers must take toward the new situation, while another part explains how ethics, history and geography should be taught.

Wishing not to make the guide book "government edited" the Education Ministry has asked all teachers to submit their creative views, questions and difficulties, so that all these opinions may be used as material for compiling the proposed guide book. Teachers are requested to submit their views before January 10.

Plan Authentic History Book

A two-year plan for compiling and publishing an authentic history of Japan has been made by the Shin Rekishi Kyokai or New History Association, because of the rising public opinion that the former history of the country is wrong. The proposed work will cover political, economic, educational, religious and cultural progress of the Yamakawa: history of family system by Hajime Tamaki: history of social policy by Kazuo Okochi: history of literature by Tadayoshi Kondo: history of Buddhism by Yoji Yamazaki: ancient age by Yoshimasa Ishiyasu: Middle age by Takeshi Toyoda: modern age by Makoto Abe.

730.2-809 4 Jan 46

Clean-Up of Schools Set by Government

Special Bodies to Weed Out Militaristic, Ultra-Nationalistic Teachers Planned

72/12

Special investigation commissions to handle matters relative to eradication of militaristic and ultra-nationalistic teachers will be set up in the Educaton Ministry, prefectural governments and universities, with the aim of attaining fair and speedy investigations and judgment regarding the qualification of teachers, reports the Asahi.

Plans for setting up the Commissions' Structure and selecting their personnel will be published after they are acknowledged by General Douglas MacArthur's Headquarters.

It is believed that the commission in a prefecture will be made up by five members selected by the governor and three each from a boys' middle school, a youths' school and a national school.

The principal of each school is authorized to name the teachers whose qualifications must be examined while the names of principals who are regarded as militaristic and ultra-nationalistic are to be submitted for examination by prefectural governors. At universities, presidents are qualified to point out the professors to be examined.

The teachers' association is responsible conducting for the examination while the investigation commission at the Educaton Ministry will handle the [illegible]

Political Education

People's Enlightenment Drive Going On

72.12

Bringing a bright future for the coming general election, the enlightenment movement for the political education of the people, which has been sponsored by various branches of the Japan Education Foundation, is now progressing steadily.

During the enlightenment drive, teachers of universities, colleges, secondary schools, and national primary schools will continue their lectures on the subjects "Meaning of Democracy" and "Woman Suffrage" at the regular meetings of the neighbors' associations in cities, towns, and villages.

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Revamping Education Agreed by Conferees

4-Point Renovation Program Reached Between Abe and College Presidents

72/12

An agreement to renovate university education and to respect academic freedom was reached at a conference between Education Minister Yoshishige Abe and presidents of several Imperial universities held at the Education Ministry Tuesday morning.

In an address delivered before the conference, Abe stressed that the universities should exert themselves from a broader point of view for reconstruction of education in Japan. They should set an example of genuine democracy free of unsound tendencies which the nation would be liable to follow, added that Education Minister.

Abe specifically emphasized the need of renovating the faculty staffs of universities.

Following Abe's address, the [illegible]

Over 150,000 Students To Get Voting Right

Political Discussions During Lessons To Be Banned By Government

72/12

In the face of the forthcoming revolutionary general election, the Education authorities have decided that school teachers and students may discuss politics within the school compound but that no political discussion may be made during lessons.

Following the abolition of the peace maintenance police law, school teachers and students have become eligible to join political organizations. Meanwhile, as the result of the revision of the House of Representatives election law, upward of 150,000 students are to get the right to vote.

This new situation has attracted much attention of interested circles as regards the possible active participation in politics of teachers and students. Hence the clarification by the Education authorities of their attitude on this issue. The decision, by the way, was forwarded to the principals of all government and private universities and colleges, as well as to prefectural governors.

mainichi 23 Jan 46

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The leaders of the Association are Tamiji Naito, Itsuro Mukozaka, Takao Tsuchiya and Saburo Okazaki. Young rising historians will be called to undertake the compilation of the new history. Historians who have already been selected to write portions of the proposed history of Japan are: history of Japanese historiology by Kentaro Hayashi; development of liberalism by Itsuro Mukozaka; development of capitalism by Takao Tsuchiya and Saburo Okazaki; agriculture of modern age by Itsuro Mukozaka; history of education by Toshikane Okubo; history of natural science by Hanji Yamada; history of applied arts by Kenjiro Sugita; history of finance by Toshihiko Kato; history of foreign trade by Kiyoshi Oshima; history of industrial technique by Kenzo Kusaita; history of war economy by Yoshio Ando; history of women's movement by Kukuye

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The teachers' association is responsible conducting for the examination while the investigation commission at the Educaton Ministry will handle the matters relative to schools under the direct jurisdicion of the Ministry.

In case those who have been labeled as militaristic and ultra-nationalistic deny the accusation, the central investigaton committee must make the final decision. Not only those who have been recognized as militaristic, but the others who have been discovered unsuitable as educators will also be expelled from the educational field.

The investigation commissions will handle only those cases which need investigation, and those who have been clearly recognized as ultra-nationalistic through their speeches and publications will be expelled without waiting for the examination by the commission.

NIPPON TIMES 5 NOV 45

of Democracy and Woman Suffrage" at the regular meetings of the neighbors' associations in cities, towns, and villages.

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4-Point Renovation Program Reached Between Abe and College Presidents

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Abe specifically emphasized the need of renovating the faculty staffs of universities.

Following Abe's address, the presidents of the universities arrived at a four-point agreement for renovation of the university system. The four points include:

(1) To renovate the university education parallel with reform of the educational system in general and reorganization of administrative machinery.

(2) Election of university presidents and management of faculty staffs should be conducted along the line of democratizing the university system in order to promote academic freedom.

(3) To avoid formalism in examining qualifications of faculty staffs.

(4) To take every possible step for betterment of the living conditions of professors and students including adoption of dormitory system for students.

Opening 101 High Schools

The Educational Department of the Metropolitan government, which has been conferring with high school authorities within the metropolis for the past two months, revealed that 101 high schools will continue to exist while 56 others will close up voluntarily when the current school semester ends in March.

Most of the schools which will close up include night high schools or industrial high schools which were established during the war.

Of the 101 high schools which will exist only 56 schools have their own buildings which at present are being used by two or three other high schools. High schools which lost their buildings during the war as a result of air raids number 46 and those partially damaged 37.

Many business high schools which were forced to change to industrial schools during the war will again become business schools with the opening of the new semester.

Nippon Times 8 Feb 46

peace maintenance police law, school teachers and students have become eligible to join political organizations. Meanwhile, as the result of the revision of the House of Representatives election law, upward of 150,000 students are to get the right to vote.

This new situation has attracted much attention of interested circles as regards the possible active participation in politics of teachers and students. Hence the clarification by the Education authorities of their attitude on this issue. The decision, by the way, was forwarded to the principals of all government and private universities and colleges, as well as to prefectural governors.

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DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 2 Liberty in Schools - Tokyo Shimbun - 24 January 1946.
Translator: I. Hotta.

721.2

Full Translation:

It can never be said that there was no liberty in the schools before the war, but it was so restricted that it hardly exested at all, excep in outward appearances. High-handed measures were taken with society for the study of social sciences which was instituted in the schools from the end of the TAISHO Era to the beginning of the SHOWA Era. This fact clearly proved that school liberty had a limit. The freedom thereafter was something of a farce. Most of the students were forced to work, and if there were any who resisted doing so, the director of a school bribed them into forgetting their discussions on social problems.

"FUKUZAWA, Yukichi" by MAYAMA, Seika tells us that to eat beef is a way to shake oneself free from feudalism and to lead one to civilized life. "Beef and Potatoes" is one of the masterpieces of KUNIKIDA, Doppo, and someone might have written an essay "Beef and Social Scien for school authorities prevented students from studying social scienc by giving them a treat of beef.

Now let us return to our subject. The defeat has brought freedom to the schools. Students as well as the teachers have been allowed to discuss politics freely. Teachers may obtain a seat in the Diet. However, those teachers who are serving in government or in municipal schools must resign from their post after they are elected as they are officials.

One can get the right to vote at the age of 20 years, and qualification for election at 25. It is accordingly very natural for students to discuss politics or to take a seat in the Diet. The schools, too, can not be independent of politics as school authorities live under the same sky as the general public. The barracks which once existed, were nothing but a compound in our society. They distinguished soldiers from common people, under the misconception that worldly desires could be kept from this compound. It was a fundamental mistake, and it finally led service men to take part in government. As it is a good method of leading a prodigal son back to the right way by letting him behave himself as he likes, the students should get wholesome ideas through their politic l discussion However, it will be like putting a fifth wheel on the coach, if they discuss political problems witnout developing sound common sense.

931.6-943 26 Jan 46

ITEM 2 The Target of Democratic Education. - Provincial Newspaper - Hokkoku Mainichi Shimbun (KANAZAWA) - 31 Jan 46. Translator: I. Imai.

721.2

Summary:

For proper democratic education, the educators are first of all requested to grasp corrctly the significance and substance of democracy. They must decide by their own faith and judgment how the democracy of this country should be. Their self-consciousness and efforts for the stabilization of this fundamental attitude of the educators would qualify than as democratic educators. This self-consciousness is, after all, that of a free person. To foster this self-consciousness in the spirit of educational objectives is the first step of democratic education. From this self-consciousness, to let people acquire the ability to form and develop a proper national society is the second target.

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721.2

THE CHICAGO SUN
FEATURE PAGE
PAGE 10 FRIDAY, JAN. 25, 1946

Japan Diary—a Story of Our Failure

Japanese Educators Adopt Shrewd Tactics to Retain Old Concepts of Schooling

Last of a Series.

By Mark Gayn.
Chicago Sun Foreign Service.

721.2 (G)

TOKYO.

JAPAN'S schools now are a major battleground on which the old nationalist gang is fighting an obdurate battle for survival.

In education, more than in land reform, Shintoism or the purge of the governing apparatus, opposition to Allied directives has been shrewd and persistent.

In a small town in Western Japan, I joined in a U.S. Army "checkup" on a primary school for girls. At the entrance stood three tiny, smiling girls in bright kimonos.

This was Christmas Day. The deep snow sparkled cheerfully and the world definitely was at peace. We marched inside and asked to see the athletic equipment. In schools for big boys, this would include swords and bayonets. But this was a school for tots who scarcely would use anything but dolls.

In the storeroom we found toys and undersized dumbbells for exercise. And in the corner, there was a crate of dummy hand grenades, steel gray and businesslike. Each hand grenade bore two labels, one for the tax paid, the other to indicate approval by the higher board of education.

"What's this for?" asked one of the Army checkup men.

The principal had his answer ready:

"This is to make our girls strong and healthy."

In the days which followed, I went on other raids in two prefectures, or watched the booty brought in by raiding parties. There were a few raids which yielded nothing. Most, however, produced items ranging from glider models to brand new airplane engines.

* * *

IN ODATE, during one week of my stay, a sergeant went on a one-man school raid in the neighboring town. As prescribed in the rules, he took the chief of police along.

In a workshop, he found a standard size glider under repair, an airplane engine and blueprints. He smashed the glider and engine with a hammer. Then the sergeant, who is young and suspicious, went back to his hotel to brood.

He didn't like the looks of the school. Doubt was with him through the night, and the next morning he decided to pay the school a second—this time unannounced—visit.

* * *

IN THE schoolyard, dozens of workers were digging a pit. Nearby stood two airplane engines, airplane instruments and tools.

"What are you doing with this stuff?" he asked.

"Well," said the principal, "we had orders to destroy all this, but we haven't got the coal to melt it down. So we decided to bury it until we can get coal."

"But," the sergeant insisted, "when I asked you yesterday if you had any equipment, you said that you had none."

There was no answer.

* * *

THESE are not isolated cases. They are being duplicated daily in schools throughout this land. But bad as is this wholesale concealment of military equipment, it is not as bad as the ideas which still find secure refuge in the schools.

In nearly every classroom, the walls still are decorated with imperial rescripts and patriotic slogans. Typical is this sign in a rural school: "We pledge to uphold the imperial teachings by believing in the indestructibility of our divine land."

Nearly five months have passed since Japan's collapse, but in her schools teachers continue to peddle the shabby and pernicious myths of Japan's superiority over all other lands, of her mission to rule and to civilize, of her Emperor descended from a lovely goddess named Amaterasu.

* * *

IN ONE of the schools, I wanted to know what is being done with the objectionable doctrines printed in books on ethics. The principal assured me that all such chapters had been inked out.

Ten minutes later in a classroom next door, I found a stack of textbooks on history, geography and ethics.

"Where are the inked out chapters?" I asked.

"Oh, yes," replied the principal. "We haven't used ink. We shall tell the children to cut out some parts."

* * *

I HELD in my hand the book on ethics for children and looked at its photographs of generals, submarines, kamikaze fliers and enemy fleets blasted to smithereens.

"What will you do about the photographs?"

"Oh, we cut them out, too."

"But what about the material on the reverse side of the page?"

The principal jumped. Obviously, I was pressing him on a subject to which he had not given much thought. He went into a huddle with his faculty. Then he came up with the following answer:

"We shall tell the children to ink out the picture."

* * *

MILITARY training, banned by the Allied command, is still being practiced in many schools. War posters that were ordered destroyed still decorate the walls.

I brought with me from my tour a dozen placards ranging from aircraft identification to a moving scene depicting the departure of soldiers for the front. Books by generals—some of them now safely behind prison walls — still decorate the shelves of books for children.

Our directives on education provided excellent blueprints. Undoubtedly we have applied enough pressure to force old Japan back from her educational outposts.

* * *

BUT IN this field as in almost all others, there is a wide gap between the blueprint and the execution. We have allowed the anti-Democratic machinery of old Japan to remain untouched. We have allowed men steeped in the spirit of nationalist Japan to undertake the crucial task of revising textbooks.

Only a few weeks ago, after he spent four months on the job, we found it necessary to remove the education minister who was a cog in the viciously anti-Democratic Imperial Rule Assistance Association. His successor in the job of preparing textbooks for democratic Japan is a man who for 20 years was a colonial educator in Korea.

We placed the enforcement of the directives on education on the shoulders of our local garrisons. But none of these tiny units, now melting rapidly under demobilization, could cope with the tremendous task. And once they do find violations of our directives, we take no drastic punitive steps.

* * *

THE job of reshaping Japan's education eventually will be done. But it will take much longer, and the reshaping will be incomparably milder than we had the right to expect.

A cynical field officer told me:

"We are kidding ourselves on this school reform thing. What we are doing now is letting the old gang train the first generation of defeated Japan in the cast of the Japan we had to fight."

This may sound like the voice of desperation, but it is well to remember it is also the voice of a man in the field who daily can see the unreformed school in **action.**

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ITEM 5 Dialogue on Future School Policy. - Tokyo Shimbun - 2 Feb 46. Translator: T. Ogawa.

721.2

Summary:

It is understood that a new method will be adopted in considering the applicants for secondary schools this year due to the entirely new situation in the postwar period. Consequently some applicants and parents anxiously want to know the details of the new method. The following is the gist of the questions and the answers exchanged between a TOKYO SHIMBUN reporter and Mr. MOTOSHIMA, Hiroshi, the Chief of the Educational Affairs Section of the Metropolitan Government.

Question: Why is it not allowed as a rule to change schools during the period within one year after admission?

Answer: Because it will bring trouble to the school authorities to allow any student to change school during such a short period. I hope that parents will at first study carefully the educational policy or tradition of each school, and then choose the most suitable school after considering the child's character, ability, physical strength, schooling facilities etc.

Question: The abolition of the School District System inevitably does not attract a great deal of applicants to a famous school. On the contrary an unknown school does not suffer from insufficient applicants far below its admitting capacity. Why?

Answer: I think not. Because the number of applicants will constantly be made public by the school authorities. Furthermore, the number of students to be admitted will be published accurately. Therefore, the applicants can choose the most suitable school according to their ability judging from these figures. The tendency, however, that applicants will rush to famous schools is probablly inevitable.

Question: What method will be employed in considering the applicants in such a case?

Answer: Our policy is to adopt the combined method of character test, judgment from the report of the schoolmasters and medical examination. Written tests, however, will be imposed according to circumstances. The written test will be a very simple one though. It will be on the same level as the oral test. Therefore, the applicants need not prepare too hard for the written test, because we don't want to bother the children with such a matter. School children have suffered enough from evacuation, mobilization, war calamity and food crisis. Further suffering might wither the children's ability, we fear. The test-paper, however, as a rule, will be made out by each school. We will give them approval by carefully examining the contents.

Question: Judging from past experience, without the written test, extreme importance has been attached to the medical examination. I am told for instance, that an applicant lacking a finger was rejected because of the medical examination. Is it true?

Answer: I have never heard of such a thing. Supposing an applicant lacks a finger or even a leg, he can continue his study so long as his head is perfect, can't he? Anybody can apply for secondary education even if he has a physical defect due to the air raids.

Question: The test will be carried out simultaneously throughout the Metropolitan area. Then why do you carry out the second test?

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SOCIAL SERIES: 221 (Continued)

ITEM 5 (Continued)

Answer: Only in cases where the number of applicants does not exceed the number of students to be admitted, will the second invitation be issued. But those who have applied for the previous test are not qualified to apply for the second test. The submission of an application to another school is permitted once within a 5 day period after the closing date.

Question: Is there any tendency, on the whole, for the number of applicants to exceed the number of students to be admitted, due to the closing down of damaged schools?

Answer: We think the number of applicants and that of students to be admitted is about the same so far, due to war evacuation and other reasons. As many applicants as possible will be admitted to schools with large capacities. The number of closed schools will be published shortly. 931.6-1104 3Feb46

DISTRIBUTION: "X"

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PRINCIPLES OF POLITICAL FREEDOM TO BE TAUGHT IN KOREA

SEOUL, KOREA --- Graphic vocal illustrations of democracy in action will be utilized by the XXIV Corps Political Education Section of Military Government here in teaching newly-liberated Koreans principles and obligations of political freedom.

721.2

Press radio pamphlets and posters will be used by American and Korean Educators in the campaign aimed at men, women and children of all ages.

Scheduled for initiation this week are daily broadcasts of "The Children's Hour" and "The Women's Hour", bringing stories of democracy at work in the best American tradition of radio dramatics - but without the commercials. A twice-weekly program, "The principles of Democracy," will feature a round table forum of questions and answers.

Already in publication are 2 weekly Korean Language Newspapers with a combined circulation of over 1,600,000. "The Chukan Digest" is aimed at urban readers while "The Farmers Weekly" is designed for the nations agricultural workers. Copies are free. 931.5 30Jan46

ITEM 6 Democratization of WASEDA University - Nippon Sangyo Keizai - 3 Feb 46. Translator: S. Sakata.

721.2

Full Translation:

Urged by the alumni desiring to promote the democratization of WASEDA University, a meeting was held at the university on the first by the main body of the professors who are dissatisfied with the attitude of the university authorities. They intend to revise the rules of the university after the presidential election is carried out by the Education Reform Examining Committee which the university authorities themselves appointed.

At the meeting the following opinions prevailed.

(1) Immediate retirement of those who had the supreme duty of leading the university as directors during the war.

(2) Reformation of the university's rules should be carried out by a committee consisting of representatives publicly elected from among the professors of each department.

(3) The president and directors should publicly be elected by the representatives whom the assemblies of the professors and the managers of graduates' society will elect in accordance with the newly reformed rules.

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721.2

ITEM 2 On the Democratization of Schools - Yomiuri-Hochi - 2 Feb 46.
Translator: H. Nishihara.

Summary:

DAIDO, Takeo, of the Democratic Scientists' Association (MINSHUSHUGI-KAGAKUSHA KYOKAI), from a stand point of the parents of school children, stated: "I have six children. When I observe closely the children who go to school, I really feel that something must be done. First of all, they have not even sons they can sing aloud, and they don't have toys either. I wondered what they were doing in school, and went there. I saw them gambling, and a boy who made a profit bought wheat gluten at a black market near by. I was really astonished."

