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CURRENT JAPANESE PUBLIC OPINION SURVEYS

NO. 2 5 JUNE 1948

Public Opinion and Sociological Research Branch
Research Unit

ANALYSIS AND RESEARCH DIVISION

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FOREWORD

In this series of Current Japanese Public Opinion Surveys, Civil Information and Education Section presents brief analyses of surveys by Japanese agencies of the attitudes of the Japanese people toward significant current issues. In some cases, discussion of these findings will have appeared in the Japanese press. In this series, each public opinion survey which is reported is evaluated from the point of view of general reliability both of techniques and of findings. This evaluation is intended as an indication of the acceptability of the surveys as measures of Japanese attitudes.

The analysis in this series of a survey by a Japanese public opinion agency does not constitute either an endorsement of that agency or approval of the findings.

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ATTITUDES IN KYOTO
TOWARD COEDUCATION IN THE NEW LOWER SECONDARY SCHOOLS
Nagasue Yoron Kenkyujo, March 1948

THE SURVEY

THE PROBLEM

The educational reorganization now taking place within the Japanese school system is very extensive. It embraces many specific changes resulting from three major policies: 1) demilitarization, 2) democratization, and 3) decentralization of control and support. Important among the changes which are being made are the 6-3-3 system,[1] coeducation, gradual increase of the period of compulsory education from six to nine years, the formation of Parent-Teacher Associations to participate in educational activities, an increase in the number of courses in the school curriculum, and substitution of a social science course in place of the traditional civics and morals curriculum.

All of these points have elicited considerable public discussion. However, because coeducation touches upon some of the most conservative aspects of Japanese thinking, it has been the subject of more spirited public discussion than some of the less personal aspects of the educational reorganization. The new Education Law provides merely that coeducation shall be encouraged, thus leaving the matter to local option. The necessity for local decision has resulted in widespread discussion. Many parents are disturbed seriously over what they consider to be the possible evil moral effects of coeducational schools. On the other hand, many persons welcome the innovation as a step in the direction of the eventual elimination of the sharp status separation of men and women in Japanese life.

THE SURVEY

The Nagasue Public Opinion Research Institute (Nagasue Yoron Kenkyujo) in Kyoto conducted a survey from the 15th to the 20th of March 1948 to determine the attitude of the people of Kyoto toward the problem of coeducation in the new lower secondary school, which is the

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1. The 6-3-3 system refers to the grade organization of the elementary and secondary school systems, in which there is a six year free, compulsory elementary school, a three year free, compulsory lower secondary, and a three year higher secondary school.

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equivalent of the American Junior High School.[2] A cross section of 500 adults, selected from voting registers, was interviewed.

SUMMARY OF FINDINGS

The survey findings showed an equal percentage of the people of Kyoto in support of and in opposition to coeducation in this new type of secondary school. Men, the higher education groups, and younger people tend to be most favorable.

RELIABILITY OF THE FINDINGS

The general results of the survey seem to be reliable, but in many of the more detailed breakdowns the number of respondents was too small for the results to be considered as more than indicative.

SURVEY FINDINGS

GENERAL RESPONSE

The people of Kyoto expressed equal support of and opposition to coeducation in the new lower secondary school. A substantial number had not yet formed an opinion.

Question: What do you think of coeducation in the new lower secondary school?

Support coeducation	36%
Oppose coeducation	36
Don't know[3]	28

By Sex

Men indicated a more favorable attitude than women toward coeducation in the new lower secondary school.

	Men	Women
Support coeducation	43%	30%
Oppose coeducation	27	43
Don't know	30	27

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2. Surveys covering other aspects of educational reorganization have been conducted by several other agencies. Jiji News Agency conducted a survey concerning financial aspects of the educational reorganization. A survey of attitudes of the people of Tokyo toward the 6-3-3 system was conducted by the Yoron Kagaku Kyokai. A national survey of attitudes toward the 6-3-3 system, compulsory education, and other educational matters was conducted by the Mainichi Newspaper Public Opinion Room.

3. The "don't know" category employed in this and succeeding tables includes both "don't know" and "neutral" responses.

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By Educational Level

Among the respondents there is a positive relationship between amount of schooling and favorable attitude toward coeducation. The more education, the higher the rate of support of coeducation; the less education, the lower the rate of support.

	Higher School	Secondary School	Primary School
Support coeducation	55%	47%	19%
Oppose coeducation	17	29	49
Don't know	28	24	32

By Educational Level and Sex

The size of the sample is too small to give reliable joint education-sex estimates. Analysis of the distribution of the attitudes, however, seems to strengthen the conclusion that the rate of support of coeducation increases with education. Both for men and for women there is a consistent positive relationship between education and attitude, although women consistently expressed less support than men in all education categories.

By Age

There is a negative relationship between the age of the respondents and favorable attitude expressed toward coeducation. Older people are more opposed to the change than are younger people.

	20-29	30-39	40-49	50-59	Over 59
Support coeducation	50%	41%	32%	20%	17%
Oppose coeducation	25	31	37	51	55
Don't know	25	28	31	29	28

By Age and Sex

Although, as in the joint education-sex distribution, there are too few cases per category-response for statistical significance, a breakdown of the data by age-group and sex seems to indicate that men are consistently more favorable toward coeducation than women in all age groups.

EVALUATION

The work of the Nagasue Public Opinion Research Institute has been marked by careful small-sampling procedures and reliable results. In the April 1947 Kyoto mayoralty election,[4] on the basis of an extremely

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4. Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, An Evaluation of Some Pre-Election Studies by Public Opinion Organizations, Special Report AR-294-PO-A-17, Tokyo, 22 October 1947.

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small sample survey, they were able to predict the outcome of the elections with estimates that deviated from the actual results within a range of from 0.1 percent to 2.0 percent. Examination of the survey procedure in the present study suggests that the same meticulous attention to representative random sampling was employed.

The size of the sample used, 500 cases, is sufficient to give a high degree of reliability of over-all estimates. However, in the cross-tabulations, the reliability is greatly reduced because of the resultant extremely small number of cases in some of the categories. In order to have a more reliable estimate of the patterns of support and nonsupport a considerably larger sample should have been used.

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CURRENT JAPANESE PUBLIC OPINION SURVEYS

Analyses of surveys prepared to date by
Civil Information and Education Section

Attitudes of Tokyo Residents toward the Ashida Cabinet (Yoron Kagaku Kyokai, February 1948)
Public Opinion Survey, No. 1 29 May 1948

Attitudes in Kyoto toward Coeducation in the New Lower Secondary Schools (Nagasue Public Opinion Research Institute, March 1948)
Public Opinion Survey, No. 2 5 June 1948

Attitudes toward the Ashida Cabinet and Related Political Matters (Asahi Newspaper Public Opinion Room, March 1948)
Public Opinion Survey, No. 3 12 June 1948

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CIVIL INFORMATION AND EDUCATION SECTION
Research and Information Division

Serial No. RI-91-E-C-1 9 March 1946

SPECIAL REPORT

SUBJECT: CURRICULUM FOR GIRLS' COMMERCIAL SCHOOLS

SOURCE : Ministry of Education

PREPARED BY: EDUCATION RESEARCH UNIT

Course	Subject	4-Year Course 1	2	3	4	2-Year Course 1	2	3-Yr Night Course 1	2	3
National Course	Morals	1	1	2	2	2	2	1	2	2
	Japanese Language	4	4	4	4	3	4	2	2	2
	History&Geography	4	2	2	2	2	2	2	1	2
Vocational Course	Commercial Economics	2	2	2	3	3	3	2	2	2
	Book-keeping Accounts		2	3	3	3	3	2	2	2
	Foreign Language Practice	2	2	1	2	2	1	2	1	1
Domestic Science Course	Domestic Science Nursing & Health	2	2	3	3	3	4	1	2	3
	Clothing	4	4	4	4	4	4	3	3	3
Science & Mathematics Course	Mathematics	2	2	2	2	2	2	2	2	2
	Physics,Chemistry & Biology	3	3	3	2	3	3	2	2	2
Physical Education Course	Physical Exercise Military Arts-Drill	4	4	4	4	3	3	2	2	2
Arts Course	Music,Handicraft Penmanship,Drawing	3	3	2	1	3	2	2	2	
Total		31	31	32	32	33	33	23	23	23
Additional Hours		1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Moral Training		3	3	3	3	3	3	Unfixed		
Total Hours per Week		35-36	35-36	36-37	36-37	37-38	37-38	24-25	24-25	24-25

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CIVIL INFORMATION AND EDUCATION SECTION
Research and Information Division

Serial No. RI-92-E-C-2 4 March 1946

SPECIAL REPORT

SUBJECT: CURRICULUM FOR GIRLS' AGRICULTURAL SCHOOLS

SOURCE : Ministry of Education

PREPARED BY: EDUCATION RESEARCH UNIT

CURRICULUM FOR AGRICULTURAL SCHOOLS

Course	Subject	4-Yr Course 1	2	3	4	2-Yr Course 1	2
Kokumin-Ka (National Course)	Morals	1	1	2	2	2	2
	Japanese Language	4	4	4	4	4	4
Jitsugyo Ka (Vocational Course)	Gardening	2	3	3	4	3	4
	Practice	2	2	3	3	3	4
Kasei Ka (Domestic Science Course)	Domestic Science	*2	*2	4	4	4	4
	Nursing & Health						
	Clothing	5	5	5	5	5	5
Risu Ka (Science & Mathematics Course)	Mathematics	3	2	2	1	2	2
	Physics&Chemistry	2	2	2	2	2	2
	Biology	2	2	1	1	2	1
Tairen Ka (Physical Training Course)	Physical Exercise						
	Military Arts	3	3	3	3	3	3
	Military Drill						
Geino Ka (Arts)	Music						
	Handicraft						
	Penmanship	3	3	3	3	3	3
	Drawing						
	Total	32	32	33	33	34	34
	Additional Subjects	1-2	1-2	1-3	1-3	1-3	1-3
	Moral Training	3	3	3	3	3	3
	Total Hours per Week	36-37	36-37	37-39	37-39	38-40	38-40

* - First two years devoted entirely to domestic science

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Serial No. RI-93-E-C-3

4 March 1946

SPECIAL REPORT

SUBJECT: CURRICULUM FOR GIRLS' VOCATIONAL SCHOOL, 1937, 1941,1944.

SOURCE : Ministry of Education

PREPARED BY: EDUCATION RESEARCH UNIT

GIRLS' VOCATIONAL CURRICULUM

(A 4-Year Course Admitting Those Who Finished the Primary Course of the Elementary School)
1937 & 1941

Subjects	Year 1		Year 2		Year 3		Year 4	
	1937	1941	1937	1941	1937	1941	1937	1941
Morals	1	1	1	1	1	1	1	1
Civics					1	1	1	1
National Language	4	5	4	5	4	4	4	4
Foreign Language	3	2	3	2	2	2	2	2
History & Geography	3	2	3	2		2		2
Mathematics	3	2	2	2	2	3	2	3
Science	2	2	2	2	1	2	1	2
Drawing	2	2	2	2	1	1	1	1
Domestic Science			2		4	4	4	4
Sewing & Handicraft	10	S6 H6	10	S6 H6	13	S6 H6	13	S6 H6
Music	2	1	1	1	1	1	1	2
Gymnastics	2	3	2	3	2	2	2	2
Weekly Total	32	32	32	32	32	34	32	34
Yearly Total	1120	1120	1120	1120	1120	1190	1120	1190

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GIRLS' VOCATIONAL SCHOOL CURRICULUM
1944

Subject	4-Year Course for those finishing 6 years of the elementary school.				3-Year Course for those finishing 8 years of the elementary school.		
	1	2	3	4	1	2	3
General Culture Course							
Morals	1	1	2	2	2	2	
National Language	5	5	2	2	3	2	
History & Geography	3	3	1	1	2	1	
Vocational Course							
Clothing-General			1	2	1	2	
Sewing	6	7	11	11	11	12	
Care of Clothing	1	1	1	2	1	2	
Handicrafts	2	2	2	2	2	2	
Domestic Economy Course							
Housekeeping, Child Care & Health	2	2	3	4	3	3	
Science & Mathematics Course							
Mathematics	3	2	2	1	2	2	
General Science & Biology	3	3	2	1	2	2	
Physical Training Course							
Military Training, Gymnastics, & Military Arts	3	3	3	3	3	3	
Arts Course	3	3	2	1	2	1	
Weekly Total	32	32	32	32	34	34	
Additional Subjects	1-2	1-2	1-3	1-3	1-3	1-3	
Moral Training	3	3	3	3	3	3	
Weekly Total of all Subjects	36-37	36-37	36-38	36-38	38-40	38-40	
Yearly Total	1260-1295	1260-1295	1260-1330	1260-1330	1330-1400	1130-1400	

Additional subjects are to be assigned to the Vocational Course.
Foreign Languages may be taught in the Vocational Course.

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ITEM 3 Conference for the Reform of Women's Education - Mainichi Shimbun 17 Oct 46. Translator: H. Nishihara.

Full Translation:

72/21.

The Conference for the Reform of Women's Education was held on 16 October at the Education Bureau of the Metropolitan Office to discuss the future education of Japanese women.

The attendants were: all Metropolitan officials concerned with education; SUZUKI, Monotaro, of the Women's Technical School; ODATE, Ryusho, of the First Metropolitan Girls High School; KATSUDA, Michiko, of the SEIKA Private Girls High School; ISHIKAWA, Kikuno, of the Third Metropolitan Girls High School; UDAKA, Kura, of the Tenth Metropolitan Girls High School; OZAWA, Masao, of the Eighth Metropolitan Girls High School; SAKAKIHARA, Hisa, of the FUKAGAWA Metropolitan Girls High School; MORIMOTO, Motoko, of the JOHOKU Metropolitan Girls High School; NAKANISHI, Fumiko, of the Seventh Metropolitan Girls High School; and ODA, Yoshiko, of the AIKOKU Girls Commercial School.

The majority of the conferees were in agreement with the opinion of ODA, Yoshiko that: The old ideal goal of women's education was to train girls to become good wives and wise mothers. Such education makes women financially weak and too dependent on their husbands' incomes, and makes women unreasonably submissive to their husbands' wills. Hereafter, girls education should be to train them to become independant financially and socially; therefore women's education must include vocational training.

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PRESS TRANSLATIONS

No. 1622 DATE: 3 Mar 46

SOCIAL SERIES: 302

ITEM 1 On Co-Education (Discussion by Dr. Tanaka, Mr. Uchigasaki and Madam Kan) - Sunday Mainichi - 10 February 1946. Translator: Yagyu.

Summary:

TANAKA: Co-education constitutes a very important aspect of the educational reform, so it is of great significance that we talk over the matter, today. Since I know very little of the co-educational systems in the West at present I cannot put forth any practical ideas, but I believe that co-education has a two-fold significance. In the first place, it will effect a mutual respect between men and woman through their co-operating together in the search for truth. The fundamental principle of democracy consists in the mutual respect of individuals. An individual must not be considered as a slave or a tool by another individual. This principle should be exercised between the two sexes. In JAPAN, however, woman has been considered inferior to man due to feudalistic thought, which must be absolutely rooted out. With regard to co-education, some might worry about the sex problem, but in countries with such a system we find almost no trouble of that kind. Rather, they are on a higher level of sex morality than our nation. Through co-education, our sex morality must be enhanced to a great extent. In the second place, characteristics proper to each sex should be distinctly acknowledged. Women are certainly superior to men in some kinds of science and particularly in arts. Not a few of them have obtained the doctor's degree.

Editor: The people seem to be afraid that if co-education should be practiced in secondary schools, the pupils would come to pay little attention to learning.

TANAKA: To reform all the present middle school systems will be impossible for the time being. Or at least it will entail numerous difficulties in many respects. Therefore, I believe we'd better begin with universities, colleges and high schools and go to the lesser schools gradually.

Editor: In the UNITED STATES, secondary schools have already adopted the co-educational system.

KAN: Yes, in the STATES most of the high schools are co-educational, including both public and private schools.

UCHIGASAKI: Co-education is most popular in AMERICA. Its origin might be traced back to the Civil War. On account of the war the number of male teachers in grammar and high schools was reduced and women were employed to take their places. In our country at present, though there is some movement demanding the establishment of women's universities and colleges along with the current male educational institutions,

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ITEM 1 (Continued)

our national economic conditions would not allow any new set-up of that kind. So the alternative is necessarily co-education. In other words girls must be admitted to boys' schools to get equal chances. However, as Dr. TANAKA said, woman differs from man in nature. She is gifted with rich sentiment and deep intuition. Teachers, therefore, must study and understand well feminine nature and psychology in order to develop talent in women. How can we consider woman to be inferior to man, since man is born of woman? She is the "spring of life" and the divine nature of mankind. She is more spiritual, mysterious, though, at times, superstitious, while man is more rational. To connect those two different traits together is by all means necessary for the development of humanity.

TANAKA: When we have girls among our students, of course we will have to pay special attention to the teaching method, but as far as the contents of the subjects taught, is concerned there cannot be any change, because science must deal with objective truths without distinction of sexes, national boundaries, etc.

UCHIGASAKI: I don't mean to say that the contents should be changed for the girls. I just want to say that as woman has a different psychology and particular spheres of activities, instructors should give this some consideration.

TANAKA: Female teachers may well teach in boys' middle school, especially, language studies. Moreover, boys' rough behavior will be rectified.

KAN: The period at the end of World War I was good for Japanese women. At that time, the Imperial University allowed women to attend lectures. In the STATES, family life, itself, is sort of co-education. It's a pity that we have no such custom.

UCHIGASAKI: In the Western countries the influence of the christian church is dominant. In the church both sexes are equally educated throughout their lives.

TANAKA: The conception of equality between man and woman was developed long ago in the church.

UCHIGASAKI: JAPAN lacks such a background. That is the reason why our democratic movements in the past have all been failures. We cannot attribute every fault to statesmen's incompetence.

TANAKA: We have no unified society or principle apart from the state and politics. Even in SOVIET RUSSIA, old religion has been revived by STALIN. This is quite significant.

KAN: Anyway, young men and women have had little chance of associating together. Society was too narrow for them. Unless these shackles are removed, democratization of JAPAN cannot come about.

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III MISCELLANEOUS INFORMATION

72121

1. Review of the Japanese Press:

a. Co-Education to Come to Japan: The Japanese Education Ministry has recently announced a plan to reform the system of education for women, embodying the following aims:

(1) An open-door policy for advanced educational institutions.
(2) Equalization of Curricula in men's and women's secondary schools.
(3) Adoption of a co-educational system in university education.
(4) Adoption of a college educational extension system for the average women.

Since boys and girls have always been separated even in the lowest grades in Japanese schools this will be a complete departure from old ideas of education. However, co-education as it is called does not necessarily mean exactly the same thing in Japan that it does in the United States as the following excerpt shows. It is intended that women will be better educated than in the past in order that they may have more "culture and intelligence", and that they will have the opportunity to study the same subjects as men, but except in the universities they may still be segregated in their own class rooms.

The new policy coming into effect as of April is as follows:

a." The foundation of a womens university: Out of the existing women's colleges, suitable ones will be promoted to the status of women's universities. The womens university in Japan up to now has merely a name, actually it was a college. Those possessing the same qualities as mens universities will be endorsed by the Government. The 'Japan Women's University,' and the 'Tokyo Women's University' will become the prominent candidates.

b." Realization of a co-educational system at the universities: In conjunction with the foundation of women's universities, woman will be admitted to the government, public and private universities, consequently a complete co-educational system will be established.

c." Appointment of women colleges as 'higher schools.' There will neither be women higher schools established, nor will a co-educational plan be adopted in mens higher schools. However, specific girls colleges, and from higher courses or post-graduate courses attached to girls high schools, appointments will be granted by the Educational Ministry as substantial womens higher schools. Graduates from such appointed schools (including post graduates) will have the same qualifications as the gradvates from men's higher schools in the rating of applications for entrance to a university. The leading government, public and private schools in the above category, including the women's higher normal school, will be granted such appointment early next spring.

d." Elevation of curricula at girls' high schools: For the most part they will be elevated to the same level as men's secondary schools. In lessons on English, mathematics and Japanese, etc. the hours and textbooks will be raised to meet the level of the middle schools.

e." The prolongation of the course at youth's schools: The present course at the youth's school for girls is from 3 to 4 years. It will be increased from 4-5 years next spring, the same as boys schools.

f." Open-door policy of lectures for the average women: The lectures at universities and colleges will be opened to the average women who are not regular students regardless of qualifications. They will be admitted as special students. At the same time an extension will be opened as an adult educational institution for the purpose of elevating the cultural standard as well as political and scientific education."

_____Asahi Shimbun, 6 Dec 45, (Comment and Translation by ATIS)

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ITEM 3 The Problems of Coeducation -Asahi Shimbun - 23 Jan 46. Translator: Y. Akabane.

Summary:

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The long awaited co-education of men and women will be realized next April, but the movement of various universities, high schools and women's special schools is not very active at present. The reason for this is that, as yet, these universities and high schools have not presented a formal application of inauguration to the Ministry of Education. Such inactivity is supposedly due to the long interval until the beginning of the new term. This year it is April or May for high schools and October for the universities. This, coupled with various difficulties in school management are the chief hindrances. Even in the Ministry of Education the method of dealing with women's special schools, in relation to high schools, has not yet been decided. If capable women's special schools having a long history are given the qualification of "Women's high school", men's special schools will demand equal recognition of qualifications for admission to colleges and universities. If, however, certain designated women's special schools are simply given the secondary qualifications for such admission, as is now the case with men's special schools, this would not achieve the fundamental objective of granting equal rights to women.