"The children are really in a miserable state; if the present situation is not changed, they will be ruined for life. The democratization of schools is not only for the construction of the democratic JAPAN in the future, but a problem of grave consequence which we must settle. It is not a problem for the school authorities only but a problem for the parents. Administration by the people, or something, I do not care what it is called, is necessary. I want such organs to be instantly formed to save schools from this miserable state. If the bureaucrats can not clothes, the people will. Now the Teachers Union has taken up this problem. I wish the Ministry of Education would also take a positive attitude toward the solution. It should not take a critical attitude toward the problem."

SHIMAZAKI, Manabu, school master of the SENKO National School in YODOBASHI-Ku said; "I, being a school master, want a solution to this problem. My school was burnt and of all the former 800 school children, only 150 remain now. But there is no room to accomodate even this small number of children. So, I have been teaching the children in uncovered places since September of last year. If it rains I must close the school. We can not continue teaching from morning till afternoon, as the children have difficulties in getting lunch. Then really, is there no building to accommodate them in TOKYO? I do not think so. It can be done, if democratization of schools and ward offices is completed. In YODOBASHI-Ku, 14 schools out of 19 were burnt and the remaining five schools are situated very far from the center of the ward. We wanted to accommodate children of the burnt schools in the remaining five, but all could not be accommodated, and we used factories and temples as school rooms, and still a certain number of children remained out of school. We teach them in uncovered places.

To find the factories and temples suitable as school rooms, the school authorities did not work together. They scrambled for vacant buildings, paying black market prices. I think if schools, ward offices and wards as a whole become democratic and strong co-operative organs are formed, this problem will be easier to settle. At least we can build barracks. Apart from this problem of school rooms, we have not enough text books and tools to teach with. This school situation must not remain neglected. I believe that if powerful school committees are formed, this situation can be improved. I also want powerful associations of families of school children to be formed. The members should include those who love children strongly, and those who voice their intentions to improve the poor situation. I hope that co-operation of the families can overcome this crisis. Administrative organs of the people will not be enough if they do not co-operate with each other. A good result will not be obtained if a whole ward as the smallest unit does not form an organ. My only aim is to save schools from this misery".

ROYAMA, Masamichi; a critic, said: "I think the associations will be suitable if the teachers' associations become powerful organs which are not subsidiary organs of the Education Ministry and everything is passed on by the associations just as the teachers associations in ENGLAND. Even if such power is not obtained, the associations must launch movements and educate themselves to have more revive the system. Every precaution is necessary because the problem is related to the welfare of children who shall bear the responsibilities in the coming generation. "I will gladly listen to every sincere opinion of the public".

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ITEM 1 (A) To Education Minister Abe. (B) Political Parties to be Purified - Tokyo Shimbun - 7 February 1946. Translator: S. Ota.

721.2

Full Translation:

To Education Minister ABE

The Education Minister ABE is a man of culture who is respected by everyone. It is no wonder that many people regretted his participation in the present Cabinet, which is impotent and destined to resign in a short period. At any rate, once he became a member of the Cabinet, he had to do as much as he could. In fact, he took the initiative on an important matter at a Cabinet meeting, and talked frankly with Brigadier General DYKE, and so on. As is shown by these facts, it is clear that he intends to be faithful to his duty. We admit that he is going about his business with his own frank way; there is no "minister-like" air about him. Yet, we are discontented with his recognition of education and educational administration, for it lacks something unique which is basic and progressive. Of course, it may be partly attributed to the fact that it is not long since he sat in his present position.

The greatest defect in the education and educational administration of our country up to this time is that they have laid too much stress on school education, almost ignoring national and social education. This is a basic reason which has made Japanese education, and accordingly, the Japanese Nation "crippled." As a consequence of this, the school course was considered the only "learning," and it became the only criterion of culture and character.

The next mistake is that this school education has not had a definite aim. For example, school education in the UNITED STATES and ENGLAND has a consistent aim. The former has as its objective the bringing up of men of ability, while the latter aims at fostering gentlemen. In our country, there has been not a definite aim in school education except "fostering loyal subjects" as shown by the Emperor MEIJI. Moreover, even this single principle has not been put into practice. The "principle" of Government schools was to bring up Government officials, while in private or non-official schools education has been ruled by "trading." In both cases, teachers were used to "sell" manneristic, imitative lessons.

As mentioned above, we are discontented with Mr. ABE. It is because we deem that there has not yet been produced a strong enough will drastically to reform those defects and mistakes in the Education Ministry, even if such a respectable man as Mr. ABE has become the minister thereof. Of course, restoration of the three year system in high schools will be necessary, and reform of lessons in each school course will be urgently needed. Yet it is far more important a task to me to lay down principles on how to systematize education or educational administration as a whole and in what direction to lead them. If individual reforms or changes are not based upon a definite principle, the task will not warrant a ministry or a minister.

Of course, systematization of the educational system cannot be done within two or three months. However, we demand him to make a frame, or at least a ground-work of this great task while he is in his present position.

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ITEM 4 Postwar Educational Program for Engineering Students, by ITOIGAWA, Sukezaburo - Magazine: Keisetsu Jidai (monthly), Feb 46 Issue. Translator: S. Iwaseki, T/4 Tokirio.

T21.2

Summary:

Since the discovery of AMERICA by COLUMBUS 445 years ago, government by public opinion has been the rule in AMERICA, specifying that the people rather than the privileged few represent the fundamental basis of democracy. As democracy advocates rule of, for, and by the majority, it is necessary that we support democratic principles in JAPAN so as to hold ourselves responsible for our country's welfare, thus upholding mutual interests in creating a sound and a democratic form of government. In order to bring about democracy in JAPAN, various points will have to be given serious consideration, such as, the differences between Eastern and Western thought and characteristics as well as religion which will play an important role in implanting democratic ideals in our country.

With the democratization of JAPAN, the industrial field should also endeavor to keep pace with the present transition. In modern industry, a means to higher efficiency in production even under limited conditions must be adopted by utilizing modern scientific methods rather than the obsolete measures of the past. Since the burden of democratization in the postwar industries will fall on the shoulders of our college engineering students, a new educational program will have to be instituted to train and qualify these students for the tremendous task ahead of them. In wartime, the educational policy set by the Government, was very clear in as much as it was geared towards the war effort, but now a new educational program must be mapped out to conform with our peacetime industrial capacity. With the coming of peace the students respective achievements will rest with the student himself without any precise course set by the Government. It should therefore be borne in mind that each student has a tremendous responsibility towards the bettering our industrial techniques as well as society as a whole. In instituting the new peacetime educational program the following points should be carefully taken into account:

(1) Training should enable the students to assume engineering positions soon after graduation to compete with their senior employees, by acquiring a thorough and practical instruction while still in school.

(2) Students must be trained to broaden their scope of scientific knowledge in order to keep our industry on a modern basis.

(3) To instill confidence in the students so that the management of industry can be accomplished skillfully even under adverse conditions.

With these three points as a solid foundation, a new program should be established. However, its success depends entirely upon the students.

Noting the fact that in recent years college students have become very lax and their conduct equally deplorable, these very students should strive to correct such faults with the firm motive of shouldering the responsibility for rebuilding a better JAPAN, industrially and otherwise.

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ITEM 3 Education Department and The War Guilty-Yomiuri Hochi-4 February 1946.
Translator: ARAI, Hiroshi.

721.2

Full Translation:

Many who are no less responsible for the war than those who maltreated war-prisoners still remain as the fountainhead of education. Why is there nothing done about this? These persons are text-book authors and Government education inspectors. The former suggested the war to the people through warlike textbooks, and the latter oppressed or removed democratic educators.

Every national text-book has been, for the most part censored. Needless to say, they could not help ordering every school-master to have them censored because their contents were adulatory to militarism, scandalous of AMERICAN and ENGLAND, and deceitful to Asiatic races.

After the war's end, one of them has been transferred to be a normal school headmaster, but the others have imprudently remained in their same position. They are going to compile new text-books. On the one hand it is well known that the Nationality and Culture Research Associati which compelled primary school-teachers to perform ceremonial ablutions during the war, is an agency for Red baiting. It has now changed into the existing Educational Investigation Society and the education inspection bureau of the Education Department. Accordingly, these organizations are, as it were the military or secret service police in the educational world.

With the delay in SCAP's removal order, nobody for anxious in action. How shameless they are! Notwithstanding the fact that a book called "The Substance of Our National Polity," which was compiled by the educational inspection bureau, has been suppressed, a certain education inspector who wrote the book still remains in office. The attitude of the Education Department is very suspicious. Futhermore, according to the projected personnel change these responsible persons have the boldness to be promoted to headmaster of a school under the direct control of the Department. In this regard, I consider the top man of that Departmen as accomplices. For the reformation of education and culture in JAPAN, I advocate the quick removal of all these editors and school inspectors from office. (By NOZAKI, Junichiro, a primary school-master in TOKYO)

Campaign Speech at a Parents' Gathering.

My eldest son is now in a certain primary school in OMIYA-Shi. The other day I was informed of a parents' gathering by the school. As the school authorities hoped that, if circumstances allow, woman parents would attend, my wife presented herself at the gathering instead of me. However, the guardians' meeting was quite formal and, in my opinion, its real purpose was the address of the mayor of OMIYA which was delivered after the conference. The mayor spoke on the woman suffrage problem for more that two hours. However, the import of his speech was entirely reactionary. He stated that JAPAN must conquer the world by all other means except war. Moreover, rejecting the movement for a democratic front, he emphasized that the people must votefor only those who support the Emperor System.

It may be, of course permissible to conduct political education on suffrage at a parents' gathering. The mayor's address of that day was not one of political enlightment, but a campaign speech. Besides this, reactionary political speeches are made every day at all the primary schools throughout the city. According to the same mayor's remark, they are made in municipalities all over the country.

I wonder if it is the Education Department that allows persons to take advantage of a guardians' gathering at a primary school to give such a reactionary and non-democratic advice to women? (By YAMADA, Goro, in OMIYA-Shi)

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JAPANESE EDUCATION BEING LIBERALIZED

"The Japanese educational system is freeing itself of the insidious poison of militarism and ultra-nationalism and is moving into an era of democratic reform," stated Brig. Gen. Ken R. Dyke, chief of the Civil Information and Education Section of SCAP, in a four-month summarization report released today by his office.

General Dyke explained that four thousand schools were totally or partially destroyed during the war and existing facilities are dangerously overcrowded. However, in the emergency, other public buildings and temples are being utilized and many schools are operating double shifts to share buildings with other institutions.

The report said that most of Japan's 18 million students and 400 thousand teachers are at work in some 40 thousand schools.

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establishing women's universities; establishing women's higher schools, and raising the level of the curriculum to that of men's institutions.

Textbooks in Morals, Geography and Japanese History were found to be so filled with militaristic and ultra-nationalistic ideology that it was necessary to suspend the courses. As a temporary measure, the Ministry of Education was directed to prepare a substitute program to replace these courses.

"The present school texts, in the main, are free of a greater part of the objectionable war-time material," the general said. "Up to the present, 188 of the 497 school texts, from elementary through the normal school level, have been carefully censored by SCAP."

All other texts are being examined as rapidly as the tremendously involved problems of translation and review will permit. General criteria for censorship have been established for the elimination of militaristic and ultra-nationalistic content. These books will be used temporarily, pending the preparation of entirely new texts on the basis of detailed and specific criteria.

The Japanese Ministry of Education has appointed a committee of educators to cooperate with the mission of American educators which will come to Japan to study the educational system and advise General MacArthur on matters of policy and long-range objectives. After the departure of the American mission, the Japanese committee will continue to serve the Ministry as an advisory body on educational reform.

The American mission, in particular, will study Education for Democracy in Japan, Psychology in the Re-education of Japan, Administrative Reorganization of the Educational System, and Higher Education in the Rehabilitation of Japan.

Specialized committees of Japanese, representing a cross-section of educational, professional and civic-minded citizens will be asked to work with the American mission independently free of Ministry of Education instructions or influences.

"The great task of educational reform in Japan," General Dyke concluded," has only just begun. A tentative blueprint has been laid down but the careful, painstaking process of carrying out the provisions of Potsdam lies ahead. It will not be an easy undertaking."

931.5 18 Feb 46

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The Education Division of the Civil Information and Education Section, SCAP, was established to make "recommendations to effect the accomplishment of the educational objectives of the Allied Powers." To this end, the division has been working through the revamped Japanese Ministry of Education, using supervisory techniques which have combined technical advice and assistance with formal direction and official sanction.

For the first time in Japanese educational history both the minister and vice-minister of education of the recently reorganized cabinet are professional educators.

The basic education policies and objectives of the occupation, promulgated in an October 22 directive, have given the Japanese "a fresh start and a new kind of hope," the general said. In this directive a long-range program of educational reform was predicated on both negative and positive aspects of Japanese reorientation.

"On the one hand," the report stated, "it prohibited the dissemination by the Japanese Government of all militaristic and ultra-nationalistic ideology; and on the other hand the Government, through its Education Ministry, was directed to encourage 'the inculcation of concepts and establishment of practices in harmony with representative government, international peace, the dignity of the individual, and such fundamental human rights as the freedom of assembly, speech and religion.'"

These fundamental policies were established to govern the careful examination of teachers and educational officials, school curricula, textbooks, teaching manuals and instructional materials.

Since the occupation began, military education and drill have been prohibited. Personnel who could not meet the new standards were ordered removed and objectionable material deleted from all teaching matter. Discrimination against students, teachers and educational officials on grounds of race, nationality, creed, political opinion or social position was forbidden.

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The Japanese government was instructed to re-establish a normally operating educational system as soon as possible. Teachers and educational officials who had been suspended or forced to resign for liberal or anti-militaristic opinions or activities were declared immediately eligible for reappointment, providing their technical qualifications were acceptable.

Students, teachers and educational officials were encouraged to evaluate critically and intelligently the content of instruction and to engage in free and unrestricted discussion of issues involving political, civil and religious liberties.

New curricula, textbooks, teaching manuals and instructional materials designed to produce an educated, peaceful and responsible citizenry, the report stated, are in the process of preparation to be substituted for militaristic and ultra-nationalistic content.

Gone since the end of the war is martial training in the schools, including kendo (fencing), judo (military wrestling) and naginata (girls' fencing). Military subjects, such as training in aeronautics, have been discontinued. Strict military discipline has ceased and where facilities and equipment are available, students are engaging in free sports such as basketball, volleyball and track.

Occasional violations of the directive banning military training have been reported and necessary action has been taken, but in general, there has been an apparent attempt to comply with the provisions of the directive, according to the report.

General Dyke explained that most school playgrounds, of necessity, have been turned into vegetable gardens and that all schools are almost totally lacking in athletic equipment. Recognizing the importance of sports and games in any program designed to democratize the school system, SCAP is drawing up plans to meet many of the problems.

Former students of naval and military schools, now closed, have been distributed among other institutions in order that they will not represent more than ten percent of the student body at any one school.

(more)

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Many old-line teachers and officials, in recognition of their own militaristic and ultra-nationalistic activities, have resigned voluntarily and others have been removed. To further cleanse the school system of undesirable influences, the Japanese Ministry of Education is preparing a plan by which all of Japan's 400 thousand teachers will be examined individually--a tremendous and far-reaching project.

Teachers and educational officials who were suspended or forced to resign for liberal opinions during the war years, if otherwise qualified, are being given preference in reappointment. Liberal teachers, General Dyke pointed out, are learning that they are needed and that places will be made for them.

"Long deprived of information concerning the educational advances of democratic countries, teachers and students of Japan now are being reoriented by special publications and lectures, radio and motion pictures, magazines and newspapers," the report stated. "While it is recognized that this orientation is limited in its effect, it can be considered an important step in the overall program."

A new teachers' manual is being prepared by the Ministry of Education to replace the vicious, interpretative guidebooks which were a primary source of war-time indoctrination. Traditionally, Japanese teachers relied on these manuals for interpretation of textbook content and for teaching aids. The new version is intended to set forth the basic aims which teachers may use in re-thinking the aims of education and the function of schools and to illustrate specific learning activities.

Japanese teaching manuals always have been pedantic and abstruse and frequently supplementary publications were necessary to explain them to the teachers. The new guides will be presented in colloquial Japanese which the average elementary teacher can comprehend.

The Ministry of Education, on its own initiative, has launched a series of teacher re-orientation lectures throughout Japan to interpret the new educational policies. These will be helpful, but not adequate, the general said.

(more)

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Radio broadcasting to the schools has been resumed by the Ministry of Education and new programs are being conducted especially for the interim period while school texts are inadequate or unavailable. The Radio and Education Divisions of CI&E are cooperating to provide technical advice and assure appropriate material for the broadcasts.

Radio programs designed to stimulate discussion of the practices and meaning of democracy, and the problems of student and teacher readjustment have taken the form of lectures, commentaries, open forums, dramatic skits, stories and newscasts.

A weekly discussion of current events, in which students participate, is broadcast as a part of the daily Students' Hour. Teachers of elementary, middle and youth schools are encouraged to use this program as a model for classroom discussion.

"While it is hoped that education by radio will be helpful in the democratization process," the report said, "it must be remembered that the majority of Japanese teachers and students will not be reached for some time to come. A recent Ministry of Education survey indicates that less than one-third of the elemntary and middle schools are equipped with operable radio sets. Many of these do not have complete public address systems with loud speakers in each classroom. Schools will get first priority on new radio sets produced in Japan."

The Ministry has announced long-range plans for raising the level of women's education "to cope with the realization of women's participation in politics."

Traditionally, General Dyke said, the education of girls and women in Japan has been based on the idea that they become good wives and mothers. There has been no widespread belief that women should be trained in academic subjects or for a career other than motherhood.

Under the new plan, women's education will be reformed with a view to "giving equal opportunity of receiving education to men and women; raising the level of women's education to the level of men's education, and furthering mutual respect among men and women."

Specifically, this will mean admitting women to schools formerly restricted to men; putting coeducation into operation in the universities and in addition it will mean the problem of

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ITEM 4 (a) Spcial Education for Geniuses (b) Abolish Qualifications for Examination (c) Survey of Letters during One Week - Tokyo Shimbun- 18 Feb 46. Translator: I. Hotta.

7212

Full Translation:

I

I advocate that special education for geniuses should also be adopted with the democratization of education. Once the SHIJOGAKUEN (Tn Name of a school.) adoped the most liberal educational method.

In fact, it proved that there is no need to change the standard of education according to ages. In order to get close to the ideal of education, we must develop our ability to the end of our lives. Learning is infinite, while life is short. It is indeed good that the five-year system for high schools and the three-years system for higher schools will be adopted again.

However, I wish that some epoch-making educational system would be put into practice. It is a problem common to all schools, from an elementary school to a university. Apart from a definite plan, the age requirements for admission into an elementary school should be elastic.

Children born before 1 April are admitted to an elementary school at seven years of age and those who were born after 1 April are to enter when eight years old. I think, however, there is no need for such a distinction. A child of my friend was not allowed to enter school because he was born only one day late. This is a mere example, but looking upon such a fact, I cannot help thinking that it is indeed deplorable for our country that educational conditions are still as they were. (Letter from KOBAYASHI)

II

Abolish the qualifications for entrance examinations of a university, now the day of the entrance examination of universities is drawing near. Abolish qualifications for the examination so that all those who have superior ability may be able to take the examination. It has been decided that among the 75th - term students of the Naval Academy, those who entered after they finished the fourth year of middle schools were not qualified for taking the examination of universities. Why are they not qualified? On the other hand, those who entered the academy after graduating from their middle schools were allowed to take the examination.

Those who passed the examinations of the Naval Academy after they finished their fourth year course are the brightest ones. They also are those with the highest ability in naval circles. They are the youths who devoted their superior ability to the navy wishing to save JAPAN from defeat. Accordingly they are different from professional soldiers and sailors. If we can say that the general public were deceived by the Government, they, too, were deceived. Why are they not qualified for the examination though they have the same ability as those who finished the whole course of a middle school? I wish the new minister of Education to reflect upon this. (Letter from a lover of learning)

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 Our Youth Wants Political Instruction "everywhere"-Asahi Shimbun-22 February 1946. Translator: P. MASCHE.

Summary:

The cry for political education is now heard all over the country. The Communists have already set up a political school of their own for training people for key positions and so have the Social Democrats. But aside from such party institutions, "People's High Schools", "Free High Schools' and similar outfits have sprung into being, and the cultural movements in the open country, with its rich musical and dramatic heritage, is likewise veering in the direction of politics. In short, there is now a definite tendency to specialize in schools where politics is taught.

In TOKYO a school has been founded by TAIRA, Teizo, HOSOKAWA, Karoku, TANAKA, Sogoro and others, aiming at a one year course. During the first six months lectures will be held; therafter, the students will be aided in discussions of their own. The idea is to come tothe rescue of students who are annoyed by the one-sidedness of the existing schools with party affiliations, or are unable to attend conferences at various Universities simultaneously; the method is to invite lecturers from all Universities with a view to creating a highly specialized investigation staff. Important courses on the curriculum are: "Theory and History of Popular Freedom" and "The Materialistic Conception of History and Dialectical Materialism". Courses are held three times a week for men and women alike. This organization claims interest as being the first political school in this country.

Another attempt has been made in the town of MISHIMA, in SHIZUOKA prefecture where professor KIBE of TOKYO University has brought the people together, among them many young public school teachers who now attend his course Concerned over the lack of guidance from the Education Ministry as to the general direction which education should take, prof. KIBE has created a body of 12 people who are to discuss suitable subjects and methods. Topics that have come up for discussion are :"Democracy in Everyday Life," and "Considerations on Japanese Economy." Courses are held three times weekly. NUMASU and other towns and villages have applied for branch schools to be set up there. Similar schools teaching or discussing politics have been founded in NAGANO, GOTEMBA, and UEDA. Everywhere young people and returned soldiers are the driving force demanding and expanding such schools. The cultural groups founded by authors and teachers are likewise being recast into a movement for political enlightenment.

Mr. SEKIGUCHI of the Education Ministry's Bureau of Social Education said it would be a mistake to await guidance from above. The Education Ministry can only encourage local efforts. Since Government sponsored education did not work in the past we must now await the results coming from below. But the Ministry will send representatives everywhere who are expected to lend a helping hand in establishing centers for education in civics. The greatest shortcoming is the lack of adequate teaching personnel owing to the absence of training facilities in the past. To supplement this deficiency a special committee for the Rebirth of Public Enlightenment has been set up for working out definite plans and selecting suitable instructors. Care must be taken that the movement for political education does not fall prey to any particular political group."

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PRESS TRANSLATIONS

No. 1453 DATE: 21 Feb 46

SOCIAL SERIES: 274

721.2

ITEM 1 Progress of Education - Provincial Newspaper Niigata Nippo (Niigata) - 16 Feb 46. Translator: Y. Akabane.

Summary:

The outline of the new educational principles for the middle schools has been made clear by the story of the Chief of the Education and Welfare Department of the Prefectural Office, who has recently returned from his visit to TOKYO. The following are the opinions of some of the secondary school teachers:

Principal of a municipal girls' high school in NIIGATA: "The new conception of educational construction has been disclosed in which there was one item for the creation of an advanced class to give social, civic, and scientific education, going a step forward from the time-honored needle-work and domestic management education in girls' high schools.

I think this is a very good idea, but the meaning of an advanced class is not clear. Does it mean a three year system or one year system? I think both are necessary. The three year system is ideal as it enables us to give education similar to that of the special schools; but the one year system is also necessary for those who hope to supplement their study, as the present course of girls' high schools is not satisfactory. Even in the one year system, the advanced class must give common education about social, civic, and scientific matters, including mathematics, literature, etc. Otherwise, women's training will not be enhanced. As for the co-education of men and women, I think it is premature for secondary schools, because the students are still far from being in a state of individual accomplishment. They do not understand real liberty. There is no freedom where there is no responsibility, so this question will be better postponed until students become able to assume responsibility by themselves. In view of the social conditions in JAPAN, a co-educational system is apt to introduce various indesirable effects. In the case of universities, colleges, and special schools, no such injurious effects will be noticed. In my school, we are giving to the students education for individual thinking, leaving them entirely on an autonomous basis for the purpose of building individuality. Students in responsible positions are generally wise and thoughtful, but some others are selfish, causing trouble to friends without any compunction. It will require a long time to make them think of giving freedom to others. By the way, we eagerly hope that the method of retiring teachers is improved. But, in order to secure able teachers and school staffs, the improvement of their treatment must also be taken into consideration."

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SOCIAL SERIES: 274 (Continued)

ITEM 1 (Continued)

The head of the teachers of a prefectural girls' high school in NIIGATA: "Girls' high schools must be put on the five year system as soon as possible. The advanced classes may better be realized in both the one and the three year systems. Strictly speaking, the class of the three year system could better be made a special school on an independent basis. It is encouraging that, recently, cries for the promotion of women's education are prevalent, demanding the establishment of women's universities and special schools. However, secondary schools must also be increased to facilitate the democratization of true education. It is discouraging to note that the annual expenditure of the Ministry of Education has been less than the expenses of constructing a single war-ship. We can not but hope for the appearance of a great politician who is in a position to increase the estimates of the Ministry of Education on a large scale. The treatment of teachers must be improved. Should teachers who foster important personalities be given smaller salaries than workmen who make tools, etc? What is in store for these teachers?"

Principal of the NAGAOKA Industrial School: "In my school, four courses in dyeing lacquer ware, metal work, and wood work, will be established, in addition to the existing applied electric course, for the purpose of enhancing scientific education. Owing to the war calamity, we are now forced to give lessons in several places. Reconstruction of the school is now making headway."

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ITEM 4 1. Purification of Education, II, Bewilderment of a Middle School Boy - Yomiuri Hochi - 17 Feb 46. Translator: M. Kato.

Full Translation:

It is long time since the purification of education was suggested. I wonder what the Ministry of Education has been doing?

I am one of the staff of a girls' high school located in SETAGAYA-Ku, I am surprised to find our principal although of the gentle sex has continued her feudalistic despotism without reserve. Under the cloak of Christianity and preaching progressivism she has been committing a series of nefarious acts. To begin with she is suspected of having carried home abundant materials belonging to a munition office.

Second, she still keeps savings named "Principal's savings" which have been kept secret even from the accountant of the school with the intention of spending them as she pleases. Whereas, the pay for the staff remains as ever between the sum of 60 and 200 yen.

Third, woollen yarn was purchased by the staff at the price of 120 yen per pound against the distribution price of some ten yen and thus a profit as about 2,000 yen was made.

Fourthly, despite having no family, she has bought and kept no small amount of rice.

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EDITORIAL SERIES: 456 (Continued)

ITEM 4 (Continued)

Fifth in constrast to the low level of pay for the staff, our principal employed a neighboring gardener giving him work only ten days or so a month for which she has paid him to date as much as 10,000 yen. Moreover the source of that pay was not made known.

Sixth, when the salary is paid each of the staff must proceed to the principal's room where they are handed their salary, and where the principal generally hands out insults.

Other examples of her wrongdoings are countless. It is no wonder that there is such a number of reactionary feminine principals beside our own.

What really surprises us is the program of these feminine principals to set up a Woman Teacher's Federation. The staff of this federation are those who, if they were males were sure to be forbidden from public offices because of the active part they has taken during the waryears.

Those lady principals seem to keep their position by virtue of their opportunism. We of course cannot look to the education authorities for effective purification of the education world. However, we cannot help calling for the public opinion in order that a true democratic school system be set up wherein public election of the principal or the council system of the staff, be adopted. (by a woman teacher , TOKYO.)

Bewilderment of a Middle School Boy

We students were i formed of the presence of the Emperor on 14 or 15 February on the occasion of his inspection of the metropolis. This was made known to us by the principal of our school, the First Metropolitan Middle School, on the happy occasion of KIGENSETSU. Our principal further stated that our present Emperor is the most considerate among the Emperors of our country and that it was an unprecedented event. That the Emperor should be pleased to visit our school.

The principal added that to prepare for that occasion the school house could not be swept too much. The next three days shall be occupied with cleaning. During this admonition of the principal, one of our teachers scolded us for the charge of irreverence for the Emperor.

On this occasion while we were listening, with our heads bowed down, to the Imperial Rescript on New Years Day along with the Imperial Rescript on Education, I happened to think of the Imperial Rescript on the Declaration of War and its connection in the approbation of the aggressive war.

When the song on KIGENSETSU was being sung, I could not follow because of my thoughts on the misery of the populace. Why must we clean our school for three days in succession leaving off our lessons? Why must we listen to the Imperial Rescript which is a mere paper and which is filled with falsehoods with our heads bowed? My sentiments are for the sympathy and respect for the Emperor, however, my reason makes me abhor the Emperor as the Supreme being responsible for the war.

One of the teachers warned that the communists have been set free and told us not to disarm our minds together with the ordinary disarmament. The principal told us that in consideration of the history of JAPAN's founding, we should aim at the establishment of a democracy which is at once Japanese and moderate and sound in order to support our nationali

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ITEM 4 (Continued)

The principal further warned us "Never be bewildered by the absurd opinions arising with freedom of speech".

Our teacher in history tells us that our country is a grateful country where sovereign and subjects make one, and the sympathy and affection are those of father and son, while the faith and morality are those of sovereign and subjects.

Why is this country of ours a grateful country? How can the Emperor love us when he was the chief executive that led our country into aggressive war and the people into the depths of hellish agony?

(by a middle school boy)

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PRESS TRANSLATIONS

No. 1520 DATE: 25 Feb 46

SOCIAL SERIES: 284

ITEM 1 Revolution in The Education System - Magazine: Shin Nippon (Weekly) - 9 Feb 46 Issue. - Translator: PFC T. Sugihara, Mrs. K. Asaka.

Summary:

Authorities in the Japanese educational system have thus far made no major changes in organization, toying mainly with minor details. The old system has been very bad, so complicated as to be beyond comprehension by most. The authorities are evidently unaware of both how worthless the old system is and what the masses want in education for the future.

The people want more than just reformation; the would have a complete revolution in education circles. Hitherto the schools have done little else than instill worthless ideas in our minds. A new and democratic JAPAN is impossible without a better organization of education.

The aim of the educational revolution is the democratization of the system. JAPAN still has government-operated schools. These are not consistent with educational democracy. Our schools must be privat institutions rather than be controlled by some bureaucratic office of the Government. However, private institutions do not have money to build schools. Government appropriations must be made. Education, after all is needed by us all from birth to death. The Government must take the necessary financial measures in such an important bit of legislation as this.

If education is left in the people's hands and all expenses are charge to the national treasure, radical changes such as these can be expecte day nurseries, kindergartens, more schools, selection of professors on merit basis, public libraries, public art galleries, museums, and comfortable dormitories would be established. All the equipment necessary for modern education such as movies and radio would be obtained. In the books ROMAJI would be used instead of Chinese ideographs. All these advantages would be free to the people.

The school policies would be determined by joint student-teacher conferences. Teachers would be paid reasonable wages and have reasonable hours so that they could devote all their energies to education. An educational system, in which students and teachers would select teachers, was rejected by a former minister of education, calling it a nightmare. If such an equitable request is considered to be a nightmare, how can any worthwhile changes be expected of bureaucracy? The Japanese educational system is the worst of all of the so-called civilized nations. It seems improbable that revolution will be accomplish unless one of such intensity as the world has never before seen takes place.

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SOCIAL SERIES: 284 (Continued)

ITEM 1 (Continued)

A major change in the educational system will require a great deal of money. This has been the principal argument of those who oppose changes. However, there are more sources for funds now than during the war. Hereafter there will be no military expenditures. If the Government does not pay interest on its public loans, four billion will be made available. The estimated expenditure for education in JAPAN in pre-war days amounted to 3.6% of the total anual Government expenditures. Even INDIA which is considered a backward nation educationally spent 6% during a comparable period.

Minister of Education ABE states that he realizes that an educational reform is necessary. But he is reluctant to go ahead until a good plan has been decided upon. The JAPAN Teachers' Association (ZEN IPPON KYOIN KUMIAI) has stated that it has already drawn up a suitable progra If such is the case, then by all means let us use it, for every minute counts in hastening the revolution.

Teachers' salaries should be increased five times and their number increased three times. The use of KANJI should be limited to 500 words and ROMAJI should be taught from the grammar schools. Those teachers and professors who entertained militaristic ideas during the war should be dismissed. There should be student government in the schools. The procedure in which a professor must pass an examination (KOBUN SHIDO) before he can teach at a university must be abolished. His abilities may be such that an examination is not justifiable. Mobile libraries should be constructed. Schools in the agricultural districts should be more numerous and better equipped. The officials in the Education Ministry during the war must be removed. Education must be under the control of the people rather than under a government department.

The need for an educational revolution is imperative and it should take place very soon.

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ITEM 6 Urgent Need to Establish Democratic Principles in Education - Provincial Newspaper-The Fukushima-Mimpo (Fukushima) - 10 Feb 46. Translator: K. Gurji.

724 2

Full Translation:

Education will play a very important part in the construction of a Democratic JAPAN, and this is especially true of elementary education.

Several months have already elapsed since arguments over the new Education began.

However, is the democratization of our education meeting our expectations?

We cannot but say that it is due to the negligence of the authorities concerned that they are content with such negative measures as suspension of lessons in fencing, and some other subjects, or the censorship of the contents of text-books. The national schools and young men's schools, which exercise a most powerful influence upon the public mind, require prompt installation of democratic principles in education.

A fundamental reform in the young men's schools, where military drilling occupied the greater part of the time, is demanded now from all quarters.

A fundamental reform in the educational system from national schools to universities is also one of the important tasks. However, we must be careful in such matters, for there are near at hand many other reforms which must be attained immediately.

The fundamental aim of democratic education consists in giving the whole nation an equal opportunity to receive a thorough fundamental education. The object of equal opportunity lies in leading everybody to fulfil his duty as a citizen by fully educating him.

It is hopeless, to expect the people to have a democratic way of thinking in their political and social life without making efforts to lead them to understand their duty and responcibility as members of a nation.

In this country heretofore, many excellent youths could not enjoy higher education because of lack of means.

Such obstacles must be removed with the help of the state.

We must not expect too much from a university education, and must stress vocational education more and more. In primary and middle school education, new subjects of politics and citizenship must be introduced to awaken the keen interest of young students in democracy. It is true that democratization in JAPAN may be completed as a matter of form after 10 or 20 years, but genuine democracy will not come into being no matter how many years pass, unless we strive to make people understand the spirit of it.

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ITEM 1 (a) Absent-minded Little People. (b) What Chinese Classics and Japanese Should Be - Asahi Sahimbun - 22 Feb 46. Translator: M. Kato.

7212

Full Translation:

School boys and girls have come back from the rural districts where they spent the war, but they are unnerved and hopeless.

A teacher of a certain primary school in the metropolis asked a question of the sixth year students of whom he was in charge. "What are you going to be when you grow up?" Only 17 per cent of boys answered this question. Among them there were those few who were clever enough to express their desire vaguely, such as "I want to become a scientist," or "I am going to work in rehabilitation."

What the little people long for are model airplanes or gliders or toy-submarines. These are not to be had now. The substitute for these toys and games are "lottery drawings", and MENKO (TN: Tossing game), "KUGISASHI" (TN: Throwing nails) or "BEIKOMA MAWASHI" (TN: Top-spinning contests). The games are in most cases performed "for keeps" which means that the winner of the contest will carry off the toys of the defeated. This is therefore a kind of speculation or gambling.

What is worse, the younger generation of the present day is devoid of songs. What is even more regrettable is that they are deprived of their magazines and books of which they are so fond. Text-books were reduced in content by order. The pages thus cut amounted to a considerable number.

For example, the textbook of Japanese readers, book two, for the primary course for the use of the third year class in the latter half of the school year, contains a total number of 144 pages and 24 lessons. Out of this total, 61 pages and eight lessons were eliminated. This is 42 percent of the original.

Furthermore, by this reduction in the contents of the text-books, the Chinese characters listed at the end of the text-book as new words become useless in part. The total new words contained in this text-book amount to 133 words, all of which are basically important. The percentage to the total of new words is 44.

Teaching materials in Japanese have thus been cut down 40 - odd percent throughout the primary course. Supplementary measures for this loss have not as yet been presented either by the Education authorities, the schools, or the teachers themselves. This reduction of 40 per cent means two and a half school years.

Thus, the scholarship standards of the school-children has been greatly lowered. This is not only in Japanese, but covers all lessons including mathematics, history, geography, and morals. A commission of American educators is reported to be coming soon to play a guiding role in JAPAN's education, and this group includes Dr. STUDEBAKER. Public opinion in AMERICA is reported to favor that "education in JAPAN should be left to the Japanese people." Judging from these facts we believe that the Education authorities will be prudent enough to cope with the situation on the latter principle. In this connection we were disappointed in learning of the personnel who will receive these American educators.

The Japanese committee for this purpose comprises such dignitaries in education circles who are utterly aloof from the practice of education. They include the President of the Imperial University and others. How much can we expect from these members regarding constructive measures in education? Isn't it high time that the problem of the younger generation in the primary schools be highlighted by the whole nation?

(by ONISHI, Masao, a professor of a university in TOKYO)

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EDITORIAL SERIES: 499 (Continued)

ITEM 4 Direction of Education Reconstruction - Mainichi Shimbun - 24 Feb 46.
Translator: K. Nagatani.

721.2

Full Translation:

The Ministry of Education issued a statement of 22 February declaring that the course of study in middle schools, higher schools, the preparatory class of universities, normal schools and young men's normal schools which has been shortened by one year during the war, will be restored to pre-war conditions. The restoration of the school course to pre-war conditions is an earnest desire of our students themselves who are conscious of the decline in scholarship due to enforced labor service during the war. Moreover, now that our nation is determined to find its way as a peaceful, cultural country, the present step is quite natural. There can be no opposition to it.

The tendency to neglect the importance of education has long been a curse to this country. Today, democratization is making headway in every corner of the country - in politics, in economy and in culture. If JAPAN means to become a democratic country of highly-developed culture, the democratization of education should be taken up as one of the most important problems.

It is about half a year since the end of the war. Militaristic education has been swept away from schools. During the war, ethics, history and geometry have been used to infuse the students with the thought of the JAPANESE being an elite race of people. Today, however, lectures on these lessons are prohibited. On the other hand, the educational authorities are steadily making preparations for new lessons. Liberal educators who have been expelled from schools during the war are returning to work. These facts surely show that our schools today are being cleared of militaristic influences one by one. However, in order to democratize our education completely, we have much more to do. The educational renovation during these six months is no more than the fulfilment of the SCAP directives and the reconversion from war-time education to pre-war conditions. To our great regret, however, in spite of these efforts by our authorities, we can hardly find any positive will to make a democratic, cultural nation of the defeated JAPAN.

Here are opinions to be presented to the authorities and our people with respect to some important issues on educational reconstruction.

The first is the democratization of education. School education in this country has developed with Governmental or public schools as a nucleus. In order to cast away such an influence from the educational world and cultivate individual character in each school, every possible aid should be given to private schools so that proficient teachers may fully utilize their splendid purpose. Rather, in the future, private schools should be the center of our education. It is our long desire that the craming system of educational be replaced by the sort of education which respects the individuality of each student. To this aim, drastic reform must be made in the existing examination system. Now, our students are all liberated from the restrictions on the term of study due to military service. Each school should take pride in sending able men into our society. Now, the students are entering a period of examination. Nevertheless, in universities or high schools only 50 to 80 per cent of the students attend lectures. Of course, the acute food shortage in cities is responsible for this. However, this shows another fact that the middle class in this country is declining rapidly. Under prevailing circumstances, the decline of our middle class will accelerate.