On the other hand, if certain designated women's special schools are allowed to be treated as men's high schools, each Imperial university will have to enlarge its facilities as they are already at full capacity. At present, this is an extremely difficult problem.

Furthermore, there is the question as to whether domestic science may be considered as a course of learning in schools. It is a serious matter as the question involves the revision of university ordinances. The TOKYO Medical Special School has disclosed its intention of creating three classes - one for women - in the preparatory department, enabling graduates, both men and women, to attend the university on an equal footing. This may be said to suggest clearly the future of the co-educational plan.

Generally speaking, the attitude of the universities toward co-education is rather negative. Apart from schools already accommodating female students, such as the WASEDA University, there is no school which has has discussed the enforcement of co-education at any faculty meeting. This by no means indicates any positive opposition to co-education but is probably due to the following reasons:

a. Private universities all have their respective preparatory department, the graduates of which are being given priority for entering the university; therefore, no room is left to accept applicants from other schools.

b. Most universities have been more or less damaged by the war and there is a lack of class rooms, so an increase in students is impossible.

c. Many difficulties awaiting immediate solution, such as the treatment of demobilized students, the question of food, clothing and housing, as well as the revision of teaching methods, are accumulating.

The HOSEI University has admitted female graduates from certain designated women's special schools treated as high schools, so far as its literary department is concerned. The attitudes of the various universities are as follow:

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ITEM 3 (Continued)

TOKYO Imperial University: This institution is already at its capacity with graduates from high schools. If necessary, therefore, it may be inavoidable to open special classes for students over the fixed number, according to the chief of the business management bureau.

RIKKYO University: The literary department will be re-opened next April, together with Principles of Christianity and English courses. Women will be permitted to enter.

KEIO University: No concrete plan has yet been made, although school authorities are advocating a co-educatioal system in orde to raise the position.

WASADA University: Women have been admitted to the literary department for the past few years, there being seven students in that department and one in the economic department. This system will be extended to other departments.

MEIJI University: Co-education is already in force, there being about 50 female students.

In accordance with the "Outline for the renovation of women's education", disclosed recently by the Ministry of Education, several schools are now going to take necessary measures to raise their status to a formal university; therefore, women's universities conforming to the university ordinance will appear in the coming new term beginning in April. They are expected to be as follows:

a. TOKYO Women's Medical School, headed by Mrs. YOSHIOKA, Yayoi. The necessary steps will be taken in one or two weeks. At present, the school has a one-year preparatory department and four-year regular department system, but in the new system each department will be three years, making the whole course six years, the same as the men's universities. In addition, an advanced course will be opened, and facilities will be enlarged. Female doctors of medicine are a monopoly of this school, numbering 60 in all. The Women's Welfare Special School, a four-year course established the year before last, will be maintained.

b. NIPPON Women's University, headed by Mrs. INOUE, Hideko. In compliance with the revision of the special school ordinance during the war, this school had adopted the three-year system, but the new university will have the six-year system.

c. TSUDA JUKU, headed by Mrs. HOSHINO, Ai. At present, the school has an English literature department (three-year course) and a science department(four-year course). In the new system, the university structure will be on this basis, with a literary and science department.

d. TOKYO Women's University, headed by ISHIHARA, Ken. Although generally rumored as remaining in the present status, the school is now preparing to make it a new university, fully conforming to the university ordinance, revising the existing five courses of national language, history, foreign language, economy and mathematics from a three-year system to a six-year system.

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PRESS TRANSLATIONS

No. 1877 DATE: 17 Mar 46

SOCIAL SERIES: 341

ITEM 1 My Opinions on High Women's Education by Akai, Yonekichi - Provincial Magazine: Koshiji (Kanazawa) (monthly) - Feb issue. - Translator: E. Hoshikawa & T/4 H. Shine.

722.21

Summary:

The city of KANAZAWA, the cultural center of northern JAPAN, has five colleges for men; but, strangely enough, it does not have any for women. This phenomenon of inequality is a epitome of the Japanese cultural situation. The education of women, who represent the nucleus of Japanese home life, and who begin their children's education, must be earnestly promoted if the presnet low standard of Japanese culture is to be raised at all. The existing colleges for women are nothing more than training schools for middle school teachers; the highest ambition of a student at these schools is to be granted a certificate as a middle school teacher, although only a few graduates of these schools ever do become teachers. Most of them only intend to utilize their certificates in cases of emergency, taking it with their trousseau just as they would take diplomas in the tea-making or flower arranging ceremonies.

The existing Japanese colleges for women usually confines itself merely to giving the necessary qualification of a middle school teacher. However, the education it offers is neither absolute nor technical nor is it a higher general education. Its character, is short, is quite vague. Under such circumstances, the JIYU GAKUEN, a women's college established and operated by Mrs. HANI, Motoko, is outstanding in that it offers an absolute, higher technical education to the women of JAPAN. The pattern set by the JIYU GAKUEN should be an example for the future women's colleges in KANAZAWA.

The existing institutions of higher education for men and women have been engaged only in teaching the students, and have not reached the surrounding public with their educational influence. Hence, they have not contributed directly to the culture of the district. For example, the clinic of the KANAZAWA Medical College, engaged only in medical treatment, seems to have contributed little else to the general public in such fields as the diffusion of medical and sanitation knowledge, improvement of life, promotion of health, etc. It is true that the education of the students is the direct object of the schools. However, it is most desirable that the fruits of academic research should also provide some benefits for the people of a particular district, just as they do in American college towns, whose inhabitants are above the average cultural standard. Also in this connection, the achievements of JIYU GAKUEN are notable in that the school has made great contributions to the culture of women with its publication, "The Women's Friend", and with its "Society of Friends" meetings, attended by the readers of the magazine.

The ideal system for the higher education of women, in my opinion, is as follows. All classes before noon should be devoted to the study of their subjects; and all the special lectures in the afternoon should be open to women in general. It is also desirable that discussion meetings or those featuring current topics should be held among the studen

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SOCIAL SERIES: 341 (Continued)

ITEM 1 (Continued)

and the general female public. The fruits of the various forms of research should be exhibited to the public to promote general knowledge. Then the educational institution will be the center of culture of that district instead of being in a world of its own. In so doing, the teachers and the students must mix with the general public and become leaders as well as mere members of the community.

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ITEM 2 (1) Women's Learning (2) From a War Widow - Mainichi Shimbun - 29 Mar 46. Translator: M. Kato.

726.21

Full Translation:

The way has been opened to us women to study in colleges and universities. It is reported that many higher grade schools for women have been elevated to colleges or universities. We are glad to learn that our long-cherished desire is going to be realized. However there is the question whether or not we will be able to come up to what is expected of us. Self-examination reveals little hope for this. This is attributab to the fact that in our country a girl's impulse for learning has long been suppressed by the parents. It has long been the case that when a girl wished to attend a school higher than the girl's high school after that course was completed, the girl's desire was miserably rejected by the statement, "You are only a girl." The only exceptions were those whose parents had enlightened views of things. Even if girl students succeeded in overcoming these domestic obstacles and took the examination together with boy students of some higher grade school, those girls who expected to pass would not exceed ten percent of the total girl candidates. Why? This is because the grade of education imparted to girls is far inferior to boys' education from the primary school days on, specifically in the middle grade schools where the type of curriculum is not worthy of the name of learning. This is quite evident when the text-books for girls are compared with those of boys. Moreover, the middle school course has been restored to a five-year system while the girls' high schools are left as before. Accordingly, competition with boy students is out of question.

Indeed, there have already been numerous women who have been quite equal to male scholars in their special researches. However, these are rare instances where a few geniuses out of tens of thousands of girls have succeeded in attaining their aims. The average girls have to exert themselves laboriously in order to reach the level that the common boy students can easily attain through the ordinary course of their school education.

If the Government is planning to allow us to enjoy the really equal right to study, I hope that equal learning will be imparted at the primary schools, or at least at middle grade schools. The high road to learning will then be open to girls.

(by YAMASHITA, Teruko, NAGANO-Ken)

From a War Widow

I am the widow of a serviceman who died on the battlefield. Now I am leading a lonely and sorrowful life despite the advent of the gay springtime. Now that the war is over, we, the surviving families are quite forgotten and neglected by the people at large; we are like lilies of the valley. It is no wonder to us that women in the streets will never be cleared away despite the clamorous censure of the people. It is entirely obvious what will be the fate of the widows of the war-dead when deserted by the cold-hearted community. We are seeking some comfort that will ease us of our heavy hearts devoid of pleasure. More than that we are hoping for the formation of an organization made up of war-widows that will afford us mutual help. For a day's comfort and consolation, I hope that a concert or something like that will be held under the auspices of some organization. The establishment of clubs in each locality will serve much in mitigating our lonesomeness and in making possible our sound comeback. I hope a system will be created whereby we may lead a safe and sound life, devoid of temptations.

For those who were compelled to abandon the pleasure of life a mental oasis where mutual help and understanding is furnished is absolutely necessary to make us cheerful. (by SASANO, Kazuko, HOKKAIDO)

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ITEM 2 Women's Imperial University Planned - Asahi Shimbun - 21 Mar 46. Translator: T. Ogawa.

721.21

Summary:

A long-stride elevation of women's educational institutes has been under way, including the admittance of women's college graduates to Government universities as well as the elevation of existing women's universities to the level of authorized universities based on the university status, etc.

The Education Ministry authorities, however, have no positive plan so far, relating to the establishment of a Government Women's University. In the meantime, the TOKYO Women's Higher Normal School authorities have been planning since last fall to establish a Government Women's University under the name of the "TOKYO Women's Imperial University" on the premises of that school. Having been negotiating repeatedly with the Education Ministry on the matter, there is a possibility that the plan will be materialized.

According to the plan, the projected university will have two departments, namely, the literary and the scientific departments. The former is patterned after that of the TOKYO Imperial University. In the department 18 chairs will be established. While the latter will be divided into five faculties including mathematics, physics, chemistry, zoology and botany, the housekeeping faculty will also be added to the above. In the future, it is scheduled that in the medical department, the chief subjects of study will be general clinical medicine and the care of infants, which are suitable for women, and an agricultural and industry department, will also be established.

For the buildings of this university the TOKYO Temporary Teachers' Training School, and the Special Secondary School Teachers' Training School now attached to the school will be used, and the applications of students to both those schools will be suspended this year.

The appointment of professors will be left to the Education Ministry. Even at present the school has several professors who have degrees, headed by Prof. YUASA, Toshiko (38), who has been granted the degree of Dr. of Science from the University of SORBONNE in FRANCE and has returned home since the termination of the war. The school authorities believe that the present equipment will be sufficient to realize the plan.