From this tendency and in order to accord equal opportunity in education to each individual, the present school education should be so reformed as to allow the students to study six months and work another six. For this purpose, it is to be hoped that a course system will take the place of the current annual semester system.

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ITEM 4 (Continued)

The second is the problem of the schools' position and the connection between schools and industry. About ten per cent of the 40,000 schools throughout this country were burnt out in the air raids. The reconstruction of these lost schools is no easy task. However, this is a good opportunity to carry on the reasonable disposition of schools. The concentration of higher schools in great cities should be avoided. The disposition of schools should be executed on the basis of a new national land planning. In this connection, we have much to learn from agriculture in DENMARK, the machine industry in SWITZERLAND and fishery in NORWAY. As to the disposition and curricula of business schools the situation should be reviewed, first from the standpoint of our industrial reconstruction, second from the point of view of "proper industry in a proper locality". Moreover, it is hoped that in these business schools, teachers and students would be closely connected with local industries and that the schools would become a powerful factor for the promotion of industry.

It must be remembered that the idea of our country as a cultural nation must be founded on education and industry constituting an organic whole. In any case, education should not be separated from society.

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ITEM 4 Obstacles to the Reconstruction of Education - Yomiuri-Hochi - 24 Feb 46.
Translator: H. Furukawa.

721.2

Full Translation:

Mr. TANAKA, the director of the board of school education of the Education Ministry in his address to the meeting of the chiefs of education section, instructed the educators in facing the present ideological crisis by stating as follows: "militarism and ultra-nationalism during the war had order, in spite of all its mistakes. Today there is no order, and the present ideological and social confusion is caused by this anarchy." He also stated that he wished for the establishment of a moral order to avert the crisis.

Regarding concrete measures for this purpose, he emphasized that those who serve in the teaching profession should observe the spirit of the Imperial Rescript on Education in carrying out their duties, though the political freedom given to them enabling them to join any party they choose according to their views. He also said that the sprit of the Imperial Rescript on Education can be compared with the natural law which is in accord with the universal morals and our national merits. It is possible to overcome the ideological crisis among the teachers through the method favored by Mr. TANAKA? We fear that the confusion will grow even worse.

Mr. TANAKA stresses the freedom of ideas, while he demands the educators to obey the Imperial Rescript. We cannot but feel something contradictory in his attitude. The communists will refuse to accept the Imperial Rescript as the natural law as mere matter of course. Even Mr. TANAKA himself, so long as he is loyal to his catholic faith, will find it difficult to harmonize his personal faith with the view which expounds the Imperial Rescript as the natural law. It is indeed, as every one admits, that the Imperial Rescript on Education has an element of natural law.

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The problem lies, however, in the very character of the said rescript taken as a whole, and not a mere word or phrase.

It is already clear to those who have any historical views on the rescript, that the idea of the loyalty between the sovereign and the subject or paternal love as the supreme principle is a feudal idea affected by Confusianism, and it should be brough to trial by democracy. Also the wording used in the rescript, will not necessarily be agreeable to the democrats.

We cannot suppose that Mr. TANAKA, who is a fine scholar and teacher is lacking in such ordinary common sense. He repeatedly stressed non-partisanship in politics. His strange attitude can be understood by scrutinizing the political character of the Education Ministry, and one of the clues to it is to know the extent of the democratization of the Education Ministry.

When Mr. ABE was installed as Education Minister, the general public applauded him as a leading figure in the cabinet, and even the boys and girls expected a wise policy. There can be seen no trace of his efforts, however, to democratize education and the Education Department since his installation. On the contrary, infact, we have been disappointed at every turn by his support of the feudal idea of the national structure. It was the mistake of those who expected Mr. ABE, who is a mere aristocratic culturist, to carry out the important task of political democratization.

The most responsible reason for the failure of Mr. ABE is the reactionary political forces which form the backgrounf of the present cabinet. Here we shall present a fact that can be a proof of the existence of the deep-rooted reaction in the Education Ministry. The fact is that a person named KONUMA, who suppressed the liberal scholars, teachers and culturist, keeping in touch with the police until they were ended, is taking charge of making a list of undesirable persons for official posts in the Education Ministry. Though the list is not yet published, we can not suppose that the name of KONUMA is on the list.

By this fact alone, it is clear that the democratization of the Education Ministry is not thorough-going, though a few leaders may be changed. We don't like to hazard a conjecture about the connection between this amazing fact and the statement by Mr. TANAKA. We feel it our duty, however, to supervise and promote the democratization of the Education Ministry which is the sine qua non to the democratization of Education.

Teachers' unions and various cultural associations are moving toward the democratization of education by criticizing the Imperial Rescript and by other means. If the Education Ministry is sincere in the effort to democratize Japanese education, it should practise co-operation with these voluntary movements in civil circles. Thereby, the first step toward the solution of the ideological crisis can be made.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 4 Statement by new Minister of Education - Mainichi Shimbun - 16 Jan 46. Translator: S. Inoue.

721.2

Summary:

Dr. ABE, Nosai, is the new Education Minister in the recent reorganization of the Cabinet. He is heartily welcomed because of his conservatism.. The cultural rehabilitation as directed by Dr. ABE will be as follows:

1) Regarding the Emperor, he is strongly insistent that a strict scientific investigation be made in order to show the real figure of the Emperor to the Nation. The Emperor system must not be used as an implement for any political conflict.

2) Dr. ABE insists that the renovation of the educational system begin with a resurrection of a three-year system in the higher school, a six-year system in the national school, five-year in the middle and three-year in the university and higher school for the cultural completion of individual personality.

3) Regarding the improvement of treatment for teachers: He hopes that this problem will be solved at the earliest possible date. Their campaign for organizing a union must not be abused by any politicians.

4) He is so enthusiastic that he will efficiently hasten the educational business and administrative reshuffle, and as for information service, especially in liaison with the SCAP, experts shall be appointed for various activities.

At an interview with the press on 15 January, Dr. ABE said:

"In the present thinking world, the word 'democracy' is prevalent, but its true meaning seems to be misunderstood. The Government must lead the Nation towards democracy by establishing a relationship between the protection of the state system and democracy, the Emperor system, etc. 931.6-822 18Jan46

ITEM 1 "Freedom of Political Activity for Teachers and Students" - Provincial Newspaper Tokushima Shimbun (Tokushima) - 22 Feb 46. Translator: Paasche.

721.2

The attitude of the Education Ministry regarding the participation of teachers and students in the political movement has been clarified to some extent. In principle there is no objection to their taking part in politics and the election campaign. This political liberty include the formation of political groups, political activity in the realm of science, except during courses, and permission to become candidates, for teachers and students alike. This is the beginning of a political education of students which is based on real life. If, for instance, a student is also a member of the Communist Party, he must refrain from propaganda during classes but is otherwise free to discuss politi inside or outside the school or university. The granting of passive voting rights to educators and 150,000 Japanese students is a sensational measure which may lead to the appearance of student parliamentarians. However, if an educator who is at the same time a government official, should be elected he must resign from his official position according to Article 10 of the new election law.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 2 The Renovation of Education in JAPAN - Mainichi Shimbun - 22 Feb 46. Translator: T. Unayama.

721.2

Full Translation:

All the preceding Education Minister have been amateurs in education, but the present Minister of Education ABE is a progressive expert in this field. Consequently, he seems to have been well received by SCAP. The main point of SCAP's control policy for JAPAN lies in the re-education of the Japanese people. SCAP is, therefore, making steady progress in the policy of expelling from the education circles those persons tainted with militarism or reaction as well as renovating thoroughly education and culture in JAPAN.

In early March, a delegation of first-rate educators is coming from the UNITED STATES. They will suggest means of promoting the democratization of education in our country. The responsibility of the Education Minister, as an educator in JAPAN, is all the more important. If he is a bureaucratic educator as has been the case up to now, he will create a merely formal democracy, because he lacks self-confidence in the reform of education. For example, the centers educational organization in JAPAN are the Government and the public schools. There may be some exceptions, but it is generally acknowledged that almost all the good schools are the Government and public schools. Such a superstition about the Government and the public schools must be broken down to achieve a democratic point of view.

In order to promote private schools, the Education Ministry must, as a matter of course, give up its coolness to private schools, stop its interference with private schools, and acknowledge free education and free management in these schools. The circumstances of educational circles in JAPAN differ greatly from those in the UNITED STATES, where the schools considered best are private establishments. However it is not right to consider all the educational agencies of Government and public establishments in JAPAN to be anti-democratic.

At present, there are many private schools that are far below the level of the Government and the public schools in equipment and quality. This is due to the profit-making management of the school which results from their lack of adequate financial foundation. The promotion of private schools will, hereafter, confront many difficulties which will be caused by the weakness of economic support in defeated JAPAN. For the improvement of private schools, subsidies from the national treasuries will be required; This means at the same time, the necessity of limiting the establishment of private schools. However, the reform of education will first of all require a surgical operation to be performed upon the Government and public schools which are regarded as the good schools.

ITEM 4 The Way to the Democratization of Education - Provincial Newspaper Bocho Shimbun (Yamaguchi) - 27 Feb 46. Translator: H. Furukawa.

721.2

Summary:

Among the various difficulties in post-war JAPAN, the problem of education is the biggest because of its comprehensiveness and importance. However, the democratization of Japanese education, as the report of Brigadier General DYKE admitted, is now under way through hard experience and planning. Those who are concerned with teaching will be delayed in fulfilling their mission as many schools were destroyed by air-raids which will cause inconvenience. In addition their task is made more difficult by the examination of their own qualifications in accordance with the purge order and with the revision of school-books. There are some, under such transitional circumstances, who are advocating complete license while some others are still adhering to the old traditions. Considering the fundamental objective of education which lies in the cultivation of the high character of the individual and the making of good citizens, those who serve in schools should enlighten their pupils about their duties to society and country.

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721.2

Training Along Democratic Lines

Guide Books Compiled For Teachers

721.2

TOKYO (UP)—The Education Ministry is compiling guide books for teachers as a short cut for their training along democratic lines in the filling of their responsible duties toward development of a cultural Japan, Jiro Arimitsu, director of the ministry's textbook bureau told the United Press Wednesday.

He said 300,000 copies will be published for distribution possibly by March 1 to teachers of elementary, boys and girls middle, young men's and vocational schools, as well as to teachers and students of normal schools.

"As soon as the compilation is completed," Arimitsu said, "we will submit it to SCAP for approval. Upon such approval, we intend to have contents of the guide book broadcast to familiarize the teachers as soon as possible. If everything goes according to schedule, we plan to have the broadcasts between Feb. 12 and 16 and between Feb. 18 and 23."

The guide book will have two sections, Arimitsu said. The first will be for the purpose of making the teachers grasp the realities of Japan's present situation and assist them to obtain the correct attitude as to what must be done for the proper development of Japan, he added.

"All throughout the war the one concern of the teachers was to win the war," Arimitsu explained. "It is not strange that many teachers still are affected by militaristic and extremely nationalistic ideas. These teachers must change their ideas under the new situation. That is the main reason for the publication of the guide books."

The second section of the guide book will be suggestions on subjects to be taught before the new textbooks can be compiled on morals, Japanese history and geography. A SCAP directive of Dec. 31 banned teaching of the three subjects from the existing textbooks, Arimitsu said.

Suggested will be "History of the Pacific War" edited by MacArthur's General Headquarters, the series of Japanese broadcasts, "Now It Can Be Told," other radio materials, as well as material from newspapers, magazine, newsreels and pamphlets of the education ministry Arimitsu said.

"We plan to emphasize the discussion method to promote self-thinking on the part of the students," Arimitsu said. "One of the biggest faults of the Japanese education system was emphasis on memorizing."

He said the ministry hopes to have new textbooks on morals, Japanese history and geography ready by April 1, the beginning of the new school year but it may take longer.

"The writing of a new history for Japan, for instance is very important," Arimitsu said. "We want a just objective history. Naturally this will point out Japan's mistakes which led to her downfall. I think the history which we have in mind will suggest how Japan can regain her place internationally as a peaceful nation."

NIPPON TIMES FEB 7 1946

Japanese Education Moving Into Era Of Democratic Reform

Great Task Only Begun, States Gen. Dyke In 4-Month Summation

12

G.H.Q., U.S. ARMY FORCES, PACIFIC, P.R.O., Feb. 18.—"The Japanese educational system is freeing itself of the insidious poison of militarism and ultra-nationalism and is moving into an era of democratic reform," stated Brig.-Gen. Ken R. Dyke, chief of the Civil Information and Education Section of SCAP, in a four-month summarization report released today by his office.

General Dyke explained that 4,000 schools were totally destroyed during the war and existing facilities are dangerously overcrowded. However, in the emergency, other public buildings and temples are being utilized and many schools are operating double shifts to share buildings with other institutions.

The report said that most of Japan's 18-million students and 400,000 teachers are at work in some 40,000 schools.

For the first time in Japan educational history both the Education Minister and Vice-Minister in the recently reorganized Cabinet are professional educators.

In Oct. 22 Directive

The basic education policies and objectives of the occupation, promulgated in an October 22 directive, have given the Japanese "a fresh start and a new kind of hope," the general said.

In this directive a long-range program of educational reform was predicted on both negative and positive aspects of Japanese reorientation.

"On the one hand," the report stated, "it prohibited the dissemination by the Japanese Government of all militaristic and ultra-nationalistic ideology; and on the other hand the Government, through its Education Ministry, was directed to encourage 'the inculcation of concepts and establishment of practices in harmony with representative government, international peace, the dignity of the individual, and such fundamental human rights as the freedom of assembly, speech and religion.'"

Since the occupation began, military education and drill have been prohibited. Personnel who could not meet the new standards were ordered removed and objectionable material deleted from all teaching matter.

Discrimination against students, teachers and educational officials on grounds of race, nationality, creed, political opinion or social position was forbidden.

New Material Prepared

New curricula, textbooks, teaching manuals and instructional materials designed to produce an educated, peaceful and responsible citizenry, the report stated, are in the process of preparation to be substituted for militaristic and ultra-nationalistic content.

Many old-line teachers and officials, in recognition of their own militaristic and ultra-nationalistic activities, have resigned voluntarily and others have been removed.

To further cleanse the school system of undesirable influences, the Japanese Ministry of Education is preparing a plan by which all of Japan's 400,000 teachers will be examined individually—a tremendous and far-reaching project.

Liberal teachers, General Dyke pointed out, are learning that they are needed and that places will be made for them.

"Long deprived of information concerning the educational advances of democratic countries, teachers and students of Japan now are being reoriented by special publications and lectures, radio and motion pictures, magazines and newspapers," the report stated.

A new teachers' manual is being prepared by the Ministry of Education to replace the vicious, interpretative guidebooks which were a primary source of war-time indoctrination.

Greater Use Of Radio

Radio broadcasting to the schools has been resumed by the Ministry of Education and new programs are being conducted especially for the interim period while school texts are inadequate or unavailable.

The Radio and Education Divisions of CI & E are cooperating to provide technical advice and assure appropriate material for the broadcasts.

A weekly discussion of current events, in which students participate, is broadcast as a part of the daily Students' Hour. Teachers of elementary, middle and youth schools are encouraged to use this program as a model for classroom discussion.

Schools will get first priority on new radio sets produced in Japan.

Education Of Women

Traditionally, General Dyke said, the education of girls and women in Japan has been based on the idea that they become good wives and mothers. There has been no widespread belief that women should be trained in academic subjects or for a career other than motherhood.

Under the new plan, women's education will be reformed with a view to "giving equal opportunity of receiving education to men and women; raising the level of women's education to the level of men's education, and furthering mutual respect among men and women."

Specifically, this will mean admitting women to schools formerly restricted to men; putting coeducation into operation in the universities and in addition it will mean the problem of establishing women's universities; establishing women's higher schools, and raising the level of the curriculum to that of men's institutions.

"The great task of educational reform in Japan," General Dyke concluded, "has only just begun. A tentative blueprint has been laid down but the careful, painstaking process of carrying out the provision of Potsdam lies ahead. It will not be an easy undertaking."

MAINICHI FEB 21 1946

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

721.2

ITEM 1 Reform of Education - Provincial Newspaper Bocho Shimbun (Yamaguchi) - 27 Feb 46. Translator: Y. Akabane.

Summary:

Preparations are now being made by the Education Section of the Prefectural Office for the epoch-making renovation of education, in parallel with the regular periodical change of teachers at the end of the current fiscal year. This is on the basis of the principle that educational reform should be preceded by a wise selection of teachers.

In view of the paramount necessity of the educational reconstruction for the reconstruction of the country, cries demanding the renovation of education of its own accord, without waiting idly for outside influences, have become more and more conspicuous, since the unprecedented Imperial rescript issued at the beginning of the year. This represents the earnest wish of those concerned for the immediate introduction into the educational world of something fresh and invigorating quite free from the existing factors. It is hoped to achieve this by means of antonomous research and presentation to the authorities concerned of advice for the renovation and strengthening of the unity of teachers.

According to the intentions of the Prefectural education authorities, young teachers with sufficient ability and enthusiasm will be selected to be entrusted with the task of bringing about complete educational reform. On the other hand, over 100 teachers of middle, young men's, and national schools, are said to have already tendered their resignations voluntarily, and high retirement allowances are to be given them in reward for their long services.

In these circumstances, opinions have been gradually gaining ground in some quarters for voluntary retirement. At any rate, the results of the changes to be made at the end of this month is being awaited with keen interest.

721.2

ITEM 1 Domand for Free Education System - Provincial Newspaper Hyuga Nichinichi Shimbun (MIYAZAKI) - 14 Mar 46. Translator: I. Imai.

Summary:

Brigadier General DYKE, Chief of CI & E Section, announced some time ago a report on the changed condition of JAPAN's educational system during the past four months. The focal point of this report is that the uniform education of the past is abolished in the new system and that a thorough-democratic educational policy is demanded.

The school teachers have hitherto been forced to use textbooks. "recognized" by the Ministry of Education no matter whether they liked them or not. They had to carry on the education within the limits of the principles forced upon them by the authorities. No wonder that their teaching methods have become hackneyed and stereotyped. Those who were not satisfied with this policy tried to carry out free education, but all of them were suppressed by authorities of the Ministry of Education.

Now, under democracy, the objective of education itself has undergone a great change. The real aim of education is to respect the personalities of those to be educated and to fully develop all their qualities. By liberalized education itself, it is possible to educate the people for whom a democratic society has need. We must realize how keenly society is looking forward to a prompt enforcement of a new method of education.

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ITEM 3 The Feudalism of Japanese Education - Asahi Shimbun - 26 Mar 46. Translator: M. Ohno.

721.2

Summary:

The American Education Mission is now launching investigations into the Japanese educational system. They are to submit a report to SCAP which will reveal where the hot-bed of militarism and extreme nationalism has been in the Japanese educational world. In this regard, SCAP has drawn up a handbook called "Education in JAPAN". The book treats of the feudal character of schools, which caused militarism and extreme nationalism, the complexity of the Japanese language, and of evil influences consequent on giving too much importance to intellectual education only. Thus, the book point out the fundamental defects in the Japanese educational world a follows:

The methods of teaching are extremely standardized in conventional officia schools in JAPAN. Most teachers have no freedom of choice in selecting teaching materials. The teachers are given a general notification concerning the quantity of the teaching material which should be taught during a fixed term. The majority of school hours in the primary schools are allott to reading and writing the complicated national language. Even in the hours for history, geography, and morals, the teacher must waste much time in the explanation of complicated phrases and clauses, including Chinese characters.

Graduates of the Japanese primary schools are far inferior to those of the American's in their ability to understand the national language because emphasis is laid on mechanical memory work only. The teachers are valued according to the number of their pupils who passed the entrance examination to a school of higher grade. Most schools have no library or other auxiliar teaching materials. Thus, instruction is given from textbooks only. On the other hand, teachers are given guide-books and they, to their shame, depend on those books alone. Most schools are equipped with some laboratories, but they lack ample facilities and materials. Long walks and tours are often made in order to teach pupils about their environment, and movies and records are used at most schools. However, they are used in order to let the pupils obtain practical knowledge and not to give an impetus to the contemplative faculties of the mind.