In this connection, Prof. FUJIMOTO, the principal states as follows: "As a matter of fact, it is doubtful how many co-eds can advance to rank with the male graduates of higher schools. It must be considered that when engaging in experiments in physics and chemistry, the women students must continue their work until late, the same as the male students do. The reason why the law department was omitted in our plan, is because we have thought it better that they should study law by mixing among male students.

ITEM 7 To the Girl Students - Provincial Newspaper Kyoto Shimbun (Kyoto) - 12 Apr 46. Translator: H. Furukawa.

721.21

Summary:

I have one thing to say to girl students. We students of the university are very disappointed to find so very few girls among the applicants for admission to the university, for we have been desiring to study with them. I wonder why girls are reluctant to acquire culture or cultivate personality while, at the same time they advocate feminism. We hope for their careful reconsideration.

(A student of the KYOTO University

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ITEM 4 School Applicants Increase - Asahi Shimbun - 3 Apr 46. Translator: S. S.

721.21

Full Translation:

Applicants for women's colleges are increasing remarkably and the male applicants for colleges and higher technical schools are of course increasing; those for the English literature department especially, show a sudden increase.

The NIPPON Women's College: Compared to the applicants last year, there is a 25 per cent increase. As the boarding houses were saved from air raid, the applicants from the local districts are especially conspicuous.

The TOKYO Women's Medical College: On March 25, the final day for application, there were 1115 applicants for the 160 enrollment. This number is, however, less than last year's 1700; the reason is stated by the school authorities that this school, differing from the other schools, has a very long term of study which must affect exsisting economical conditions of the applicants. Another enrollment will be made after this school.is promoted to be college level.

The TOKYO Women's College: There are two and half times the number of last year's applicants; details are as follows (the parenthesized number is the fixed enrollment):

Japanese language faculty, 465 (70); Foreign language faculty, 479 (70): Mathematics faculty 183 (70); Historical faculty, 79 (35); Economics faculty 149 (35).
Senior applicants are conspicuous owing to the reinstatement of former students who withdrew from the school in wartime.

ITEM 5 Against Co-education (Letter to the Editor) - Provincial Newspaper Niigata Nippo (Niigata) - 10 Apr 46. Translator: K. Ketel.

721.21

Summary:

Quite a few candidates have taken up the question of co-education and stressed its necessity. A woman candidate of the Progressive Party stated in speech, "Co-education is absolutely essential, and must be inaugurated as soon as possible in the elementary schools."

She named an elementary school in NIIGATA, which would have obtained favorable results through this kind of education. However, the public should give thought to those who have practical experience and know the bad effects of mixed education.

I attended the same school, which, according to the statement of the aforementioned women candidate, should have achieved favorable results under this system. However, I learned enough of the evils of mixed education through six years of personal experience.

The bad side of co-education is the decline of the peculiar qualities of both sexes. The boy loses his manliness and the girl the tenderness peculiar to her female sex. In other words, manly girls and effeminate boys were the results of this sort of education. Furthermore, I heard many teachers saying that it was the same case in various other co-educational schools. Secondly, it is a matter of regret that sexual laxity becomes apparent, especially in the period of puberty when the students are in the fifth or sixth grade.

Also it is a fact that the school records of the boys are poorer than those of the girls, as a result of rough treatment by the boys, which tends to develope the spirit of spitefulness in the girls against the boys. There are many more evil effects caused by the co-education of boys and girls, but if I were asked about the good side of it I would not be able to give any reply. Instead of fostering mutual esteem, this form of education brings about mutual contempt, sexual morality and does not have any favorable effect on either the mentality or othe faculties.

In order to put this system into practice a thorough understanding of it is needed. I am absolutely against the use of such an important subject as an issue by inexperienced and irresponsible people in the election campaign. (KOBAYASHI, Tadashi, ROKYARYO of NIIGATA Higher School)

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PRESS TRANSLATIONS

No. 2603 DATE: 25 Apr 46

SOCIAL SERIES: 476

ITEM 1 Girls Schools and Universitites -- Asahi Shimbun -- 23 Apr 46 Translator. H. Nishihara.

721.21

Summary:

A large number of women's universities are preparing to open in the near future. In the beginning, their position hopeful, but at present, the Government is not likely to give them permission; so these schools will not open this year.

The NIPPON Women's University, (NIPPON JOSHI DAI) the TOKYO Women's University (TOKYO JOSHI DAI), the TSUDA English Language School (TSUDA EIGAKUJUKU), the TOKYO Women's Medical School (TOKYO JOSHI ISEN), the Imperial Women Medical School (TEIKOKU JOSHI IYAKU SEN), the Imperial Women's Scientific School (TEIKOKU JOSHI RIGAKU SEN), and others have presented applications to elevate their school to an official status. The reason for the Government's reluctance is that the courses in such schools are not any higher, from an academic point of view, than those of technical schools. Now, that the Imperial Universities and others have been opened to girls, such inferior universities are not desirable. This is the opinion of the high officials of the Ministry of Education.

The NIPPON Women's University and the TOKYO Women's University wish official recognition. Nevertheless, they are considered to lack proper qualification. Why? One of the reasons is the financial deadlock. How can they secure large funds to establish a university, a true university? (Though at present they have the name of university; in reality they are but technical schools). Owing to the freezing of deposits, they will not be able to obtain enough contributions from the public. The establishment of a Domestic Science department, at the Girl's University, is now under discussion. But, it will not be achieved, because domestic science is not really a science; so an amendment to the university regulation is necessary.

At present, the number of womens technical schools is 71; they are divided into 16 public schools, and 55 private schools. Now, 35 new schools have presented applications for charters. Of these about 15 to 20 schools will be admitted. A noted school among these is the HIROSHIMA Women's Higher School.

The teachers of the HIROSHIMA BUNRI University are striving to establish a women's higher school with a three-years course, aiming at training girls who desire to enter universities. However, the educational authorities think thatthe name, "higher school", is not proper, because of an official regulation. Probably, it will be called the HIROSHIMA Practical Women's School (HIROSHIMA JISSEN JOSHI SENMON GAKKO). The SHUKUTOKU Women's Agricultural School (SHUKUTOKU JOSHI NOGEI SENMON GAKKO), will be located in YONO, SAITAMA-Ken, for the purpose of training women

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SOCIAL SERIES: 476 (Continued)

ITEM 1 (Continued)

who will become leaders of farming villages.

The KOBE Foreign Affair School (KOBE GAIJI SENMON GAKKO) will admit both male and female students. This school is to teach subjects concerning foreign countries and languages. Mr. TANAKA, Chief of the Education Section (KYOIKU KYOKU), stated: "The improvement of women's education and the creation of women's universities is quite unique. From now on, all schools will be open to women; those with ability can enter any school. We must wait for an adequately qualified women's university."

INOUE, Hideko, principal of the NIPPON Women's University said, "Our present staff is not qualified to teach university students; we lack equipment for scientific education. HOSHINO Aiko, Chief of the TSUDA English Language School, said: "We have already chose our professors of English and we think we have men of greater ability than those at the TOKYO Imperial University. I have procured funds amounting to 500,000 yen. I regret that our application for charter has not been granted. About 10 graduates of this school are trying to enter universities and many more girls will enter universities, if this school becomes a university."

ISHIHARA Ken, principal of the TOKYO Women's University said "We are preparing to establish a literary faculty, and a preparatory course, as soon as we are permitted by the Ministry of Education. The Alumni Society has been striving to procure funds by public contribution. We plan to form a satisfactory university for women."

In addition, it is reported that the Economic Faculty of the TOKYO Imperial University has published the names of 154 students who are allowed to enter the University. Those elegible are classified according to the schools from which they graduated: higher schools, 68, technical schools, 13; military schools, 73. Three of the 13 graduates from technical schools are women. Prince HIGASHIKUNI, Toshihiko, was not admitted. He will attend the lectures as a special student.

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ITEM 8 A Thorough Examination of Co-Education (Letter to the Editor) - Provincial Newspaper Niigata Nippo (Niigata) - 15 Apr 46. Translator: K. Katel.

721.21

Summary:

Mr. HAYASHI's contribution "Against Co-Education" appearing in the 10 April edition, is worth acclaim, for there were many points he made about the bad effects resulting from early co-education. I, who have gone through this system of education, completely agree with the contributor's opinion that the past co-educational system possesses several evils and contradictions.

However, Mr. HAYASHI referred only to his experiences in the past and did not recognize the fact that we are now living in a new era. Up to now we have been living in a period when the cultivation of individualism has been wholly denied. Every kind of mental ability by the individual has been suppressed. Friendship and affection between man and woman has been checked. We have become slaves of convention by sacrificing individual freedom. One example of this convention is the attitude of regarding the association between man and woman as a sort of sin. This seems at first to be true, but as I have experienced, if we think carefully, we will recognize how many misrepresentations are involved in such an attitude and how badly it will influence sexual morality.

Thus, we young people must be conscious of the fact that we have arrived at the point where manners and customs are blocking our mental developement. Youth must simultaneously rise up and break down this barrier. We are not the same as we were before. We cannot simply deny co-education because the past system was a failure. With our own efforts we must strive to comprehend the real purpose of co-education.

In conclusion I want to suggest that we stop arguing about stupid and trivial matters, and turn towards real and positive subjects. We are no longer the old students. (YOSOO. NIIGATA Medical College)

ITEM 3 Co-educational School Opens- Provincial Newspaper Oita Godo Shimbun (Oita) - 21 Apr 46. Translator: M. Ohno.

721.21

Summary:

The inaugural ceremony of the KOKUTO Agricultural School, which is the first co-educational school in the educational history of OITA-Ken, was held on 18 April. It was attended by 180 new students, of whom 60 were women. MIYANARI, principal of the institution, said, "We want to give vocational education to women and, also, we will do our utmost to teach them the arts so that they may live contentedly in their villages. Under the co-educational system, girl students, of course, are allowed to form friendships with male students. I firmly believe that no one will indulge in immoral practices hereafter."

After the ceremony, the girl students, led by teacher MIYANO, visited the new schoolrooms, work shops, stables, and the cocoon section. The course of study in the school takes more than two years. Students will be given lessons in sericulture, stock breeding, physics, chemistry, English, biology, and others. Girl students will also be taught music and dancing.

A new student, SATO, Junichi, said, "I am very glad to enter this school. There are some girls who attended the same national school as I did. Sometimes I quarreled with them when we attended the national school. We will never quarrel from now on. Since I don't want to be outdone by the other girls, I am going to study diligently."

Miss GOTO, Miyo, said, "We will never bring disgrace on our school. In this new school I will study hard in order to become a cultured woman."

Miss MIYANO, Miyoko, aged 31, teacher at the school, said, "I am overwhelmed by my responsibility in the new co-educational system. I believe that the new system will prove successful."

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ITEM 3 Schools in KOBE Cool toward Co-Education - Provincial Newspaper Kobe Shimbun - 6 May 46. Translator: H. Nishihara.

721.21

Because of the lack of self-respect among women, old-fashioned ideas are hindering the improvement of their position. The admittance of women to the universities is regarded as the touchstone for women's self-consciousness. Now what is the present tendency of co-education?

Mr. HANADO, president of the KOBE Economic College, stated, "Co-education is not a premature step in our country. The old tradition in JAPAN that 'a man and a woman should not share the same room' has a strong tendency to stay deeply rooted in our minds. A drastic change in the moral sense is essential, because there is great room for improvement. The younger generation also must be conscious that they are pioneers in the co-educational system in initiating a new moral

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sense by their combined efforts."

Judging from the results of observation of women's entrance into the universities and technical schools, one will conclude that co-education is premature in JAPAN.

The KOBE Economic College (KOBE KEIZAI DAIGAKU) has no women applicants, because the total of nine economics schools have no graduates, their highest classes being third year classes. But the Management Statistic Course (KEIEI KEIRORU KOSHUSHO), which is a course attached to the college, is now inviting students. Out of a total of 199 applicants, 26 are women. The Seventh Special Public Course (TOKUSETSU KOZA) of the college has only three women. This is really regrettable, because at this time the development of women's activity is most desirable. However, the newly formed technical department is expected to have many women applicants.

The KANSAI GAKUIN University is famous for its slogan, "Mastery for Service," and its liberal education. Female students were hitherto admitted as special students, but when invited as regular students, the number of female applicants was very small, contrary to expectations. Only 10 of the total of 329 applicants are women. However, such private schools as this college are expected to be largely instrumental in establishing a new standard of co-education.

The KOBE Foreign Affairs School (KOBE GAIJI SENMON GAKKO) will admit only 440 students, while the applicants numbered some 1,500. Out of the total, 100 applicants are women, including a Chinese girl who graduated from the SHOIN Higher Girls School.

Mr. NAKAI, Mayor of KOBE-Shi and a founder of this school, said, "Resulting from inadequate education during the war, academic ability of middle school graduate is very low. Their knowledge of foreign languages is especially poor. Therefore, this school will admit many former graduates from middle schools. English, which was taught in girls' schools, is not sufficient to be of practical use, but women have a keen aptitude for languages, so I expect much from those who will be admitted into the school."

The Preparatory Department of the Prefectural Medical College (KENRITSU IKADAIGAKU YOKA) was given the status of a college on 20 April '46. Students are invited only into the preparatory course. Several women applied, but this school decided that no women would be admitted. It is perhaps a stubborn attitude on the part of the school in this era when co-education and liberty are being welcomed in education. Even the Imperial Universities are open to women. Mr. MASAJI, president of the college stated, "All students in the preparatory course are to be accommodated in the dormitory, so women students may cause trouble. The regulations of this college include nothing pertaining to the admittance of women. Therefore, we decided not to accept women's applications. No women will enter this school."

Mr. KUDO, chief of the Education and Civil Service Section (KYOIKU MINSEIBU) of the prefectural government said, "At present, no women will be admitted, but the problem will be settled in the future."

The Prefectural Economics Technical School (KENRITSU KEIZAI SENMON GAKKO) gave an entrance examination to judge the scientific ability of 25 women applicants, but no one passed the examination.

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ITEM 4 Eight Females Make TOKYO Imperial University - Mainichi Shimbun - 26 Apr 46
Translator: S. Inoue.

721.21

Full Translation:

The TOKYO Imperial University published the names of the entrants for the literary course on 24 April. One hundred and thirty-two of the 679 applicants were allowed to enter. Official higher school graduates gained 58 seats, ex-military students, 34, male college graduates, 30 and female applicants, eight out of the 48 who applied. The TOKYO Girl's College topped the female entry list with five entrants. The Tsuda English College, the NIPPON Girls' College, and the TOKYO Higher Girls' Normal School had one seat each. The ex-military students were well qualified and their eager preparations for the exams could be seen. It was apparent that the female applicants were not as well prepared as the male applicants.

ITEM 5 Co-Education in the Agricultural Schools (Letter to the Editor) - Provincial Newspaper Shinano Mainichi Shimbun (Nagano) - 26 Apr 46.
Translator: S. Hamada.

721.21

Summary:

The reasons why I desire the intensification and the enforcement of co-education in Agricultural Schools are as follows:

(1) The small scale management of Japanese agriculture requires, closer co-operation, scientifically and technically, in labor by man and women.

(2) The present over-emphasis on men in Japanese agricultural education, drives the daughters of most farmers, to girls' High Schools or to Commercial Schools, and this creates difficulties for young farmers who are seeking wives.

(3) The students of the Agricultural Schools are all suffering from overwork in their studies; therefore, it is most desirous to apply the lessons having to do with heavy labor, mostly to men, and the lessons of stock-breeding, produce, and so on to women. Following this procedure, the synthetic study of both categories should be carried out.

Furthermore, most of the miscellaneous evils, such as: the graduates' desire to become salaried men, separation from their villages, contempt for women, vulgar amusement in the villages, will to a considerable extent be remedied by co-education.

We expect an epoch-making development of SHINSHU's agricultural education by a thorough investigation and understanding of the problem of co-education. (MIKOSHIBA, Koichi KAMINA Agricultural School)

ITEM 4 Demand Girls College in NIIGATA - Provincial Newspaper Niigata Nippo (Niigata-Shi) - 5 May 46. Translator: S. Sakata.

721.21

Summary:

The plan to establish a girls' college is at a standstill for want of funds, in spite of the completion of the business preparations. For this reason 36 principals of girls' high schools in the prefecture presented a written petition to the prefectural governor on 3 May, which reads, in part, as follows: "The construction of a new JAPAN demands women's participation in civic affairs. Women have been emancipated and have opportunities for political, economic advancement, so that they strongly demand higher education for themselves. Neverthless, the educational facilities in the prefecture are too poor to answer these demands, and the actual circumstances at present do not permit them to study away from their homes. Therefore, we desire that a girls' college be established in the prefecture in order to meet these demands, and function as an instrument in the reconstruction of a new JAPAN".

In addition, as the projected girls' college is expected to utilize the building of the Prefectural Girls' High School of NIIGATA, it can be realized only at an expenditure of about 800,000 yen which is necessary for the reconstruction and equipment of the students' dormitories. However, in view of the present circumstances, there is no alternative but to appeal to the public in order to obtaining such a sum. Consequently every women's group is expected to rise up to the occassion.

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Co-Education Is Set For Higher Schools

Epoch-Making Decision Reached by Education Ministry, Says Mainichi

For the first time in the history of Japanese education, girls will be given equal opportunity to study in colleges on exactly the same footing with boys.

The Mainichi, on Monday, reported that the Ministry of Education has decided to revise the existing Higher School Regulations so as to enable girls to enter the higher seats of learning, which have hitherto closed their doors to female students.

Equal opportunity for boys and girls in the higher schools, according to Mainichi, will automatically pave the way for the girls' entrance into colleges and universities as these higher schools offer preparatory courses to colleges and universities.

The educational authorities' decision to permit girl students to enter colleges and universities will bring about an epoch-making change in the nation's female education, the paper declared.

930.2 11/20/45

Girls Permitted. . .Too

TOKYO (UP)—Tokyo Imperial University, for the first time in its history, will permit girl students to enter its colleges providing they pass entrance examinations which are to be held in April.

All women students who graduated from schools equal to men's higher schools are eligible for the entrance examinations. Army and Navy school students commensurate in standing with the higher schools will also be eligible. Rules permitting the entrance of women to other Imperial universities throughout Japan are expected to be adopted soon.

STARS & STRIPES MAR 4 1946

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MAINICHI APR 30 1946

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The Education of Women

724.21

With complete equality of political and legal rights promised to women under the new dispensation which has been accorded to Japan, the need for proper education for women to enable them to take full advantage of their new status is being generally recognized. Under the circumstances, it is gratifying that great emphasis is being placed on the education of girls in all the new plans for the reform of the Japanese educational system.

Valuable as is the attainment by women of complete equality with men, however, the cause of women's education may be furthered more by seeking the enhancement of the distinctive contribution of women in the homes than by aggressively pushing a sex-conscious demand for women's rights in every sphere. This does not mean any subordination in the position of women; on the contrary it means the glorification of the position of women by emphasizing the special functions which they can perform to better advantage than men. Such an emphasis should command the support of even the conservatives who might otherwise tend to look askance at what they might consider too much education for women.

Specifically, what should never be lost sight of amid all the talk about sex equality is the fact that, other factors being equal, children brought up in an educated family turn out to be decidedly more successful than children brought up in a home where the educational environment is deficient. Even where the formal schooling is equal, children from homes with better educational background stand a much greater chance of developing into more effective leaders in adult life than children from homes with poorer educational background.

And the significant point in this situation is that the educational tone of the family is set more by the mother than the father, for the mother naturally spends more time at home with the children than the father. The better educated the mothers of Japan therefore, the more capable will be the future generations of the nation. From this

NIPPON TIMES MAR 29 1946

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Pass Entrance Examination to Literature Department

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Out of the 679 applicants, 132 passed the entrance examinations, including 58 graduates of higher schools, 34 others who formerly attended military schools, 30 college graduates, eight women and two others.

The eight women who have been admitted to Japan's highest educational institution include five Tokyo Women's Christian College graduates, one each from the Tsuda College, the Japan Women's College and the Tokyo Women's Higher Normal School.

As a result of the examinations, the women applicants have been found equal to men in scholarly attainments.

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NIPPON TIMES 2 JUN 1946

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

ITEM 4 To A Student Of The Women's Medical College (Letter to the Editor) - Tokyo Shimbun - 15 Jun 46. Translator: I. Hotta.

721.21

Full Translation:

I reply to one of the fourth year students of the Women's Medical College, the writer of a letter titled, "Unfair State Examinations", which appeared in this newspaper on 9 June. I am also a medical student. I believe that the authorities should abolish such a meaningless system as State examinations for physicians. However, I don't think we should discuss this problem only from a selfish viewpoint if we are really aware of the importance of our profession. We should be under an obligation to take a qualifying examination if these were presented under proper conditions. You asked why you should have to take an examination since you entered the school on the condition that you were to start practicing without such test.

Your words betray your laziness. I wonder if you can honestly say that you cannot study from a utilitarian point of view in as much as you must take a State examination. I agree with you when you ask the authorities to consider the merits of the examination system, but such words as, "the authorities are unfair to the graduates this year", you expressed your own selfish aims. Your words should make even your juniors feel embarrasse

Please allow me to offer my opinion, for it may disgrace the fair name of your school when you express such selfish ideas.
(Letter from TAKAHASHI, Toshio, a medical student.)

Editor in charge of letters: We received five letters relative to this matter, some in agreement and some in disagreement.