The feudal character of Japanese society is reflected in the relations between teacher and pupil. Teachers are authoritative men, and pupils obey them blindly. During the war, the militarists cleverly, took advantage of such relations between teachers and pupils. Consequently, it seemed that the school was nothing but a little military institution. The relation between teachers and principals, also, shows the feudal character of JAPAN. Under this system, the teachers cannot work in close and familiar contact with the principal. The teachers must obey the principals blindly. Thus, contemplative faculties and originality of teachers is supressed. The business of the principal is to explain various regulations given by the authorities concerned. The teachers and principals are doing their best to let their pupils enter a school of higher grade, while clinging to various regulations. Japanese teachers have no time to obtain necessary knowledge of practical education or education or educational philosophy.

ITEM 2 Japanese Scholars Should Join With American Scholars (Sub-editorial) - Asahi Shimbun - 11 Apr 46. Translator: K. Sato.

721.2

Extracts:

Hereafter, the feelings of the people and the standpoint of their nation in international relations will not be allowed to be inconsistent as they were in the past. In order to reform these contradictions and produce a real and congenial concord of nations, we should no longer depend on the country or on the officials, and remain indifferent.

Just as Christians of JAPAN and AMERICA started a coalition, it would seem easy for the Japanese who once studied in AMERICA to enter into a relation with the scholars of the occupation forces, and them by way of this connection call out to the whole intelligentsia in the UNITED STATES. Among newspapermen, there is already the International Press Club, and formerly the Oxford-Cambridge Association was instituted among the Japanese and English in TOKYO. If those who lead the movement do an excellent job in the undertaking, the result is bound to be fruitful.

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ITEM 3 Forum on Education (II) - Tokyo Shimbun - 26 Mar 46. Translator: S. Sakata.

721.2

Extracts:

KIDO: Heretofore education in JAPAN has been quite egoistic teaching that the Japanese are the superior race. As Messrs. NOGAMI and HASEGAWA said, "It goes without saying that considerable importance should be attached not only to school education but also to domestic, social and professional education that which deals directly with our daily life; its aim must be the fulfillment of individual personality. How deficient the Japanese are in their sense of morality, has been completely revealed during the war and in the course of the social about face since the surrounder. It probably results from the fact that the Japanese have lacked the refinements of social life for a long time .

"The base of social existence is individual life; there is no complete social existence where there is no complete individual life. Therefore, it is needless to say that the reconstruction of education must aim at effecting an individual life. An important method of doing this is to elevate culture; and culture should be discussed from standpoints of both reason and sentiment. However, I think that the most urgent problem in present JAPAN is to the raising of the culture level. I don't know any other nation which has less ability to do this.

"Many people now consider the war as insignificant. But there were not a few people who praised the treacherous attack on PEARL HARBOR and the conquest of the Malayan Peninsula in the beginning of the war. Such facts, I believe, reflect the incomplete culture of the people. If we consider ourselves closely we must all be ashamed to discover that we were too weak hearted to oppose the militalistic Government. How many people lacked the ability to be critical in JAPAN? I am sure that the first reason for the defeat in the war is the lack of critical power and intelligence of the whole nation. Citing a familiar example, how are we criticizing the press or radio today? Both report considerable false news.

"About a half century ago, the English people already recognized the editorials of the London Times as equivalent to the views of their government. In other words, they generally thought that the press should not do anything more than its duty, for criticism would be made by the readers themselves. When can we expect to have such cultured people in JAPAN? The Japanese devotees of fads, are suddenly shouting the words "democracy" and "democratization". For my own part, however, I absolutely believe that all things should remain as they are before the educational reconstruction is completed."

ITEM 1 Further Adolescent Educational Reform - Provincial Newspaper Chugoku Shimbun (Hiroshima) - 5 Apr 46. Translator: S. Shiba.

721.2

Summary:

A union of the Normal School students, teachers of the Young Men's School, and young men in general throughout the country has been formed to further educational reforms. It is called "The National Young Men's League" and was initiated by the students of the YAMAGUCHI Prefectural Young Men's Normal School in BOFU-Shi. They deem it a pity that the educational principle of the educational department is aristocratic, and that no educational consideration is given to 80 per cent of the young people of the country. The head office of the League has been set up in MITAJIRI.

The Reform Plan of the Young Men's Schools

1. Realization of the compulsory educational system of three year courses;
2. The certificate given on the completion of of examination of the middle school courses to be based on the results of the Young Men's School's courses; 3. Re-drafting of courses; 4. Better school equipment; 5. Guaranteeing the students' livelihood; 6. Better treatment for teachers of the Young Men's School.

The Reform Plan of the Young Men's Normal School

1. A special study system for each course; 2. Establishment of four-year courses; 3. Better school equipment; 4. Abolition of the supported students' system; 5. Employment of able professors.

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ITEM 3 Student Newspaper Trouble; Democratization of Education in HOKKAIDO - Provincial Newspaper Hokkaido Shimbun (SAPPORO) - 10 Apr 46. Translator: Y. Akabane.

721.2

Summary:

The prohibition of the sale of "MIDORIOKA", a newspaper issued by the students of the OTARU Economic Special School, brought about a students' mass meeting on 2 April, at which the local committee of the JAPAN Communist Party made public the following announcement, simultaneously with the issue of a statement of Prof. MATSUO, Chief of the Students Section and Prof. KAWAMURA, Chief of the Editorial Department:

"JAPAN is at present in the midst of a democratic revolution with all her people firmly united. The suppression of speeches once arbitrarily conducted by the leading classes has been removed to give place to the freedom of speech and criticism. Students, laborers, and intellectuals are now free to express their opinions and criticisms and are prepared to participate in constructing a new JAPAN on a democratic basis. Reactionary elements, however, are still going to suppress freedom of press implicitly and explicitly, resorting to all means available by taking advantage of their social positions. The recent prohibition of the sal of 'MIDORIOKA', an organ paper of the OTARU Economic Special School, and the dissolution of its Editorial Department by the school authoriti is an obvious suppression of the free speech of students and is a bald expression of anti-democratic tendencies.

"The students in these days are no more blind disciples of professors and other school authorities nor are they scholastic slaves. They have the right to criticize various questions relative to social ideals and education as free citizens and to express their opinions about them witi out any restraint. The Communist Party, accordingly, protested against the suppression made by anti-democratic factors in the OTARU Economic Special School of its students, who are charged with the important mission of accomplishing the democratic revolution of JAPAN.

"These old influences are actively sharpening their reactionary weapons under the guise of democracy and liberalism everywhere. The Party appeals to the people to expose and wipe out the war criminals thorough in order to construct a brighter JAPAN, and particularly to strengthen the purge campaign against the war criminals and nationalists among professors through the joint efforts of students and progressive educators. The local committee of the JAPAN Communist Party hereby declar that it will do its best to scrutinize the current case of suppression closely so as to help democratize school education."

recommend professor YAMADA as successor to professor ARIMA, who retired last month, as a means to reflect the students' will at the professors' conference, the sole organ of power on personnel affairs in the universit

ITEM 2 The Reform Plan Of Education (Editorial) - Provincial Newspaper Hokkoku Mainichi Shimbun (Kanazawa) - 4 Apr 46. Translator: H. Furukawa.

721.2

Summary:

The Japanese Education Commission, which collaborated with the American Education Mission during its stay in JAPAN, is expected to offer its opinion to the Minister of Education on educational reform. It is reported that the committee will propose in its reform plan to the minister the issuance of a new Imperial rescript on education and we, who were opposed to this proposal, in this column, must again point to its faults.

The issuance of a new Imperial rescript with the ideal of setting up a basic principle in education means nothing but the revival of formalism in the educational system. Apart from the contents of the new rescript, it would undoubtedly be inadequate and unnecessary in the new era of democracy to compel the pupil to loyalty by a rescript issued in the name of the Emperor. Regarding the reform of the educational system, the committee proposes the extension of compulsory education to nine years and a drastic reform in the normal school system eradicating the out worn spirit of educational circles. Though the educational authorities are said to be objecting to that proposal, we agree with it as long as the matter is concerned only in reforming the educational system.

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
ALLIED TRANSLATOR AND INTERPRETER SECTION

PRESS TRANSLATIONS

No. 1781 DATE: 12 Mar 46

EDITORIAL SERIES: 580

ITEM 1 (a) Obstacles to the Democratization of Education (b) Students in Crisis - Yomiuri Hochi - 10 Mar 46. Translator: M. Kato.

721.2

Full Translation:

A speech was made under the title of "Spiritual Reconstruction of a New JAPAN" on 28 February, by KAGAWA, Toyohiko, at the lecture hall of the MAOKA Primary School in TOCHIGI-Ken. It was under the sponsorship of that town, and the audience, totaling over 1,000, included the students of the higher course of that Primary School, the upper class students of the girls' high schools, middle schools, agricultural schools, their teachers and some of the townspeople. Prior to Mr. KAGAWA's speech "a labor song", composed by Mr. KAGAWA during the war, for a certain factory, was sung by some of the workers of that factory, and those students of the higher course of the MAOKA Primary School, who worked in that factory as a wartime service. One of the most characteristic parts of that song was as follows: "Our countrymen rose up to remove the grief of the East, regardless of their lives. Airmen feel glory as protectors of our c untry from the air. I also spring up, following these fellow countrymen." We objected to this song being sung. The fact was then clarified by Mr. KAGAWA's statement, that it was Mr. KAGAWA who wanted this song to be sung. Almost nothing concerning democracy was commented upon during Mr. KAGAWA's two hour speech. Mr. KAGAWA rejected communism and republicanism. The foundation of his rejecti n was his biased theories of natural science and smatterings of historical knowledge. Mr. KAGAWA cried with feverish excitement, that united youthful influences of the students, protect the Emperor System. Had this been an ordinary political speech, I should not have been much concerned about his ill-disposed attacks, or his sentimental vindication of the Emperor System. However, at present should such militaristic songs be sung, and such speeches full of falsehood, be permitted? There are students who are not developed mentally and cannot see things critically. These students have not as yet cast off the yoke of wartime educati n. Isn't this attitude contrary to the SCAP directive of 22 December, which prohibited the diffusion of militaristic and ultra-nationalistic sentiments? Isn't it also an attitude which hampers the democratization of education? However, none of the principals, teachers, and townspeople in attendence opposed or objected to Mr. KAGAWA. Has the Ministry of Education properly advised these school staffs, which apparently still stick to nationalism and which still hold reactionary sentiments, of the SCAP directive? Or does the Ministry of Education regard itself as serving the democratizati n of education, when it subjects the students to such performances? If it is the latter, I cannot but call for the thorough purge of the educational headquarters. This is an abs lute necessity to democratize JAPAN's education. I believe this is the burning need of the times. (by OKONOGI, Shinsaburo, the JAPAN Cultured People's Federation)

Students in Crisis

A political speech for students was held on 4 March at the HIBIYA Public Hall, under the sponsorship of the Student Culture Union. I am going to express my opinion, as one of the audience deeply impressed by the speeches. A great majority of the students are ex-service-men. Moreover

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EDITORIAL SERIES: 580 (Continued)

ITEM 1 (Continued)

the younger generation now in academic life, has, from it's primary school days, been educated along the militaristic line. Therefore, the students have the common defect of vestigal militarism, which is being replaced by cultured enlightenment. There is also a fear that the students will be utilized by the reactionary forces. The facts brought forth in these speeches were mostly contrary to the trend of democratization of JAPAN. The students present clapped their hands in excitement. Because they seemed to be much concerned with present-day politics, which either wanted to discuss the Emperor in the light of the harsh life during the war, or wanted to recognize the Emperor system out of mere sentiment. It is not only the privileged class, but also the students who should recognize the fact that they are tending toward reaction, despite their advocation of democracy. I fear the downfall of our country will not be long, unless the students are awakened. Many of our comrades who fell in the battlefields wished for nothing short of overall participation in the reconstruction of our country. This reconstruction should be directed for the culture of the people and for the thorough democratization of JAPAN. The militaristic Government, during the war, attempted to fight against the atomic-bombs with bamboo spears, and deemed it patriotic to die for our divine Emperor. It is a tragedy for the students to indulge in hearing these fairy-tales. They should be the apostles of science. Truth means advancement. Therefore, those pursuing truth must necessarily have an earnest desire for advancement. It is the students who should be ahead of the masses following the course of reconstruction. For this object, we should eradicate all the taints of feudalism, as well as the ideological delusions. We students are leading both a student's life and a social life. In other words we are leading, in a status of students, a social life. What can we do to confront the chaotic state of the objective world, unless we have established subjectiveness? I firmly believe that our relief, as well as for the expression of our love of our country, can be found in amalgamated movements of all the students. I repeat, we are faced with a crisis because we have too many reactionary elements, which resulted from the recollection of the past.
(by MOCHIZUKI, Muneaki, MEIJI-GAKUIN)

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
ALLIED TRANSLATOR AND INTERPRETER SECTION

PRESS TRANSLATIONS

No. 1773 DATE: 12 Mar 46

EDITORIAL SERIES: 578

ITEM 1 Independent Reconstruction of Education - Provincial Newspaper Kahoku Shimpo (Sendai) - 2 Mar 46. Translator: K. Nobunaga.

Full Translation:

721.2

The American education investigation mission has recently come to JAPAN to advise on the reconstruction of the educational system. We emphasize that reconstruction of education should be accomplished voluntarily. The investigation party is to be helped by JAPAN's education committee, and the mission is expected to give important suggestions for the democratization of education, by investigating the present condition of education in JAPAN. However, if Japanese educators only look on, and think that democratization can thus be achieved, positive reconstruction of education can never be realized.

Although half a year has already elapsed since the defeat, many educators are worried, and are losing their belief in the reconstruction of education. Therefore, many young men seek leaders in vain. Educational circles should not rely upon others for democratization. Since ABE was appointed Education Minister, the policy of the Education Ministry has became more positive and independent. This will restore education to its pre-war condition.

We cannot find in this a thorough reformation in constructing a democratic educational system. Independence in this effort in the Ministry of Education is proven in that the Ministry is organizing a young men's association. We do not deny the necessity of organizing a young men's association. However, it is necessary to grasp the substantial meaning of democratic reconstruction, prior to this act. The policy of the educational circles, should be to elevate independent and positive desires and help young men's voluntary movements, rather than organize a young men's association.

In order to establish democratic education, social education for young men not in schools should not be neglected. To organize young men's associations, will result in blocking young men's voluntary movements and will cause adverse effects. The Education Ministry should facilitate the spread of democratic ideas by utilizing civilian associations and not organize young men's associations.

The Education Ministry should be more interested in the reformation of young men's schools, than in organizing young men's associations. If the ministry can not revive young men's schools democratically, how will it be able to succeed in organizing young men's associations? The Education Ministry's attitude is apparently democratic, however, in the consideration of its actual policy, it has not yet grasped the true meaning of democracy. To our regret, this fact is not only passed over, but the attitude of educational circles is so passive as to obey without criticism. Our educational circles recognize the reconstruction of JAPAN's education as work of others. For the reconstruction of education in JAPAN, these educators should be more positive. (in their policies).

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GENERAL HEADQUARTERS
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ALLIED TRANSLATOR AND INTERPRETER SECTION

PRESS TRANSLATIONS

No. 1821 DATE: 14 Mar 46

SOCIAL SERIES: 333

ITEM 1 On Civil Education by NAGAI, Katsujiro - Provincial Magazine: Kyoiku Kensetsu (Sapporo) - 1 Feb 46 Issue. Translator: Yagiu.

721.2

Summary:

One of our country's most important educational problems at present is civil education. The diffusion of political, social and economic learning is indispensable to the future of JAPAN; its lack was the basic cause of our defeat.

It is a well-known fact that at the beginning of the MEIJI Era a fervent interest in polities spread throughout the nation, as a result of the Imperial Oaths which provided that every political affair should be decided after through public discussion; and, as a consequence, the ideas of freedom and democracy became popular. On the other hand, however, it was strictly forbidden to inculcate any political ideas in the schools. Teachers were prohibited from teaching politics in their classes; in short, educators were forced to disassociate themselves from politics. And this unreasonable policy produced the desired effect and educators have been thoroughly deprived of political consciousness. It is no wonder, therefore, that boys and girls, instructed by such mentally crippled teachers, have failed to develop a nation based on constitutional self-government.

True, a constitutional self-government was legally set up in the 22nd year of MEIJI. It is true that JAPAN attained victory in both Sino-Japanese and Russo-Japanese wars, and developed into a world power. But actually the people were put in a hopeless predicament.

Although with the advent of a new imperial era, there were some intellectuals who deplored the contradictions of their inner life, their attentions were all drawn abroad by the outbreak of World War I; and they had little time to spend on their inward development. After the Great War, a period of ideological chaos came with the simultaneous spread of democracy, liberalism and communism and the rise of cultural movement, all aiming to fill up the gaps of spiritual life. And yet the constitutional government, which should have been based upon the people's will, was monopolized by degenerate partisans, and education became no more than a channel to convey the dead knowledge of law, economics and sociology. It is easy to see that Fascism succeeded in permeating the whole nation, before such politically inept people could recognize the necessity of any social reform. This was the very cause of the last war, the consequence of which we see around us now.

Civic, political and social education must be put into practice on a scientific basis. What I mean by "scientific" is that new education should be positive and practical instead of idealistic or speculative. In other words, stress must be put on the recognition of educational realities rather than on the search for educational ideals. We should put less effort in criticising educational ideas and should put more effort in testing the practical application of educational measures. Some people may think that social and political education, etc. are something beyond the scope of, or opposed to, school education; but, on the contrary, they are the component parts of education.

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SOCIAL SERIES: 333 (Continued)

ITEM 1 (Continued)

The first object of civic education is the perfection of individuality, which is necessary for the social development of each citizen. What was the result of the past uniform education which ignored every individual trait. The study of child psychology, and the circumstances under which children develop, must be the first step of the new education. In addition, the vicious system of cramming and memorizing must be absolutely done away with, so that the educated may learn to solve the problems of life for themselves through self-teaching. The cultavation of social intercourse is the second object of civic education. This is consciousness of social ego. Not only family life and friendships but also the wider social spheres, such as village and city life, or even productive activities, must be included in the scope of education. Scientific attitudes which are fostered during such a course will nurture democratic thought.

The last, but by no means the least, object of civic education is the political development of the educators. Teachers who have long been confined to their class-rooms should make strenuous efforts to enlarge their political interests and to use sound judgement toward social and economic problems. They might engage in political activities through their newly organized teachers' association. For it is impossible for them to give civic education without actual knowledge and experience. Education must always come before civics, politics and economics. I sincerely hope that national educational policies will be established by the educators themselves.

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ITEM 2 a) Change in Sense of Values b) Reflection on Historical Education - Asahi Shimbun - 13 March 46. Translator: M. Kato.

72, 2

Full Translation:

My remarks at the all-JAPAN conference of the heads of the education section were a target for criticism from various quarters. Therefore, I am going to reply to Mr. HONDA's and Mr. MISAWA's comments on what I said.

In this agitated age there is a prevalent trend to denounce all the good things along with the bad under the slogan of liberalism or democracy. It is like pouring a baby out of a bath-tub along with the dirty water. This should be of grave concern to intelligent people. The attitude of labeling old things as feudalistic and labeling new things democratic can never be called progressive or rational.

I have heard that a section of the eductional circles is in doubt as to whether or not the Imperial Rescript on Education was abolished by the Imperial Edict issued on the New Year's Day. The heart of this problem lies in whether this Rescript can adequately meet, in its substance, the needs of the present.