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A joint resolution on the reconstruction of education has been presented to the House of Representatives. A single point in this resolution, however, is incomprehensivle; that is, education for women has not been mentioned. It was possibly intended that this be included in the item calling for the strengthening and promotion of education for youth. Nevertheless, is it not proper to incorporate an independent provision for education of women? What did the female representatives think?

721.2 Needless to say, education for women does not always imply the establishment of colleges for women. It seems that no one has any objection to the improvement of female education. Moreover, it will be admitted that it is an important issue and that it should be manifested as an independent item in the resolution. Why has it been omitted? We are not feminists, but we wonder if they think that women should not be included amongst the Japanese that are qualified to be the constituents of a country with democratic ideals? We do not think that this omission is the criterion of the progressive or conservative character of the representatives, as they have been so enthusiastic over the reconstruction of education that they made the Finance Minister retract his statement on restoration of damaged collages. It is a bit unfair of them to have ignored the problem of education for women. We believe there is enough enthusiasm since the resolution on the reconstruction of education has been brought up. We regret all the more omission of the provision on education for women.

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

Co-Education Is Set For Higher Schools

Epoch-Making Decision Reached by Education Ministry, Says Mainichi

For the first time in the history of Japanese education, girls will be given equal opportunity to study in colleges on exactly the same footing with boys.

The Mainichi, on Monday, reported that the Ministry of Education has decided to revise the existing Higher School Regulations so as to enable girls to enter the higher seats of learning, which have hitherto closed their doors to female students.

Equal opportunity for boys and girls in the higher schools, according to Mainichi, will automatically pave the way for the girls' entrance into colleges and universities as these higher schools offer preparatory courses to colleges and universities.

The educational authorities' decision to permit girl students to enter colleges and universities will bring about an epoch-making change in the nation's female education, the paper declared.

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And the significant point in this situation is that the educational tone of the family is set more by the mother than the father, for the mother naturally spends more time at home with the children than the father. The better educated the mothers of Japan therefore, the more capable will be the future generations of the nation. From this point of view it is nothing short of appalling that the education of girls has been allowed to lag behind the education of boys.

In the years to come, with all the problems which will confront her in her work of reconstruction and rehabilitation, Japan has urgent need for maximum effectiveness on the part of her population. The degree of that effectiveness will depend to a great extent upon the education of the future mothers of her people. For the nation's salvation and success, Japan cannot afford to have uneducated mothers. As a patriotic necessity the women of Japan must be given the best and the most thorough education possible.

If it is emphasized and realized that the purpose of women's education is not only for the self satisfaction of the women but more significantly for the salvation of the nation, there should be none who will begrudge any effort to advance the cause of women's education.

NIPPON TIMES
MAR 29 1946

Girls Permitted . . . Too

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MAINICHI
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NIPPON TIMES 2 JUN 1946

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

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

ITEM 3 Women and Education (Letter to the Editor) - Yomiuri Shimbun - 23 Aug 46. Translator: I. Hotta.

Full Translation:

Even though plants try to spring up from the ground, if the soil above them is too unweilding they will remain trapped beneath the surface. My position is quite comparable to this. I have no time to study simply because I am a woman, and must keep house from dawn until dusk. I often regret that I am not a man.

My parents gave my older brother a university education despite our needy circumstances, because he was a man and their only son. The standard of women's education has gradually been raised with the change of times, and women have learned to seek knowledge. Now that co-education is a reality, I want to study alongside men and be taught by men of superior ability. The soil above me is, however, still unwielding.

121.2 Even though freedom has been given to women, we are still in a transition stage. Old ideas, ~~remain~~ firmly implanted, in the minds of our parents, who were brought up under the old system of feudalism. Our parents form the firm, crusty soil covering the tender, young plants, which are striving to come up from below. Women are given neither the facilities for self-study nor the opportunity of following their own chosen occupation. Any change is thought to be impossible. They say that housekeeping is woman's only duty. How can we do away with the idea that a woman's education is unnecessary?

Young people grow old quickly, and study, consequently becomes difficult. One must study while young, when one is vigorous and has little knowledge of the world. We must learn as much of culture and morality as is possible in our non-recapturable youth.

Youth is apt to be given to pleasure, and now that we are suddenly set free after years of oppression, we look for something exciting. Life during my school days and up to the end of the war was veiled in a gray mist. I so often want to do as freely as I please, but whenever I have such thoughts I recall a poem written by a certain educator whom I respect more than any other. It tells us that flowers are very pretty when they are in bloom, but that their beauty does not last long. Indeed, prosperity is a mere passing dream.

121.2 We young people should seek the eternal path with a platonic zest for knowledge. We should stick tenaciously to this path. A man cannot always control himself like a saint. I think we must try to bring about a new life, keeping in mind that man is man.

(Letter from SHIMURA, Sayoko, of MIYAGI-Ken).

ITEM 2 (1) Co-education (2) Elegance Radio Songs (Letters to the Editor) - Asahi Shimbun - 5 Sep 46. Translator: W. Hayashi.

Full Translation:

121.21 (1) We women now receive the same treatment as men, and the gate of education is open to us. After some consideration, I came to a decision and entered a men's university. Although the summer vacation came after a short time at the university, it was really a profitable experience for me. The first thing I learned was that male students have a far broader viewpoint. They never worry themselves unnecessarily as we do, and yet they can grasp the point of things firmly. Not only do they advocate things, but they practically perform them. I think women should learn this lesson from them.

However, they have no idea of time, and they think of the university only as a means to obtain the necessary qualifications. The second thing was their attitude towards women. They worry themselves too much about how to treat us. We are satisfied with the same treatment that they themselves get. We do not desire the "ladies first" principle. As yet, women are not as mature intellectually as men and mutual understanding is necessary. However, unlike men, I wish to do my best in my studies within the allotted time. I do not like to discuss unnecessary topics or hear flattery. The first step is very important. I think that a proper understanding between the two sexes is especially important now.

(KUZUHARA, Keiko, a student in TOKYO)

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

721.21

Education for Adults Approved by SCAP

Official Says Citizens' Public Halls Can Foster Habit of Independent Thinking

The new adult education program launched officially on July 6 by the Japanese Ministry of Education was declared by SCAP officials on Monday to be one of the most significant developments in the campaign for the enlightenment of the Japanese people.

The program, which calls for establishment of adult education centers, called Citizens' Public Halls in all cities, towns and villages throughout Japan, is aimed particularly at popularizing education in the rural areas.

Officials of SCAP's Information and Education Section have followed closely the development of the far-reaching plan. They describe the CPH as a cultural organization which would combine the functions of an adult school, a public assembly hall and a technical and industrial information center.

Actually a voluntary cooperative enterprise to which many existing local organizations will belong, the Citizens' Public Halls will be placed under town or village administration and be subsidized by the local treasury.

The organization of the Halls, SCAP officials emphasize will be entirely up to the citizens of the communities, who will elect a managing committee in much the same manner as town councils are elected.

In addition to funds provided by the local treasury, it has been suggested that further financial support come from individual donations as well as donations by local groups such as farmer and labor unions. The latter donations will be accpeted, SCAP officials said, with the understanding that no single organization will be allowed to monopolize the management of the Halls.

The Halls will be organized to fit local needs, so that they will provide a medium for the improvement of the communities along practical as well as cultural lines.

Managing communities will make plans and decisions for establishment of workshop libraries, and museums, as well as for classes in current affairs and industrial and technical training.

The Citizens' Public Halls, SCAP officials point out, will be open to men and women of all ages.

It is hoped the program will attract particularly the adult population whose education was stopped after graduation from youth schools.

Women will have the opportunity to attend classes in home economics, child care, and nursing, as well as to participate in debates and town meetings on current problems. Men may attend trade schools in the Citizens' Halls, and obtain advice on technical matters.

"Given time," a SCAP official declared "The Citizens' Public Halls can be shaped into a powerful instrument of social education—and can foster that habit of independent thinking among all classes so necessary, for the democratic rebirth of Japan."

JAPAN TIMES
JUL 10 1946

Precedent Is Smashed as Over 100 Women Sit for Exam at Tokyo Imperial University

A new era has come to Tokyo Imperial University, highest institution of learning in the land. Grandfathers, more than 100 women and many others who in the past never could have aspired to enroll in the university have joined during the past week with the usual throng of preparatory school graduates in taking its entrance examinations.

In harmony with the widening of educational opportunities which the Supreme Commander for the Allied Powers has encouraged, Tokyo Imperial University has liberalized its admission policy. For the first time, candidates for regular studies need not be young men who have gone through the koto gakko. In principle, anyone may compete for entrance.

An occasional young woman was admitted to the university in the past under sufferance as a special student. The goal of the 108 women who during the past week answered the examination questions, on subjects ranging from the Chinese classics to Western history, was not to be allowed only to listen to lectures from back seats in classrooms but to work for degrees on the same basis as men.

Typical of the middle-aged men candidates were 56-year-old K. Kondo, a Tokyo elementary school principal who graduated from a Normal School years ago. Although not so recently tutored as a koto gakko product, Kondo said his age and family responsibilities are not going to prevent his trying to become a college history professor, an ambition which three years of advanced studies at Teidai would help him realize.

The women were somewhat shy and a little less inclined to talk about their ambitions, but applications for the faculties of engineering, science, law and agriculture revealed that they're thinking in other terms than their traditional role of ryosaikembo.

As a candidate for the literature faculty, Miss Teruko Kojima, 28-year-old Tokyo Girls' University graduate, was more representative of the women attempting the difficult examinations. Almost half of the women present wanted to study literature.

"The sight of women here is really unique and most interesting," commented Miss Shizuoka Ichihashi, secretary to President Shigeru Nambara and for the past 20 years associated with the University. "The women add quite a bit to the campus and should have been here a long time ago."

Miss Ichihashi, a graduate of Stanford University in the U.S., said the Teidai deans and professors are anxious to teach women—"if they can qualify and overcome the handicap of never having been exposed to the strenuous requirements of the boys' koto gakko." She said Dr. Nambara, who headed the Japanese Education Committee paralleling the U.S. Education Mission recently, also is delighted to see the women on the campus.

Participation of women in the entrance examinations culminated almost 20 years of agitation by some Japanese educators to obtain equal opportunity for women wanting to enter Teidai. Heretofore, women had been allowed to attend Imperial Universities at Sendai, Fukuoka and Sapporo, but never in the Tokyo institution until the Mombusho's December 4 "Basic Plan for Female Education," which was later supported by the U.S. Education Mission's recommendations to General MacArthur.

The Mombusho plan included announcement of an intention "to reform female education with the view of giving equal opportunity of receiving education to men and women and raising female education to the level of men's education and furthering mutual respect among them."

How successful the non-koto gakko students were in the examinations will not be known until next week when results of the 4,719 applicants will be announced in time for opening of the new spring term, May 1.

JAPAN TIMES
APR 25 1946

U. Women To Meet

721.21

Japanese Alumnae Plan Tokyo Gathering Today

G.H.Q., U.S. ARMY FORCES, PACIFIC, P.R.O., Sept. 26.—A reborn Tokyo Chapter of the American Association of University Women will hold its first meeting this Saturday, September 28, at 2 p.m. at the Columbia University Club.

Japanese women graduates of American colleges and universities, members of a pre-war AAUW chapter, will meet for the first time since their organization was disbanded at the start of the war.

In outlining the accomplishments of the AAUW to Japanese reporters at a conference this morning, Dr. Lulu Holmes of the Education Division of SCAP's Civil Information and Education Section expressed the hope that the members of the New Japanese Chapter would become leaders in the cause of acquiring equal education for women in Japan.

Dr. Holmes, former Dean of Women at Washington State College, indicated that the greatest present need was for an equivalent basic education to equip members of both sexes to take advantage of higher learning if they so chose.

MAINICHI SEP 28 1946

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

721.21

Democracy in Education

The new draft Constitution provides for equal educational opportunities for the women of Japan as for men, and the Ministry of Education has publicly subscribed to such provisions. Yet, very few women are taking advantage of the new "open door" policy which has failed to provide the necessary schooling facilities and equality of opportunity, particularly in the universities which are the ultimate aim of the ambitious, progressive women.

Dr. Lulu Holmes, former Dean of Women at Washington State College and now attached to SCAP's Civil Information and Education Section, supplemented through concrete suggestions the March report of the United States Education Mission aimed at the democratization of Japan's educational system. Specific problems relating to scholastic requirements for entrance into the university, low-level standards of the curricula offered in the girls' pre-university education and inadequate, if not non-existent, housing and other social facilities at the higher institutions now opened for women students represent major barriers to the promised land of equal educational opportunities.

Undoubtedly the existing and general economic and social conditions of the country are hampering the immediate introduction of practical reforms necessary to the women students in those schools hitherto closed to them—the same type of facilities as those offered to the men. However, a great burden of the fault lies on the Education Ministry and educational authorities for their failure to introduce into actual practice those recommendations made by the American Education Mission over six months ago. Dr. Holmes on two occasions this last week has emphasized once again the steps necessary to bring the general level of education in Japan up to improved standards and particularly to offer better educational opportunities to the women.

While not expressly calling for co-education, Dr. Holmes pointed to the need to improve the curriculum, types of classes, teaching staff and time schedules in the girls' high schools which should be raised to a level at least parallel with those of the boys' middle schools. She struck at the root of the undemocratic educational system in Japan when she said, "The whole pattern of segregating the sexes is predicated on the belief that they have different objectives in seeking education. To be sure, each has his separate responsibilities in society, but these are secondary to his responsibility of living with others in this world. It is important that both the boys and girls have the same basic education if they are to share the social problems. The significance of this statement becomes more clear when it is remembered that 51 per cent of the votes cast in the April general elections were by women.

The advocates of university-training opportunities for woman can make a more realistic and definitely more profitable step toward their goal by taking the initiative in developing and improving the standards of the secondary schools for girls. Scholastic-minded women should also veer away from the existing and formalistic custom apparent in all levels of Japan's national life that pays almost reverent homage to the graduate of an Imperial university without evaluating the actual knowledge and skill acquired by him, a fact which has promoted a definitely undemocratic and autocratic situation in the nation's political, economic and social affairs. Dr. Holmes described the Japanese university curriculum as emphasizing study on a postgraduate level and failing to provide an adequate undergraduate program. Her suggestion that the "senmon gakko," in name and in purpose a school offering a limited course of study, should be raised to the level of a college, in the American sense of the word, with the facilities to offer thorough and well-balanced courses and the authority to award degrees to their graduates. From the college then will flow a stream of soundly-educated, well-trained young men and women who are prepared to enter into the working world.

Equality of opportunity is the cornerstone of democratic life, and Japan needs today to offer this equality to women in education as a prerequisite to seeing them take their full and equal share of the national life. With this tool in hand, Japan's women will be offered the opportunity to develop the talent and genius which have too long been neglected, and the rebirth of the nation will thus be hastened and full, healthy and successful maturity attained.

Democracy in education means the existence of equal educational opportunities for women as for men. A great majority of the Japanese women will remain in the home as wives and mothers and here they can put to great advantage their high-level education. But the door must also be kept open to those women who have the ability and the ambitions for activity on the national stage in the fields of politics, economics or social affairs.

But as Dr. Holmes stated last week, "Democracy is not something to be acquired immediately. It is a way of living." It is the basis of human activity within the community and must be nurtured and developed through the responsible and intelligent initiative of the people. The government, their government, must be the guardian of those democratic opportunities.

NIPPON TIMES
OCT 3 1946

Co-Education Approved

The Education Ministry on Wednesday announced that co-education at primary schools will hereafter be made under the judgment of the respective school principals in accordance with circumstances. Up to date, co-education at primary schools in classes of higher than the third year has been taboo.

NIPPON TIMES
OCT 11 1946

Co-educational System Accepted In Japan Schools

The Education Ministry's newly revised regulations published yesterday formally established the principle of co-education for the nation's schools.

Under the new regulations, formation of co-educational classes in the national schools is left to the discretion of each school-master. Previously boys and girls were divided into separate classes after the third forms.

STARS & STRIPES
OCT 13 1946

CO-EDUCATIONAL COURSE OFFERED IN AICHI SCHOOL

Villagers of Yanagisawa to Open Institute Next April

Co-education—something hitherto unheard of in Aichi Prefecture,—will get its start in the prefecture for the first time next Spring when preparations now underway will materialize in the establishment of a three-year course middle school for both sexes, said Kyodo.

Realizing the importance of speedily realizing co-education as a step toward hastening Japan's democratization, the citizens of Yanagisawa Village, Kita County, recently formulated plans for the opening of such a new school.

Already one section of the school has been constructed, and the building is expected to be ready to house students sometime in April next year.

The co-educational institution will be opened to those of both sexes who have graduated from national elementary schools or are now in the first or second grades of higher elementary schools as well as others, regardless of age, who have a serious desire to acquire learning.

The projected school will charge no tuition fee and will offer studies based on the requirements of regular middle schools.

NIPPON TIMES
OCT 27 1946

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

ITEM 9 Co-Educational System to Start with Primary Schools - Mainichi Shimbun - 10 Oct 46. Translator: T. Ogawa.

Full Translation:

Primary Schools may conduct "co-education" freely hereafter - stated a memorandum issued yesterday by the Education Ministry. Co-education at primary schools has hitherto been limited only to the first and second grades. As for grades higher than the third-year class, a regulation stipulated that "when there are enough girls to form a class, such grade children should be divided into classes by separating girls from boys." Co-education in grades higher than the third-year class, therefore, has been impossible. Now, with the issuance of the new directive, co-education may be realized at all grade levels depending on local situation and the discretion of the principal.

It is necessary that co-education be started in primary schools first, in order to strengthen the foundation for co-education to be established in secondary schools, colleges and universities. The Education Reform Committee will discuss this problem shortly. If the plan is approved at the Committee meeting, it is expected to be enforced simultaneously throughout the country from April of next year. The aim of the Education Ministry is to abolish the original regulations which is contrary to the encouragement of co-education, and at the same time, establish co-educational primary schools everywhere in order to ascertain the results. In regard to this, Director HIDAKA of the School Education Bureau states as follows: "We are not conducting this program on the assumption of a nation-wide enforcement, but as a ground work. We hope that schools desiring prompt enforcement of co-education would do so. We also hope that it would spur this trend."

721.2

Article 51 of Elementary School Code, providing for compulsory establishment of separate classes for girls in all grades above second if enrollment justified separation, was repealed by Education Ministry on 9 October. Principals of grade schools may now use own judgment in adopting system of co-education. Looking forward to possible compulsory co-education, Ministry intends to observe results through trial in schools voluntarily choosing to introduce it. U.S. Education Mission recommended elimination of discriminations against girls, such as assumption that mental development of girls is inferior to that of boys evidenced by use of poorer textbooks in girls schools, and completely separate secondary school system. 26 OCT 1946 Daily Radio Corr

721.2

ITEM 3 Conference for the Reform of Women's Education - Mainichi Shimbun 17 Oct 46. Translator: H. Nishihara.

Full Translation:

The Conference for the Reform of Women's Education was held on 16 October at the Education Bureau of the Metropolitan Office to discuss the future education of Japanese women.

The attendants were: all Metropolitan officials concerned with education; SUZUKI, Monotaro, of the Women's Technical School; ODATE, Ryusho, of the First Metropolitan Girls High School; KATSUDA, Michiko, of the SEIKA Private Girls High School; ISHIKAWA, Kikuno, of the Third Metropolitan Girls High School; UDAKA, Kura, of the Tenth Metropolitan Girls High School; OZAWA, Masae, of the Eighth Metropolitan Girls High School; SAKAKIHARA, Hisa, of the FUKAGAWA Metropolitan Girls High School; MORIMOTO, Motoko, of the JOHOKU Metropolitan Girls High School; NAKANISHI, Fumiko, of the Seventh Metropolitan Girls High School; and ODA, Yoshiko, of the AIKOKU Girls Commercial School.

721.2

The majority of the conferees were in agreement with the opinion of ODA, Yoshiko that: The old ideal goal of women's education was to train girls to become good wives and wise mothers. Such education makes women financially weak and too dependent on their husbands' incomes, and makes women unreasonably submissive to their husbands' wills. Hereafter, girls education should be to train them to become independant financially and socially; therefore women's education must include vocational training.

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

721.21

The Rebellion of the Women Students

The inauguration of the new president of the Nippon Women's University a few days ago broke up in an uproar when the students objected to the choice of their new head. Apparently the objection was directed not so much against the person of the new president as against the procedure taken by the university administration in making the selection.

According to the student spokesman who interrupted the inaugural ceremony to denounce the proceedings, the students resent the fact that the university authorities appointed the new academic head without consulting the student body. Such a procedure is autocratic and arbitrary, claim the students, who further contend that under the new spirit of democracy the students should be granted voice in the selection of the president of the institution. To enforce their point of view the students are taking a poll as to what course of action they should pursue, and it is reported that they are even prepared to go on a strike by staying away from classes.

This astounding development is not only a vivid commentary upon the spirit of self-assertion which has come over the heretofore docile and supposedly "weaker" sex of Japan, but it is also an appalling demonstration of how little the real meaning of democracy is understood as yet by even the students who should be among the most enlightened sections of Japanese society. It may not be a mere coincidence that an affair of this sort has broken out at this particular institution which has traditionally been more rigidly conservative than most other women's colleges, for extreme begets extreme and those who have forcibly been kept the farthest away from democracy naturally tend to fly enthusiastically to the most extreme misconceptions of democracy when they are suddenly emancipated from their former restrictions. At any rate it is clear that the girls who are demanding a voice in the selection of the head of their school in the name of democracy are sadly befuddled as to what democracy really signifies.