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We are now required to make an analysis of this moral code and investigate its substance; therefore we should calmly take up its substance, subject it to close scrutiny, and try to ascertain whether it contains any taint of militarism or ultra-nationalism. . The Imperial Rescript on Education assumes the form of an admonition, as is seen in "You the subjects----." In this light it is undoubtedly colored with paternalism.

Secondly, as Mr. HONDA and Mr. NISHIWA emphasized, this Rescript has been misused to make our education militaristic, just as the judicial system policy has become. In this respect I quite agree with them. However, those who used or abused it should be responsible for the evils. It is not proper that the Emperor or the spirit of this Rescript should be denounced.

The basic mistakes in our educational principles have been caused by the attitude of regarding the virtues implied in this Rescript as true because they are the order of the Emperor. Despite the authority of the Emperor or the power of the State, evil cannot be turned into good nor falsehood into truth. Our principles should be determined on the basis of whether or not they are in conformity with the "just and equitable principles of nature" or with the "basic moral principles." In other words, they should conform to the human moral consciousness. That is nothing but natural law. We must emphasize that they should be valued because they are true and good.

The Imperial Rescript on Education lists nearly all of the individual, family, social, and national virtues. It has much in common with the teachings of CONFUCIUS and the doctrines of Buddhism and Christianity. The words, "it is true at home and abroad" are proof of its omnipresent truth. We do not insist that the Imperial Rescript on Education is perfect. Indeed, it leaves something to be desired in its arrangement of virtues and in its method of awakening moral consciousness to religious faith. However, imperfection does not mean a blunder. Even in a democratic society, neither the admonition of the parents nor the order of the Emperor is not able to turn bad into good.

We are now confronting a crisis. Therefore, we must demand that intelligent people insist on the maintenance of what have been called good morals and manners in our country. If they are in accord with the moral consciousness of mankind, those people should resolve to support them, even though they may face the usual denunciation that they are feudalistic or reactionary. (by TANAKA, Kotaro, Director of the School Education Bureau of the Ministry of Education)

Reflection on Historical Education

Narrow-minded patriotism which was formerly stressed in history courses in our country produced the unfortunate effect of disturbing world peace. We can, of course, understand why our own history has been treasured; but it must be borne in mind that JAPAN's history is nothing but a branch of the main current of world history or even that of the Orient. We hope that ours, will be regarded impartially, in its true aspect, as a part of the main current of history. For example, the fundamental problem of Oriental history is, I am sure, to investigate the problem of the cooperation and coalition of China and Japan, with full appreciation of the development of the Chinese race.

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EDITORIAL SERIES: 593 (Continued)

ITEM -2 (Continued)

History books have heretofore been limited to textbooks or reference books for candidates for higher schools, or have been books on local tradition or books containing specialized knowledge, easy access to which is denied the general public. From now on I hope such historical books as are suited for the general public will be read by everybody. (by SATO, Seigi, chief of the clerks of a Municipality, IBARAKI-Ken).

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721.2

Japanese Education Undergoing Reform

Militarism and Ultra-Nationalism Expelled—Liberal Methods Inculcated

"The Japanese educational system is freeing itself of the insidious poison of militarism and ultra-nationalism and is moving into an era of democratic reform," stated Brig. General Ken R. Dyke, chief of the Civil Information and Education Section of SCAP, in a four-month summarization report released Monday by his office.

The Education Division of the Civil Information and Education, SCAP, was established to make "recommendations to effect the accomplishment of the educational objectives of the Allied Powers." To this end, the division has been working through the revamped Japanese Ministry of Education, using supervisory techniques which have combined technical advice and assistance with formal direction and official sanction.

For the first time in Japanese educational history both the Minister and Vice-Minister of Education of the recently reorganized cabinet are professional educators.

Negative and Positive Methods

The basic education policies and objectives of the occupation, promulgated in an October 22 directive, have given the Japanese "a fresh start and a new kind of hope," the general said. In this directive a long-range program of educational reform was predicated on both negative and positive aspects of Japanese reorientation.

"On the one hand," the report stated, "it prohibited the dissemination by the Japanese Government of all militaristic and ultra-nationalistic ideology; and on the other hand the Government, through its Education Ministry, was directed to encourage 'the inculcation of concepts and establishment of practices in harmony with representative government, international peace, the dignity of the individual, and such fundamental human rights as the freedom of assembly, speech and religion.'"

These fundamental policies were established to govern the careful examination of teachers and educational officials, school curricula, textbooks, teaching manuals and instructional materials.

Since the occupation began military education and drill have been prohibited. Personnel who could not meet the new standards were ordered removed and objectionable material deleted from all teaching matter. Discrimination against students, teachers and educational officials on grounds of race, nationality, creed, political opinion or social position was forbidden.

Teachers and educational officials who had been suspended or forced to resign for liberal or anti-militaristic opinions or activities were declared immediately eligible for reappointment, providing their technical qualifications were acceptable.

Students, teachers and educational officials were encouraged to evaluate critically and intelligently the content of instruction and to engage in free and unrestricted discussion of issues involving political, civil and religious liberties.

New Education Material

New curricula, textbooks, teaching manuals and instructional materials designed to produce an educated, peaceful and responsible citizenry, the report stated, are in the process of preparation to be substituted for militaristic and ultra-nationalistic content.

Gone since the end of the war is martial training in the schools, including kendo (fencing), judo (military wrestling) and naginata (girls' fencing). Military students, such as training in aeronautics, have been discontinued. Strict military discipline has ceased and where facilities and equipment are available students are engaging in free sports such as baseketball, volleyball and track.

Occasional violations of the directive banning military training have been reported and necessary action has been taken, but in general, there has been an apparent attempt to comply with the provisions of the directive, according to the report.

Former students of naval and military schools, now closed, have been distribuied among other institutions in order that they will not represent more than ten per cent of the student body at any one school.

Screening of Educators

Many old-line teachers and officials, in recognition of their own militaristic and ultra-nationalistic activities, have resigned voluntarily and others have been removed. To further cleanse the school system of undesirable influences, the Japanese Ministry of Education is preparing a plan by which all of Japan's 400,000 teachers will be examined individually—a tremendous and far-reaching project.

"Long deprived of information concerning the educational advances of democratic countries, teachers and students of Japan now are being reoriented by special publications and lectures, radio and motion pictures, magazines and newspapers," the report stated.

A new teachers' manual is being prepared by the Ministry of Education to replace the vicious, interpretative guidebooks which were a primary source of war-time indoctrination. The new version is intended to set forth the basic aims which teachers may use in re-thinking the aims of education and the function of schools and to illustrate specific learning activities.

Japanese teaching manuals always have been pedantic and abstruse and frequently supplementary publications were necessary to explain them to the teachers. The new guides will be presented in colloquial Japanese which the average elementary teacher can comprehend.

The Ministry of Education, on its own initiative, has launched a series of teacher re-orientation lectures throughout Japan to interpret the new educational policies. These will be helpful, but not adequate, the general said.

Radio Programs Used

Radio broadcasting to the schools has been resumed by the Ministry of Education and new programs are being conducted especially for the interim period while school texts are inadequate or unavailable.

A weekly discussion of current events, in which students participate, is broadcast as a part of the daily Students' Hour. Teachers of elementary, middle and youth schools are encouraged to use this program as a model for classroom discussion.

The Ministry has announced long-range plans for raising the level of women's education "to cope with the realization of women's participation in politics."

Traditionally, General Dyke said, the education of girls and women in Japan has been based on the idea that they become good wives and mothers. There has been no widespread belief that women should be trained in academic subjects or for a career other than motherhood.

Raising Women's Level

Under the new plan, women's education will be reformed with a view to "giving equal opportunity of receiving education to men and women; raising the level of women's education to the level of men's education, and furthering mutual respect among men and women."

Specifically, this will mean admitting women to schools formerly restricted to men; putting coeducation into operation in the universities and in addition it will mean the problem of establishing women's universities; establishing women's higher schools, and raising the level of the curriculum to that of men's institutions.

Textbooks in Morals, Geography and Japanese History were found to be so filled with militaristic and ultra-nationalistic ideology that it was necessary to suspend the courses. As a temporary measure, the Ministry of Education was directed to prepare a substitute program to replace these courses.

"The present school texts, in the main, are free of a greater part of the objectionable war-time material," the general said. "Up to the present, 188 of the 497 school texts, from elementary through the normal school level, have been carefully censored by SCAP."

The Japanese Ministry of Education has appointed a committee of educators to cooperate with the mission of American educators which will come to Japan to study the educational system and advise General MacArthur on matters of policy and long-range objectives. After the departure of the American mission, the Japanese committee will continue to serve the Ministry as an advisory body on educational reform.

The American mission, in particular, will study Education for Democracy in Japan, Psychology in the Re-education of Japan, Administrative Reorganization of the Educational System, and Higher Education in the Rehabilitation of Japan.

Specialized committees of Japanese, representing a cross-section of educational, professional and civic-minded citizens will be asked to work with the American mission independently free of Ministry of Education instructions or influences.

"The great task of educational reform in Japan," General Dyke concluded, "has only just begun. A tentative blueprint has been laid down but the careful, painstaking process of carrying out the provisions of Potsdam lies ahead. It will not be an easy undertaking."

LONDON TIMES
FEB 20 1946

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
ALLIED TRANSLATOR AND INTERPRETER SECTION

PRESS TRANSLATIONS

No. 1961 DATE: 22 Mar 46

EDITORIAL SERIES: 641

ITEM 1 The Rural Community and Science - Provincial Newspaper Niigata Nippo (Niigata) - 18 Mar 46. Translator: K. Ketel.

721.2

Full Translation:

The aim in the establishment of a new JAPAN is to create a scientifi country. This idea seems to be prevalent throughout the world, and yet the majority of people think of a scientist or a laboratory, if they hear the word science, and do not give thought to the relation between science and work in their daily activities. This tendency is very deeply rooted in the rural communities, and only an old-fashioned, antique water mill will remind you of the existencé of mechanical power. There are too many people who carry their poles in such a way as to defy physical science, or who are satisfied with torturing their bodies. We cannot help but feel acutely the difficulty of creating a scientific country. Advanced science can only be born of the high scientific purpose of the entire Nation. A world of pebbles and clubs will only bring forth a bow-and-arrow culture; only by means of a thorough study of gun-powder could the atomic bomb have been invented. This proves that a great invention could never have been made by barbaric tribes. It cannot be denied that if EDISON had been born in JAPAN he would never have made such marvelous inventions. Some Japanese are allying indigent Japanese science to the nature of the Japanese people; nevertheless, though handicapped by such a poor scientific attitude, the Japanese people have built first-rate warships and planes. If the scientific standard of the entire Nation were raised, JAPAN would surely catch up with the more advanced countries of the world.

The basis for the lifting of the scientific level of the Nation is, naturally, education. Training at school and practice in social life - that is the method. But unless each individual approaches scientific problems at all times, the features of education will be nonsensical. Furthermore, it is more essential to associate science to daily affairs than to difficult mechanisms or electrical mechanics. For example, if one carries a pole contrariwise, that is, bending both ends upward, it is much easier and lighter to carry a load. Although the Japanese carry only barrel-shaped things, the Chinese carry everything on poles, because it is lighter and more comfortable this way. Once when an American soldier took a Japanese spade and looked at it, he said, "It is no wonder that Japanese efficiency does not increase." He meant that the Japanese spades are not balanced. Though such occurrences may seem to be of a trifling nature we must not overlook the fact that Americans consider them.

If we were to judge events in such a way, there would be many things, even in the rural communities, we might understand. By working on improvements the rural communities would eventually become efficient. From such a standpoint excellent agricultural science can be born for the first time. Here lies the only way to have a rich harvest, with less labor, in a narrow area. JAPAN

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EDITORIAL SERIES: 641 (Continued)

ITEM 1 (Continued)

is the only civilized country which regards disaster by droughts and frost as an inevitable force. A scientific mind is not distantly related to the rural community. It is of great importance for the agrarian districts, especially when we remember the past enslaved nature of the farmers and the future food problem.

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721.2

KOREA MILITARY GOVERNMENT UNDERTAKES EDUCATION IN DEMOCRACY PROGRAM

XXIV CORPS HEADQUARTERS, SEOUL, KOREA, MARCH 8 -- A long-range educational program in the basic principles of democratic government and life is now being carried on by the political education sub-section, Office of Public Opinion of Military Government in Korea.

Dissemination of material is carried on through newspapers, radio, and lectures. Two lectures on "Lessons in Democracy" and two world newscasts which are broadcast each week.

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A weekly program designed to educate Korean women as to their place in a democratic nation is presented and editorials are prepared and distributed to the Korean press.

Traveling speakers are responsible for the education of rural populations through lecture tours. Pamphlets dealing with education in democracy are distributed throughout the American Zone of Occupation.

In line with the Korean educational program, the Information and Education office of XXIV Corps has outlined a plan aimed at helping American occupational forces to understand the position of Korea as a nation. The program will emphasize the value of Korea as an independent nation, and the right of Korea to demand respect in the eyes of the world.

931.5 8 mar 46

U.S. EDUCATION OFFICER IN KOREA SAYS SCHOOL "DEMOCRACY" MISUNDERSTOOD

721.2

XXIV CORPS HEADQUARTERS, SEOUL, KOREA, MARCH 20 -- Korean students and instructors have misunderstood the true meaning of democracy within the school, Major Earl N. Lockard, military director of the bureau of education for southern Korea, charged in a radio address to the Korean people Tuesday.

"Some students believe that democracy means that they have the right to govern the school, to choose the teachers and principals and to decide what is taught and how," he stated. Sometimes, he added, it is the teachers who claim the right to govern the school.

Korean participation in the preparation of educational plans will increase, the Major asserted. At present Military Government appoints the principals and teachers and decides the curriculum of schools through the bureau of education and the provincial education offices, after consulting Koreans on their desires.

21 MAR 1946

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ITEM 2 Views on the Start of New Educational Methods - Provincial Magazine: Minsei Shimpo (Kumamoto) (Published thwice monthly) - 1 Feb 46. Translator: E. Hoshikawa & T/4 Shiine.

721.2

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Summary:

Educators who work with delicate children with self-satisfied dignity and tyrannical oppression can be truly called educational criminals. The teachers must not be militaristic and instruct the children with more earnestness.

On the bronze statue of PESTALOZZI, a Swiss educational reformer, there is an inscription saying "I lived among beggars to understand them and so that I might enlighten and guide them". Only when the teachers shed their militarism and come in close contact with their pupils can they hear the cries of children, understand their grief and joy, sense their beauty, admire their value, understand their simplicity and honesty, and appreciate the ambitions that children have.

Countess CIVITA, a famous Italian educator stated, "It is unfortunate that so few people utilize to the full their individual capabilities. It must be called to a person's attention during his early life and must be developed during his elementary school days; otherwise, he will never realize his own capacity. Only arrogance causes one person to want to shape another's character."

JAPAN must follow such suggestions. Ever since the MEIJI Restoration, Japanese children have been forced, by the will of their teachers, to follow a fixed pattern. The Japanese people have followed this pattern and have, therefore, lost all their initiative, merely waiting to be by their self-appointed leaders. The sense and character of individuality have been disregarded, and the people are like so many sheep.

About 1918 the respect for individuality and personality was introduced to the Japanese. However the practical methods of education along these lives were still in the theoretical state: and people were not recognized as possessors of individual personality. Such failures must be avoided by the new educators.

The success of a political system is measured by the extent to which the people attain their aims and whether or not the leaders are in positions where they can best utilize their capabilities. Therefore, it is obvious that the development of character must be stressed by our educational methods if such success is to be realized. We sincerely hope that our new educational institutions will utilize these methods.

ITEM 2 The Main Point in the Democratization of Education - Provincial Newspaper Kyoto Shimbun (Kyoto) - 4 Mar 46. Translator: H. Furukawa.

721.2

Summary:

The American educational commission is scheduled to visit KYOTO in a few days. The democratization of education is not yet on its way; and the feudal characteristics of the Japanese mind makes the job more difficult. Japanese education, as mentioned by Brigadier General DYKE in his report, has been characterized by a formalism, which moulded the individual according to its pattern. It is well known that the democratic education of the new JAPAN should be based on respect for the individual, a trait which does not characterize the existing system.

ITEM 1 Idea on New Education - Provincial Newspaper Tokushima Shimbun (TOKUSHIMA) - 11 March 1946. Translator: J. Wada.

721.2

Summary:

Democratic education must be founded on truth and justice. In other words, the guiding idea of democratic education is the search for truth and the completion of character through it. However, in JAPAN, learning was controlled by the State. Truth was required to serve the convenience of the state. On the other hand, education aimed at moral training was entirely separated from intellectual training. This wrong education concept must be replaced by a new democratic one.

Since education should be aimed at the completion of character through the search for and creation of truth, highest emphasis should be put on scientific education. Creation of truth will form character and formation of character will pave the way to the discovery of truth.

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ITEM 4 Educational Authorities Show the Way the Educators Should Take - Asahi Shimbun - 22 Feb 46. Translator: J. Weiller.

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721.2

Full Translation:

The mental confusion which followed the termination of the war has put our educational world into a maze, depriving 400,000 teachers of the ground on which they stood. In order to deal with such a spiritual crisis, Chief of the School Education Bureau TANAKA published a statement, at the conference of the Chiefs of Educational Sections of the whole country held on 21 February, visualizing the Educational Authorities' attitude to be taken in connection with the present spiritual crisis; and he indicated the course our educationists should take.

"We are now confronting the age of confusion of thoughts. The militarists and ultra-nationalists during wartime, mistaken as they were, had some sort of order, but with their disappearance we have also lost order and the result is a spiritual and social confusion. The duties of the educationists, who are to foster fair and sound ideas in the nation, are very great at this juncture. We witness with deep regrets that there are some people today who do not pay such respect to His Majesty the Emperor as the peoples of foreign countries do to their sovereigns. We wish, therefore, that against this confusion a just moral order may be established.

Furthermore, some persons are observed as being sceptical since the termination of the war regarding the Imperial Rescript on Education, which is the foundation of education, but the Rescript being in accord with our country's good morals and manners and with the moral kernel of mankind, can be called a natural law, so to speak. The New Year Rescript by no means denies the authority of the Educational Rescript. Regarding the educationists participating in politics, they are quite at liberty in joining the Communist Party or the Progressive Party or any other parties, except that when they discharge their public duties as educators they must be impartial and be above their respective political standing, just in the same way as the judges, when conducting trials in the Emperor's name, turn to impartial laws. The educational principle should not be influenced by political confusion or complications. The educators should think freely and originally on the questions of the nation, law, morality or politics or economics, and should not blindly or subserviently agree or acquiesce. This is the prime object of civic education. We attach importance to politics in education, but it is from the standpoint of civic education, and therefore the educational field must not be turned into a political arena."

ITEM 1 Provincial news paper - Niigata Nippo (Niigata) - 17 Mar 46. Translator: H. Furukawa.

721.2

Summary Translation:

The announced change of personnel in the national schools of this prefecture has involved a considerable number of teachers, and the significance of this change is most remarkable in view of the current tide. Education, especially that in national schools, is the fundamental element in constructing a new J-PAN, and the nucleus of the educational system is in the person of the educator himself.

The educational field in our country has been most conservative and subordinate to power. The democratization of education must begin with the establishment of the authority of the educator, which we cannot expect immediately from a change of personnel. In our country, the general public, as well as the authorities or politicians, have not attached importance to education. Small educational expense in the State budget, the poor equipment, and the low salaries of teachers prove their indifference to education. In the new era of JAPAN, the people should be deeply interested in education, which was ignored in the past because of the heavy burden of military expense. The educators should also rise up in order to uproot the many evils in the educational field and to restore their authority themselves.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 2 The Dull-headed Japanese - Provincial Newspaper Shinano Mainichi (Nagano) - 16 Mar 46. Translator: T. Ogawa.

721.2

Summary:

Prof. TOMIZUKA, Kiyoshi, Doctor of Engineering of the TOKYO Imperial University, delivered a lecture on "Scientific Culture" on 12 March at the NAGANO Normal School, in which he criticized severely the fundamental methods of JAPANESE science and education. The gist of his lecture is as follows:

I greatly regret to say that the graduates of the Imperial Universities of late are dull-headed. Despite every effort to cure it during the last three years, nothing has been achieved; and we have made a thorough investigation to determine the cause. It seems to me that it might be attributed to defect in their home education. Therefore, I believe it is necessary to improve womens' education, at least the education in girls' high schools.

If home education is to be blamed, so is social education, too. Education in JAPAN has hitherto been on the level of a colonial education. This is due to the fact that the level of civilization in our country is lower than that of others. Education should include school education, home education, social education and self-education. Both social and home education in JAPAN are a minus quantities. Self-education does not exist. In EUROPE and AMERICA no one would think that education is given at schools alone; most JAPANESE think it is.

JAPANESE education is not given on a practical basis, and examinations are given merely to test the students' memory. Therefore, the knowledge of the Japanese is not scientific. When I inspected a training school for naval aviation mechanics in 1944, the instructors complained about the low level of their pupils' scientific knowledge, especially in mathematics. You can imagine how hard the task is in the short space of four months which is the length of the course.

In our university, too, 30 per cent of the students have shown that their brains are on the same level as sixth year class school-boys of a primary school; and they have shown a general decrease in their intellectual faculties. Not only educators, but also the military and the statesmen are responsible for this. In addition to this, it is also due to traditions and environment.

The inferior brains of the Japanese people have been revealed recently. According to psycologists and other scientists, in the brain of Japanese a development of the imitation center is seen; but the combination center is small and with less folds on its surface. This is why Japanese are short of combined judgment. Under such circumstances, it is quite natural that Japanese have no ability to think. What is most needed in science is positivism. In JAPAN, however, we are 300 years behind the occidental countries. Because of this handicap, it is inevitable that we will face difficulties when we try to study modern science. In other countries, they accomplish their studies over a period of many years. The same thing can be done in JAPAN, if we try to do so. The intellectual brain of the capacity of the average Japanese cannot be compared with that of the people of the leading nations; but it can be elevated to the latter's level, if he has the will to absorb education properly.

Scientific education in primary schools begins with the observation of Nature. This should be started with the observation of instruments, for it is a very difficult thing to observe Nature. Instruments have been invented by mankind for a purpose. Accordingly they are very simple. In short, to expect better results from education, it is necessary to make our environment in life more scientific, so that life itself can harmonize with science.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775615

ITEM 2 Further Steps to Democratize Education - Yomiuri Hochi - 28 Mar 46.
Translator: Y. Akabane.

721.2

Full Translation:

Already twenty days have elapsed since the American Educational Mission Arrived in JAPAN and the party members have been busy engaging daily in sincere discussions and in studying the ways and means of solving the question of educational democratization in JAPAN. Their tasks have made satisfactory progress and it is expected that prior to their return home, in about ten days, they will submit to General MacARTHUR's Headquarters a very valuable report for the establishment of the various educational and cultural policies for the future in JAPAN. The Ministry of Education has been doing the best within its power to cooperate with them. Particularly, it is concentrating its endeavors on the reconstruction of Japanese education and culture, in close contact with the party members, by organizing a special committee for the purpose, consisting of thirty educational specialists. As a result of the repeated consultations between the two educational committees, they have succeeded in clarifying the outline of guiding principles, so that the Ministry is now working out a concrete structure, with Minister AHI as its center, in an effort to solve the questions to be taken up autonomously by Japan. The following is a summary of the solution of these pending questions:

1. The development and strengthening of the Young men's schools --

With a view to educating young men and juveniles whose minds have been in a vacuum since the war, and making them regenerate themselves by acquiring some professional ability, which will enable them to get on in the world as citizens, the existing young men's schools will be strengthened and systematic training will be given to young men and women all over the country. As a start, a thorough 'purge' and re-training will be made of the teachers of these schools. The school curricula, which were militaristic to the fullest extent and therefore liable to formalistic and compulsory tendencies, will be corrected, so as to place stress on free and autonomaus education for citizenship. The existing three year system will be maintained, but the compulsory system will not be emphasized.

2. The Abolition of the Norman School System. --

The feudalistic system of students being educated at government expense will be discontinued and the obligatory term of service for the graduate will be shortened to one year. In view of the fact that the future national education must be conducted in extreme variety, the existing system of advanced courses must be fully re-scrutinized and the contents be amplified. The one year system will be extended to two years, for which the authorities are now studying concrete plans. The higher normal school system for training secondary school teachers will be abolished shortly.

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ITEM 2 (Continued)

3. The Establishment of the Right of Education. --

At present the educational expenses in the prefectures are borne equally by the State and the respective prefectural educational bodies, but in the future, since the dignity of education is thought to be jeopardized by the frequent appearances of party governments and social unsecurity, the educational authorities are insisting on and endeavoring to realize the State liability for the whole of the prefectural educational expenses. In this connection, strong opinions are being advanced to establish such institutions as the local educational autonomous commissions found in America, in order to accelerate the decentralization of education in JAPAN. As a means to realize this, the creation of a board of local school areas with each of the president of the Imperial Universities as chiefs of the commission, is proposed.

4. The Revision of Text Books. --

From the view point that the existing national text books are apt to obstruct the freedom and initiative of both the students and the teachers, their wholesale abolition was contemplated at the outset, and the choice of text books was to be left to the civil educatiors'. However, due to the various difficulties such as paper, printing technique, and so forth, the preparation of the new text books has been taken over by the Ministry of Education as a whole. Text books for the use of the coming new term have been found and they are now being sent to various prefectures. The system for the approval of middle school text books by the Education Ministry will be gradually discontinued in the future.

5. The National Language and Characters. --

Although there are radical opinions among a certain section of the people to adopt Roman characters, it has been decided to maintain the two systems of Japanese alphabet, KATAKANA and HIRAGANA and restrict the number of Chinese characters to be used in JAPAN. The restricted characters now number 1,600.

6. The Government and Private Universities. --

The equal treatment of these two categories of universities is inevitable. Some private universities are very inferior in various points and most of them have been inclined to place more stress on business management than education itself. The qualitative improvement of the private universities can not be hoped for under such circumstances, so the creation of an association of the professors of universities, official as well as private, is earnestly desired by those concerned. The most prominent advocate of this idea is Dr. MINAMIHARA, President of the TOKYO Imperial University. The association will probably be established shortly.

7. The New Imperial Rescript on Education. --

The existing Imperial rescript on education comprises many deficiencies unharmonious with the new times. Education Minister ABE, accordingly, seems to have appealed to the Emperor to promulgate a new Imperial rescript on education to take the place of the existing one, on the ground that in view of these deficiencies the free and democratic ideal of the new education would better be clarified. This must be interwoven with the accomplishment of individeuality fully in accord with the world-wide hopes for democratic peace as its warp and the consciousness of social and public joint responsibility as its woof.

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ITEM 2 (Continued)

However it may be, that at this juncture, when JAPAN is now in the midst of a democratic revolution, the proclamation of the new educationa rescript on education is not thought to be timely by certain influencial quarters. On the contrary, opinions are prevalent recommending the establishment of a commission of the civil authorities in educational and other circles, which would work out the fundamental principles of national education. Even among the Cabinet members, opinions seem to be divided regarding the promulgation of the new Imperial rescript, so its realization is considered difficult.

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GENERAL HEADQUARTERS
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PRESS TRANSLATIONS

No. 2027 DATE: 26 Mar 46

EDITORIAL SERIES: 664

ITEM 1 Democratization of JAPAN and Importance of Education - Provincial Newspaper Chugoku Shimbun (Hiroshima) - 23 Mar 46. Translator: M. Kato.

Full Translation:

More than ten days have elapsed since the arrival of the American Education Mission, which is now on a tour of inspection in KANSAI. We have great hopes that this Mission, after a close inspection and investigation into the past and present education of JAPAN, will give important and adequate advice regarding JAPAN's education. This Mission's advice is, after all, a valuable reference but the democratization of JAPAN's education must be carried on vigorously by ourselves.

Education in the past had made JAPAN an imperialistic country. This power of education must now be utilized to mold our country into a peaceful one. The democratization of our country, which has been under way since the end of the war, is very active and rapid in its progress. That the cries of liberty and democracy have been raised in every strata of JAPAN's society symbolizes the very fact of our defeat. However, this clamor is not, as yet, effective, and the democritization movement cannot, as yet, be called a movement of the masses. The vigorous revival of Parliamentary administration and the expansion of suffrage are only the means to the democratization of JAPAN, not the end, which lies deep in the minds of the Japanese people. The arrangement of outward appearances is, of course, important.

The Japanese people are by nature inclined to imitate others. To change their clothes from the national dress to ordinary suits is quite easy, along with the change of the times. What was the attitude of the Japanese people at the time of the beginning of the MEIJI Era, when foreign civilization was introduced into our country? The attitude at the end of the war, when the occupation by the Allied Powers took place, resembles that at the beginning of the MEIJI Era. Imitation is not necessarily bad. We only fear that the imitation may result in false democracy under the guise of real democracy. Imitation is a shortcoming of the Japanese people, and, at the same time, a merit. This imitation should be leveled into assimilation.

The Japanese people, who had so eagerly advocated civilization and development, turned into an aggressive people, going into two great wars, the Sino-Japanese and the Russo-Japanese wars. This is attributed to the obedient nature of the people and the despotic privileged classes that abused this nature. In this critical moment, we fear the repetition of this evil; that is, the reactionary influences may muster forces under the guise of democracy. The prevention of this is the amalgamation of all democratic forces of the Nation. The democratization of the people, which constitutes the major premise of this achievement, can never be a attained by mere abolition of bad laws and regulations. This is a problem of the individual mind. The basic nature of this problem exemplifies the importan of education. A truly democratic character and the thorough democratization

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EDITORIAL SERIES: 664 (Continued)

ITEM 1 (Continued)

of our life can be realized only through the perfect democratization of education. There is, however, the problem of the educators, for democracy can never be expected from undemocratic teachers.

Therefore, there is a cry for reform in the attitude of the educators. Can the mind, character, and thought of man be so easily changed? We are disgusted with chameleon-like educators. Among them there are some who are competent in imitation and disguise. This is the contradiction in JAPAN. The educators, whose mission is the democratization of JAPAN's education, should never be inconsistent in their purpose. The SCAP directive has already pointed out the qualifications for educators, excluding former soldiers. However, it is questionable as to how far this was followed and realized. We believe that investigations into an educator's thought, in order to determine his qualifications, are absolutely necessary. Because of this requirement, there will necessarily arise the problem of a shortage of suitable teachers. This will be solved in due time, with the democratization of JAPAN. However, the democratization of education in JAPAN, together with that of the educators, should be carried on gradually for the adequate attainment of its object. Whether a truly peaceful JAPAN can be established is entirely dependent upon the future education of JAPAN.

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PRESS TRANSLATIONS

No. 2046 DATE: 27 Mar 46

EDITORIAL SERIES: 671

ITEM 1 On A New Imperial Rescript -- Provincial Newspaper Hokkoku Mainichi (Kanazawa) -- 23 Mar 46. Translator: T. Nakano.

242

Full Translation:

It is reported that the Education Minister, Dr. ABE is preparing to petition for the issue of a new Imperial Rescript on Education which is to replace the existing Rescript. As the result of the announcement of the governmental draft of the constitution, the Imperial prerogatives will certainly be curtailed in a drastic manner. Therefore, the new Rescript should not be made from the point of view that the Emperor gives orders to the people, and the people must obey them unconditionally. The existing Imperial Rescript on Education which was promulgated by the Emperor MEIJI, as a basic standard of morality, succeeded in playing an important part from that time down to about the end of the Russo-Japanese War. In this point, it has fulfilled its historical mission.

JAPAN, since the surrender, has been in a position to start her life anew as an entirely new JAPAN. Old JAPAN ceased to exist on 14 August, 1945, and a new JAPAN was born on that date. Old JAPAN came to life again as a liberal, democratic JAPAN from the old, feudalistic and despotic JAPAN. The national morality, the source of which is the Imperial Rescript which was promulgated in the MEIJI Era, must be thoroughly reformed. For instance, the idea of "loyalty and filial prety," which has been the basis of the national morality in JAPAN up to now, will inevitably be changed into something considerably different from the past. It is natural that the national sentiment will fall into a chaotic condition.

In order to meet the instability of national sentiment, Dr. ABE is said to expect to finish all the procedures needed for the petition before the opening of the coming Diet session. At this point, we cannot approve of his intentions entirely. However democratic the contents of the new Imperial Rescript may be, it is anti-democratic and compulsory to provide the principles of education in the form of the Imperial Rescript. Dr. ABE is said to believe that the Emperor, the object of respect and honor of the people, can indicate the proper way to the people, and it is not against democracy.

But we regret to say we cannot agree with his way of thinking. As for the existing Imperial Rescript on Education, it is undeniable that it was an incubator for the formalism of the past. If formalism holds sway in the educational world of JAPAN again at this critical moment of her departure to the reconstruction of a new JAPAN, it is a serious matter. The Japanese are apt to neglect actual, inward substance and to emphasize outward form. To give examples, we cite the military training first, and secondly, the educational world. The cause of the defeat of JAPAN was due to that. We firmly believe that the Emperor has no intention of giving lessons to the people by the Imperial Rescript in order to explain liberalism and democracy. We cannot believe an honorable scholor like Dr. ABE, is intendeng to use the

Emperor as a tool. At this time, we should not give the Emperor any trouble. The Minister of Education should be a little more cautious. We ardently wish him to delve deeply into the roots of democracy.

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ITEM 2 Education and Politics - Yomiuri Hochi - 26 Mar 46. Translator: K. Hirata.

Full Translation:

It is a difficult matter to fully realize politics. Every one knows well that politics is a big factor which affects his daily life rightly or wrongly. He also knows that as LINCOLN once said, "a Government must be established for the sake of the people and by people's own hands." But it is not an easy question practically. It is necessary to collect popular force in order to establish such a government. Also election, the enactment of a constitution, parliamentary tactics and other things are necessary for the full use of an accepted popular force. For this end, more or less professional politicians are required. Some politicians, who ought to have retired from the political scene on account of war responsibility, abuse this point and are still contemplating on cheating people, in order to safeguard the interest of the ruling class, which instigated war and enriched itself at the expense of the people.

We cite the current education problem as a good example. Our education has recently declined. Pupils are idle in their studies, even unashamed of doing evil. This is of the gravest concern to their parents. Since last autumn, many teachers' unions have been organized in various parts of this land. The unions have been trying to do their best to reconstruct the education of new JAPAN. However, the authorities concerned are lacking on enthusiasm in this respect and are only annoying the school teachers by issuing various instructions and orders in succession such as "The people's thoughts are in confusion", "The most important thing is to observe the Imperial Rescript on education", "Education must be independent of politics", "Strive to protect our unique national structure", "Guide the people to cooperate in tiding over the current economic crisis" and "Lead the people in a decent election."

"The people's thoughts are in confusion", means that the people have now come to criticize boldly and freely the privileged class which hitherto oppressed them and which was always bent upon safeguarding its own interests. This is not confusion at all, but an important democratic principle which ~~is called~~ led "freedom of speech." The ruling class may well be vexed about it since they are hit hard by it. But people should take precautions not to be cheated by this talk of "confusion". Rather they should pay attention to the fact that AMERICA and other nations are wondering about the attitude of JAPAN's political parties which are occupying themselves with the question of the Emperor system, neglecting the more important problem of people's livelihood.

"Education must be independent of politics" is a political utterance which is indeed clever enough. At a time when the Emperor system is being ardently discussed in political circles, centering round its protection or abolition, it will presumably serve to support a certain political party by utilizing the still surviving influence of the bureaucrats, by urging that the Education Ministry should order the Imperial Rescript on education to observed and JAPAN's national structure be protected under the cloak of "independence". Recently the Emperor made visits to several districts in TOKYO-to, and now he is visiting GUMMA prefecture. It has been learned that American press circles suspect that the Emperor has been making these visits with the coming general election in mind. Considering the actual effect, their suspicion is justified. As to the Imperial Rescript on education, the Education Ministry is said to be contemplating the issue of a newly written Imperial Rescript on education to replace the old one before the election. What on earth is the real intention of the authorities, who are so eager to renew the Imperial Rescript on education which is, they believe, "a natural law", entirely setting aside the more pressing educational problems? Rumors are prevalent that the Education Ministry recently issued directives directly to school masters, ordering the protection of our national structure and that sham elections be held. But we suspect that these are, in a way, steps taken against the coming election

Whether or not JAPAN's future education requires an Imperial Rescript on education is another question. But among educators, there is a move to create a kind of people's educational Magna Charta. Our earnest desire is that the Education Ministry will refrain from serving the Home Ministry as "General Headquarters to interfere with the election" and at the same time, that the structure of the Ministry of Education will be reformed so as to make the Ministry cooperate honestly in the reconstruction of the people's education.

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PRESS TRANSLATIONS

No. 2103 DATE: 30 Mar 46

695

EDITORIAL SERIES:

ITEM 1 Democratization of Education - Provincial Newspaper: NIIGATA Nippo (NIIGATA) - 26 Mar 46. Translator: H. Uryu.

Full Translation:

Democratization of education which is a driving force for the creation of a new JAPAN is now required of the people. However, it is a question whether or not the Ministry of Education which took the initiative understands its true meaning. Dr. ABE, Minister of Education, frankly showed his views, when the U.S. Education Mission arrived here. He said that we must follow the proper course of democracy in order to keep education unspoiled Undoubtedly what he said is right but if education is to be conducted by living men at all, it is needless to say that education not connected with our daily life is nothing but a castle in the air.

In JAPAN, education, in general, was compelled to remain at a low level, as the result of the superiority of speculative ideology in the field of natural science as well as social science. Education worthy of the name may be found in that type, realized in connection with the democratic or the Christian movements at the dawn of the MEIJI Era, or that conducted by the personal efforts of the progressive thinkers or conscientious educators at the end of the TAISHO Era as well as at the beginning of SHOWA. This is one of the major causes for the present misfortune of JAPAN, which is the natural result of the arbitrariness of the military police power, notorious throughout the world, the reactionary forces which appeared after the issue of the Order Maintenance Law which existed during the Sino-Japanese and Greater Asia Wars.

Modern education was based on the ideal of the emancipation of mankind which was discovered during the Renaissance, and in the ideal of free education found in "Emile" by J. J. ROUSSEAU. On the contrary, in JAPAN, feudalistic education in universities and higher schools instructed in nothing but the sciences of law, politics and economy, aiming to "govern people as leaders" as YUKICHI FUKUZAWA has said. In primary schools they taught only such ethics as how to "serve superiors." Thus, in JAPAN, the brotherhood of men who are both free and equal; the respect and the affection for the teacher as a leader, bestowed with experience and knowledge; the authority of theories arrived at as the result of the students' free discussion initiative, and autonomy, were all set aside. Prevalent were such defects as those which sought only one's fortune and success in life through cramming, the feudal relation between teacher and student, and swallowing the theory given by the Government without criticism.

These defects were by no means due to the lack of ideals or enthusiasm among scholars and teachers of that time, but we dare say that which is most valuable has been suppressed from the outset. Moreover, those who have had influence over the education world were the officials of the Ministry of Education who were involved with the budget of the state and were the most incompetent of all officials. Also, the members of the municipal or the prefectural assembly who were involved with the local budgets also were the pawns of the ZAIBATSU which was the go-between in

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ITEM 1 (Continued)

the administration of private universities and colleges. This is obvious evidence of the fact that education has been greatly spoiled by money as well as undue influence.

Hence, FUKUZAWA wanted to emancipate education as well as science from slavery under feudalism and materialism. Therefore, he insisted on the settlement of the economic basis of education, attaching great importance first of all, to the devotion of scholars and educators to their study, independence of economic troubles, and also to the construction of educational facilities. In short, what he wanted to say was that the economic independence is an indispensable basis of spiritual indpendence.

At present, educators in primary schools, middle schools, or universities are being troubled with the problem of conversion from the old militaristic education to a new democratic one, on the one hand, and are suffering from the hardship of daily life as well as from conventionalities which prevent their educational activity on the other. It is needless to say that both of these sufferings are closely related. Out of 400,000 teachers, those who live in cities are tormented by the hardships of their daily life and those who live in villages are quite at a loss with questions like "What is democracy like?" Moreover, wherever they may live, they are not yet free from the residue and fetters of feudalism in social and economic points of view. The only hope we can have is that the teachers' associations are composed of awakened educators who are inclined to do away with the old abuses.

Now, upon reconsidering the attitude of the authorities in education, they are not likely to provide for practical steps against the hardship of teachers' daily lives, while indulging in professing lofty ideals repeatedly. In fact, despite a number of statements by the Minister of Education which seem excellent to us, little progress has been made not only in the complete democratization of education but also in the improvement of educational facilities or the economic conditions of teachers. Under these circumstances, the soil on which future national activity will grow can never be cultivated. At the dawn of the construction of a new JAPAN, we call for reconsideration by the central authorities in education as well as local authorities.

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PRESS TRANSLATIONS

No. 2102 DATE: 30 Mar 46

SOCIAL SERIES: 380

ITEM 1 Educational Reform by Mr. NAGANO, Tametake - Magazine: Bunka (Monthly) - Feb 46 Issue. - Translator: Mr. Iwasaki - T/4 Tokirio.

721.2

Summary:

The Japanese people have fallen into confusion and are now uncertain in facing immediate as well as future problems. This naturally raises the question of who is to blame for the present conditon. Granted that any defeated nation will suffer disorders and confusion as natural consequences of defeat in a total war, I believe there are deeper causes of the present apathy on part of the general public than the loss of the war. One of the chief resaons can be said to be the ultra-nationalistic educational system of JAPAN, leading the minds of people on a set course conducive to the policies of the militarists and ultra-nationalists. Therefore, to transform JAPAN into a cultured and peaceful state, a radical change in the educational system must be undertaken; since educational reform is most essential and fundamental in democratizing our country.

Our educational system greatly influenced by the ancient virtues of Confucianism which tends to preserve that which is already established, indicating conservative and spiritual teachings, and hanging on anachronisms, has greatly retarded the people socially, and has obstructed progress in scientific and intellectual fields. The fundamental principles of reading and writing were extensively and conscientiously taught in the schools; but in no way were creative thinking and ingenuity encouraged. Pupils were never taught to think as individuals, which created a tendency to learn only what was tau ht and never to question the truth of what they learned. This unilateral educational system dampened the pupils' hopes of broadening their scope of knowledge beyond the limits set by the Goverrment's educational policies; and, as a consequence, liberal education for the common people was practically unknown. Such being the case, I should like to make a few proposals and recommendations pertaining to educational reform; since a country's progress is closely associated with the progress of its citizens, and the first important step toward achieving this goal is the broadening of the social, political, cultural and scientific, knowledge of the people.

The present curriculum offered in our schools can be maintained; but it must be broadened by imparting to the pupils civic and social knowledge to prepare them not only for careers but for the assumption of responsibility in the outside world as well. Consequently, cultivation of the individual's interests and giving him an opportunity to prepare for the future are two great factors which should be considered and of which our educators should be keenly aware. In the elementary schools, I should advocate a greater stress on vocational and cultural training. The pupils should be given thorough and practical training in the machine shops, etc. Movies and plays should also play an important role in teaching children the finer points of culture. Scientific subjects like botany and biology should also be introduced. In the middle schools, along with the

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SOCIAL SERIES: 380 (Continued)

ITEM 1 (Continued)

present subjects, world famous literary classics and art, etc., should be taught for cultural training. More scientific courses should be introduced with greater utilization being made of laboratories for extensive experiments, to enable the students to acquire first hand knowledge in the ways of science. Naturally, all these revisions mean that the majority of our school faculties will have to be replaced by more efficient and democratic-minded teachers. Therefore, teaching positions should be made attractive enough to bring forth broadminded, dependable educators who will aid in the establishment of a democratic educational system in JAPAN.

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ITEM 2 How To Re-establish Japanese Education? - Provincial Newspaper Hokkoku Mainichi (Kanazawa) - 11 Mar 46. Translator: J. Wada.

721.2

Summary:

Standardization has always been characteristic of education in JAPAN. This uniform education produced men who had no individuality, and prevented autonomy and originality from being developed. This is due to our social structure more than to the inability of educators. Without recognizing that this educational weakness was an important factor in the present defeat, the new education for a new JAPAN will not be established. For all that, we should never lose sight of the peculialities of the Japanese race, although we must abandon nationalism, false history and mythology. As democracy is founded on the respect of the individuality and the equality of people, culture and education should consider the development of national character.

ITEM 1 "Constitutional Revision and the Renovation of of Education" - Provincial Newspaper Chubu Nippon Shimbun (Nagoya) - 13 Mar 46. Translator: H.Furukawa

721.2

Summary:

Education should be thoroughly reformed along the lines of the democratic spirit embodied in the Government draft for the new constitution, which is expected to be approved by the Diet. Among the fundamental problems concerning educational reform, the most important is to establish a guiding principle of education. The Imperial Rescript on education so far has been the supreme principle of education. We cannot, however, find any new moral principles in the Rescript and it contains some articles against the spirit of the new constitution. Democratization of education necessarily requires the abolition of the subordination of education to the authority of the State or the Emperor.

Now we have a chance to welcome the American education mission. It can naturally be expected that the American mission will centribute much to the advancement of our educational system, and we hope ardently that the authorities concerned will fully co-operate with them in order to make the educational reform a success.

ITEM 4 Democratization of KEIO University - Yomiuri Hochi - 27 Mar 46. Translator: T. Ogawa.

721.2

Summary:

The students of KEIO University have been continuing their fight for democratization of the university by demanding the dismissal of militarist professors and the reform of the educational as well as examination system. The demand for abolition of the existing examination system and establishment of a thesis system was accomplished first by the Economic Department. In keeping pace with this drive, the other departments also submitted the following two-point demands through the Educational Reform Commission to the university authorities. The students demands are as follows:

1. The establishment of a unit system, where students can take specific courses of study before graduation, and the abolishing of the school year system is being requested.

2. Students records should be classified into two grades, namely, success and failure, instead of the present rating system, the alphabetical order system.

The faculty, generally speaking, has adopted the policy of accepting these demands. It also has been decided that a formal answer to the above will be given to the students on 29 March.

The students also want the enforcement of inter-university exchange of professors. They are also planning to open a chair by inviting progressive professors. The choice of such professors is to be left to the students' own discretion.

Apart from this, a "Winter University" was held at the years-end under the auspices of some students. The Spring Class has already had a full membership since 21 March. Mr. Simonoff,, a writer for the Soviet Union, now staying in JAPAN, visited the chair on 10 March and encouraged the students to keep up their work.

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 2 Two Problems of Educational Reform - Provincial Newspaper Nishi Nippon Shimbun (FUKUOKA) - 2 April 1946. Translator: I. Hotta.

Full Translation:

The Japanese Educational Committee has been deliberating on educational reform problems in our country in co-operation with the American educational mission. The members lately decided to give Minister of Education ABE their opinions on the three problems of educational system reform, the Imperial Rescript on Education, and the Japanese calligraphy. Apart from the problems of the Imperial Rescript on Education and the Japanese writing, let us take up the main points of the educational reform proposed by the committee. One of them is the abolition of the system of going from a primary school to a high school and then to a university. They, instead, propose the adoption of the three year system to the preparatory course in a university and a three or four-year course for regular students. Another suggestion is the entire abolition of the normal school system.

Minister of Education ABE stated that he had no intention of abolishing higher schools and colleges, and it was very natural for him to have stated so. He is one of the graduates of the First Higher School, and held a post as a professor at a university for a long while. He, who had been the president of the First Higher Schools before he was appointed the Minister of Education, has no critical views of a higher school or a university. The graduates of higher schools used to be proud of themselves thinking that humanity is cultivated only at a higher school and therefore other people are not worthy of being called a human being. We wonder if Mr. ABE, too, is a slave to a similar hallucination. It is a well know fact that most of the officials who have had control of our country, combined with the militarists since the MEIJI Era, are the graduates of the higher schools, especially of the First Higher School. If a higher school is the place where humanity is cultivated and a man of culture is reared, as Mr. ABE and other people believe, how can most of the officials, the graduates of higher schools, be human beings only in appearance and also the least cultivateds ones among the people? Don't be duped. The higher school in former days was not---we shall not use the word "never"---the place to create a real human being, but was, in practice, the nursery of Government officials. The students of a higher school were often intolerable, assuming the airs of the chosen people because they were conscious of this fact. Such an atmosphere in a higher school should naturally be swept away keeping pace with the democratization of bureaucracy. This is a necessity for a careful discussion of the abolition of a higher school as was suggested by the educational committee.

Now let us think of the problem of the normal school system. The fact that it corrupted the people of our country is really fathomless. Such persons as the militarists, government officials, and the priviledged classes put normal school education to a bad use to an extreme degree. Education, which should have been inviolable, was made a cat's paw of nationalism and militarism. The normal schools in our country do not teach the students to develop their individuality, but teach them only to tame and enslave people by putting them into a fixed frame . A normal school education in JAPAN does not teach what is education, but that whic is a only formal education method. Philosophy is actually included in the subjects at school. However, it is one peculiar to a normal school, greatly different from real philosophy like scholasticism. Young people, prevented from criticising matters and exercising their wits because of such a sort of education, grow up to teach our children. How terrible it is! We, of course, do not blame the teachers themselves, However they, too, should recognize the terrible education they have had and try to become accustomed to democratic ideas as quickly as possib They should also sweep away the old and wrong ideas firmly rooted in themselves. We wish them to take the lead in constructing a new JAPAN and establish the foundation of really humanistic education. In view of this fact, it is very clear that the present normal school education should immediately be abolished. The day, when those who have had a university education will come to teach at a primary school and a high school, should come soon.

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ITEM 2 Education in MIYAZAKI Ken - Provincial newspaper Hyuga Nichinichi Shimbun (Miyazaki) - 30 Mar 46. Translator: H. Nishihara.

721

Summary:

In consideration of the democratization of educational circles in MIYAZAKI-Ken, many rumors are spreading in regards to the transfer of teachers. The Education Section (KYOGAKUKA) of the Prefectural Government announced the following in regard to personnel matters concerning teachers, entrance examinations, and repairing school buildings:

Personnel Matters - The basis for purge from education circles is the extent of their efforts to support militarism during the war. But in this prefecture no one will be purged. Even those who were regarded as having militaristic ideas will escape because of the fact that militarism was forced on them. Concerning qualifications of repatriated army officers, the Qualifications Judgement Committee will pass judgment on them after careful investigation. They will not be taken into consideration in the projected removal of teachers. The discharge of old and unfit teachers is rumored, but the authorities will decide upon dismissal after due consideration of the teachers own desires, livelihood of their families, and public opinion. The number of such teachers to be dismissed is not greater than usual. Recently the number of female teachers has exceeded that of males and, since no male teachers will be graduated from the normal schools, the ratio will become greater. So, prefectural officials are considering appointing unemployed teachers, including repatriated teachers, in accordance with the judgment of the Qualification Judgment Committee. This measure has nothing to do with the rumored personnel transfers. Authorities are not considering the dismissal of assistant teachers in view of the good results which their unorthodox and liberal attitudes will bring. After all, the projected removal will influence the leading circles, but only a slightly greater number than usual will be transfered.

Pay to Teachers - Aiming to improve treatment of teachers, sums of family allowances, price allowances and housing allowances will be combined with their regular salaries, and the salaries will be doubled or trebled during and after the new school terms. But no definite figures have been decided upon as yet.

School Democratization - Every school has been devising measures to democratize itself. But such measures are just ideas and mere trials. The democratization ought not to be a trial, the authorities will propose the establishment of definite principles at the school-masters' conference and aim to unify the system. However, the authorities do not intend to interfere will charactaristic and independent attempts or movements.

Entrance Examination to Middle Schools - The first aim is to give an equal chance to everyone. The authorities have increased the number to be admitted as much as possible. In this prefecture, the examination will be conducted on the oral principal; reports from the schools and health examinations will also be considered. The oral examination will be conducted in a little different manner than formerly. Questions to test intellectual abilities will be given, and several examiners will participate in the oral examination. Of course, all traces of militarism will be eradicated from the questions. The health examination will be less strict. Even the deformed will be admitted if they are able to perform the necessary duties. Reports from schools will not be regarded as of utmost importance. The three measures will be on an even footing.

Reconstruction of School Buildings - Necessity for reconstructing school buildings is keenly felt. The authorities in the prefecture, cities, towns, and villages are planning to rebuild school buildings. One technical school and 27 middle schools were damaged. Temporary buildings are being built in some cases. Two schools have been completed, and three schools are now undergoing reconstruction. Urgent steps are being taken toward rebuilding others. All buildings are scheduled to be completed by the end of this year.

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PRESS TRANSLATIONS

No. 2386 DATE: 13 Apr 46

SOCIAL SERIES: 426

ITEM 1 Suggestion to the Educational World by Yoshiya, Tsunatake -- Magazine: Jikyoku Joho (Monthly) - Mar 46 Issue. Translator: Mrs. K. Asaka & T/5 T. Sugihara.

721.2

Summary:

Although I was in the army only a year, I felt exhausted mentally and physically upon being discharged. However, when I discovered that I have an obligation as a citizen to help reconstruct JAPAN, I felt revitalized. Although I claim no qualification as an expert on educatio I should like to outline a few points on what JAPAN needs in the way of education.

Mere formal education is insufficient. There must also be an element of character building, for education is built around human beings (in the real "human" sense). A well-equipped school is of no use without good, that is, humane teachers. All our efforts should be in this direction. Education, however, must be more than a mere business proposition in which pupils are but an indirect source of income to the teacher. Passionate devotion to ideals and sincerity of purpose, not a school system, make fine students. The old practice of transferring teachers every two or three years from school to school must be discontinued, for neither the teacher nor the pupil can have a sense of security. Teachers must strive for improvement of themselves and their pupils, not merely for promotions.

There is no need to hurry, a poor school is of less value than no school at all, but only where adequate numbers of good educators are available should schools open. The teachers must be selected on a basis of ability and character, and they must not be forced to submit to such regimentation as a state may impose. Education must remain in the control of the people, not of the state. However, it is the duty of the state to finance the educational program. Public educatio must be for its own sake and not a tool of the Government.

The leaders of the future are the younger generation of today, and they must be well-educated. Especially important is the action we take toward the schooling of war orphans. Just the thought of orphanages of the past is sufficient to cast gloom. The fate of an orphan that he remains an orphan during his mortal life is immutable by more humans. But his treatment is at our discretion. Those orphans created during the war are somewhat different from others we have known in that all the responsibility for them rests with the state. But there must be more than mere responsibility, there must be a sincerity of purpose to make real citizens. Otherwise there may arise a distinct pressure group strongly antagonistic to the state. Foreign countries may well judge us by our treatment of orphans. Indeed, we ourselves will have even less faith in our government if we do not treat them well. Orpha schools should be in convenient places where the air is clear. Teacher should be young and preferably unmarried. Married teachers should be accepted only if their mates are approved. The optimum size of classes would be 15 or 16 pupils. The orphans would live with their teachers

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ITEM 1 (Continued)

on the campus in family units of about 20. Pupils should make daily reports to their deceased parents by prayer. The proximity of woods and farm land would be desirable. Livestock would be tended and various vegetables grown. The orphans would learn early in life that there is nothing undignified about working with one's hands.

The treatment of teachers has already been discussed considerably. But it is worth mentioning again that teachers should not be mere slaves of money. It is the duty of a civilized society to make sure that educators are able to devote their full efforts to education. Security for their families must be a secondary matter and only adequate wages can accomplish this. The public should become interested in more than the teacher's financial condition. Let the educator keep his pride by raising his social value to equal at least that of a policeman. In order to raise our cultural level, it is essential that the public have a better opinion of education and educators. Give the teacher the power and authority to run his own class without undue restraint or regimentation. Leave his course of study unhampered by the compulsory use of certain books.

In spite of previous mistreatment, our teachers on the whole have done a good job. Their visits to neighboring schools should be encouraged in order to enlarge the scope of their teaching methods. Larger funds must be appropriated for the traveling expenses of teachers. Free railroad passes and hotel accommodations for a limited period in the summer have been proposed to make summer study possible. Above all, the private life of an educator must be relatively free of worry. His self pride is essential.

We propose these two positive points of educational reform to aid a Japanese revival of learning: first, dismiss all primary school teachers over 40 years of age; second, dismiss all previous principals as soon as possible.

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ITEM 1 (1) To All Parents (2) A Question to the Education Section (3) (4) Young Men's Education - Provincial Newspaper: Kobe Shimbun (Kobe) 5 Apr 46. Translator: W. Hayashi.

721.2

Summary:

(1) There is a promising boy among my intimate friends who is now the head of his class in a commercial school. But he is quite different at home, acting like a delinquent boy of the streets. Why? Because he has no mother. His sister-in-law is now taking care of the family, and she treats him with discrimination. His good-natured father never realizes the facts. Who is to blame? All parents should pay close attention to the education of their boys and girls. (By a boy who feels uneasy about his friend.)

(2) Formerly, the prefectural authorities' directive, ordering the year-end change in schoolteachers, used to be issued by the end of March. Last year, it was issued on 15 April because approval by the Chief of the Education Section was delayed. Let us be efficient in the appointment of new teachers for the sake of the children. (By a guardian in KAMISHIKA).

(3) Formerly, young men's education was only for wealthy people. Today, the democratization of JAPAN cannot be attained without the aid of educated youth. Let all young people have an equal chance to acquire education. (By a teacher of the KAMISHIKA Young Mens' School).

(4) Some professors in colleges are still insisting on militaristic education. They must be expelled at once. We students are now threatened with inflation. The school term system in all colleges must be reformed. I hope the authorities adopt the part-time study system. (By a college student.)

ITEM 2 New Educational Ideas - Provincial Newspaper Niigata Nippo (Niigata) - 15 Apr 46. Translator: M. Ohno.

721.2

Summary:

In order to build a new JAPAN, the youth of the nation must be educated soundly hereafter, because they will have to bear in the future, the whole burden of the fate of their father land. After the end of the war, various changes were seen in the educational world in JAPAN; and efforts have been made to revitalize education. It may be said, however, that the present educational situation in still a matter of deep concern.

Once, in the era of TAISHO, a germ of free education was growing. However, the bud was soon nipped. But now when JAPAN is defeated, such a bud is going to spring up again. The followings is an educational plan being considered by all the teachers at the KANEGABUCHI National School of NIIGATA-Shi.

1. The educational methods should be corrected by changing "the teaching by teachers" into "the learning by pupils", in order to let the pupils stud of their own accords rather than be taught by teachers.
2. An educational committee must be formed by representatives of the parents and guardians of pupils, and teachers in order to establish close liaison with them.

On 13 April members of various teacher's unions in NIIGATA-Ken held a meeting in order to organize a prefectural teacher's union. By this they hope to realize not only the promotion of their social position, but also the self-education of teachers by the union. They know well that their ability is too poor to enforce individual education among the pupils. Some of them, in the meantime, are of the opinion that educational officials should be elected from the members of the union; however the realization of this is a problem. School authorities are now worrying about the shortage of such materials as desks and papers. On the other hand, school children have a new will to learn since the end of the war. This gives us pleasure. However, it is a shame that the moral sense is being lost among some of them. Some school childrens sing indecent songs. Some boys gambled in a school-room at a certain school. A demobilized teacher said, "It is necessary to better the pupils' living circumstances prior to educating them." A hopeful light has streamed into the educational world. But in order to let the function of the school be brought into full scope, "malnutrition in the educational world" must firstly be cured.