If the university authorities had presumed to set up an official arbitrarily, to dictate and control the students' extra-curricular activities, the students would most certainly have the right to protest. It is most assuredly the democratic right of students to conduct their own affairs under their own elected student officers. If the government not identified with the trustees or administrators of the school had presumed to set up a president over the school in violation of the autonomy and independence of the regularly constituted school administration, most certainly the school administrators, faculty, and students all would have the right to rebel together against such undemocratic dictation.

But the case at issue is utterly different. The president of the university has been chosen by the regularly constituted university authorities. The selection of academic officers is a matter over which students can have no jurisdiction under any kind of sane reasoning. Of course, common sense would dictate that the school authorities appoint presidents, deans, and professors who can command the confidence of the students, but by no stretch of the imagination can it be conceived that it is a "democratic right" on the part of students to participate in the selection of any administrative officer or member of the faculty. Such a claim can arise only out of a complete confusion as to the respective functions of the school administrators and of the students.

The function of the students is to learn from their teachers, not to employ or administer the teachers. The right to pass on the appointment of the president or teachers presupposes the ability and knowledge to judge their professional competence. If the students possessed such ability and knowledge, they would not be students for they would then know as much or more than their teachers. The academic competence of scholars can be correctly gauged only by their peers or superiors in their own profession, and students are certainly not the academic peers or superiors of their teachers.

Democracy implies self-government. It does not justify intervention in the government of others. In demanding a voice in the selection of the president of their university, the students are not demanding the right of self-government; they are demanding the privilege of intervening in the government of a sphere which does not belong to them. They are intruding upon the right of self-government of the school administrators and the faculty. It is not democracy; it is in fact an attempt at the usurpation of another's rightful authority which is the very antithesis of democracy.

The fact that Japanese university students should make such a mistake without being conscious of their foolishness shows how inadequately and improperly educated they still are and indicates how far they yet have to go before they can become worthy leaders of a new democratic nation. But mistaken and confused and determination with which they are willing to fight for their ideals suggest what a powerful force for democracy they can become once their confused notions are straightened out and their misguided efforts are redirected into proper channels. When a group of young girls can throw a university administration into a panic and virtually upset it, the power of the younger generation to carry through a revolutionary reform of Japanese society is not to be underestimated.

NIPPON TIMES
NOV 19 1946

WOMEN STUDENTS SCORE SELECTION OF NEW HEAD

Hit Undemocratic Practice Made by Japan Women's College

Regarding the successor to Mrs. Hideko Inouye, president of the Japan Women's College, who is to leave the institution under the purge directive, dissatisfaction has become evident among the students reports Kyodo.

As successor to Mrs. Inouye, Mrs. Hiroko Ohashi, head of the Department of Household Science of the institution, will soon take over the presidential post.

However, dissatisfied with the "undemocratic" way of appointing the successor, the students held a rally Monday, objecting against the feudalistic tradition that the president must be selected from among graduates and also demanded that the appointment of the president must reflect the students' opinions.

NIPPON TIMES
NOV 20 1946

Univ. For Women In Kyoto Looming

20 Prominent Leaders To Take Up Plan Today

KYOTO, Dec. 2—A university for women in the Kyoto area which had been under consideration for some time will become a reality in the near future.

On December 5, a group of 20 prominent leaders in Kyoto educational circles will meet to formulate plans for this new venture.

Among those who will attend are: Member of Parliament Onoki; Chairman of the Board Yasuda of Ritsumeikan Univ.; Mr. Nogami, President of the Kyoto Gakushi-kai; Countess Satoko Otani; Kazuko Urata; Insho Domoto; Mr. R. Anderson, Chief of I Corps CI & E; D. H. Yuasa, and others.

The proposed site for the university which will have facilities all the way from kindergarten to college, is located about one kilometer from the Nara railway Terada-cho station Grounds covering almost 10,000 tsubo and buildings of the Shimazu plant are said to offer the most favorable conditions.

DEC 5 1946 MAINICHI

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

ITEM 2 The Japan Women's College (Letter to Editor) - Tokyo Shimbun - 23 Nov 46. Translator: S. Yokoyama.

721.21

Summary:

It has been recently reported that the students of the JAPAN Women's College are in agitation on the change of presidents. We, graduates of the College, know fully well that the College is no longer the highest institution for women as it used to be in the old days. This is because the college administration and education are monopolized by the president and old graduates who follow quite literally the teachings of Professor NARUSE, the founder, forgetting to apply them to a new democratic age.

Since the present agitation has commenced, a certain leading member of the administration, who professes liberalism after studying in the UNITED STATES, declared, "The College can expel all the students if they agitate against it. The College does not exist for the sake of students." This statement revealed that he is really a feudalistic, anti-democratic fascist.

Now that the cultural advancement of Japanese women is being advocated strongly, can we leave such an important institution of women education and culture in the hands of such old-type, reactionary people? It is quite natural that young students have rallied against the conventional authority of long standing on the occasion of the change of presidents. We appeal to those who sincerely hope for the democratization of JAPAN and the cultural improvement of women to help us make the College a truly up-to-date and free school for women. I should particularly like to ask for help from the members of OFUKAI.

(YAMANASHI, Hideko, a graduate,
SHIBUYA-ku)

ITEM 13 Japan Women's College at the Cross Road (Letters to the Editor) - Asahi Shimbun - 23 Nov 46. Translator: Y. Ebiike.

Full Translation:

721.21

Women's education in JAPAN has a close connection with women's position in a feudalistic family system. Up to date the leading principles of women's education has been based upon the family system, and girls' passion for learning has always been checked, being submerged by this leading principle. This has caused all the feudalistic evils in women's education. Now everyone knows that the JAPAN Women's College is a typical example of this fact and that its former president Mrs INOUE is an advocator of this principle.

Recently it happened that we, the students of the JAPAN Women's College, got wind of the purge of President INOUE, and attempted to survey the opinion of students and to express our hope for a new president on the basis of the survey, but a professor ordered us to burn it up before we could collect the survey. On the other hand some dormitory superintendents confiscated newspapers which reported the trouble concerning our college, because they feared the students might read that article.

In her retirement address President INOUE was impudent enough to manifest her intention that she would assist the new president behind the scenes after her retirement. Among the councillors of our college, there are quite a few persons who must share the responsibility for the war. At any rate, we have countless example of anachronism. The sincere thoughts of the students, which were destined to gush out some day, has given rise to the current problem. It is more important than the question of presidents to wipe away all that is feudalistic (the feudalism of dormitories and the OFUKAI), and to create a democratic movement in our college.

(KOBAYASHI, Kazuko, a student of the JAPAN Women's College, TOKYO)

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

ITEM 2 Co-educational Plans - Asahi Shimbun - 6 December 1945. Translator: T. Ogawa.

121.21

It was announced yesterday by the Education Ministry that an epoch-making plan in our history of education was decided upon at the Cabinet Session held Tuesday. The aim of the plan is the reform of womens' education in order to provide them with more culture and intelligence. The low level of womens' education in JAPAN has been due to an archair tradition. Although it is difficult to suddenly discard the present system, the plan was drafted in order that it may be realized as soon as possible. In the plan the following points are emphasized:
1. An open-door policy for advanced educational institutions.
2. Equalizing the curricula in women's secondary education to the male level.
3. Adoption of a co-educational system in university education.
4. Adoption of a college educational extension system for the average women. It is understood that the fundamentally "new policy of women's education" based on the creation of women's higher schools, will eventually be established. However, the ultimate aims of the reform have been stated in the announced plan, such as:
1. Equal opportunity of education for both sexes.
2. Equalization of curricula.
3. Mutual respect by both sexes. Of especial significance is the mention of "mutual respect by both sexes" which includes that the new plan is meeting the requirements of a new era. However, we must realize that the new program has not been created favoring equal rights of the sexes. This idea of co-education clearly reflects upon the nationality and tradition as well as the fact that American and the Japanese democracies are of different character. In other words, the spirit of "Japanese Womanhood" is extremely vital permeating all courses of education beginning with education in primary school up to the university. The advanced status of women is an indication of an advanced education.

The new policy coming into effect as of April is as follows:
a. The foundation of a womens university: Out of the existing women's colleges, suitable ones will be promoted to the status of women's universities. The womens university in JAPAN up to now has been merely a name, actually it was a college. Those possessing the same qualities as mens universities will be endorsed by the Government. The "JAPAN Women's University," and the "TOKYO Women's University" will become the prominent candidates.
b. Realization of a co-educational system at the universities: In conjunction with the foundation of women's universities, woman will be admitted to the government, public and private universities, consequently a complete co-educational system will be established.
c. Appointment of womens colleges as "higher schools." There will neither be womens higher schools established, nor will a co-educational plan be adopted in mens higher schools. However, specific girls colleges, and from higher courses or post-graduate courses attatched to girls high schools appointments will be granted by the Educational Ministry as substantial womens higher schools. Graduates from such appointed schools (including post graduates) will have the same qualifications as the graduates from men's higher schools in the rating of applications for entrance to a university. The leading government, public and private schools in the above category, including the women's higher normal school, will be granted such appointments early next spring.
d. Elevation of curricula at girls' high schools: For the most part are [illegible] regular students regardless of qualifications. [illegible] admitted as special students. At the same time an extension will be opened as an adult educational institution for the purpose of elevating the cultural standard as well as political and scientific education.

931.6-265

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

NEW SCHOOL SETUP WILL END DILEMMA OF JAPANESE WOMEN

Equal Opportunities for Learning Must Be Accorded To Push Feminine Social Effort, Says Scribe

By TAMIKO YAMAMURO

II

The other day, when I attended a conference of nursery governesses, the question of whether discipline which was highly regarded during the war was proper or not from the standpoint of democratic education was being debated.

Again, at a meeting of women physical education teachers to which I went, a discussion started on dancing as a new form of physical education. During the war only militaristic exercises were encouraged, but from now on such beautiful and light forms of physical education as befitting a woman should be adopted and that the dance should be thoroughly studied was the consensus of opinion.

But because dancing has been abandoned so long, they were vague as to what kind of dancing should be introduced.

Among the teachers present were those who are imitating professional dancers. Now the question arises wherein lies the difference between the dance as a physical education course and dancing on the stage of a theater.

Granting that there is a difference, should such distinctive and special characteristics be maintained or not? Such was the gist of their discussion.

Incidentally, up until now, at such teachers' conferences, the entire proceeding in almost every instance was prepared and cooked beforehand by the officials and the conferees were always made to swallow it whole.

But the good fortunes of democratization have penetrated even here and, although the conference was sponsored by the government, the chairman was selected from among the conferring teachers and it was followed by unprecedented and lively discussions. Although it was a pioneer trial, the debates were brisk and interesting not only because the assemblage was made up of intellectual women but also because they were physical education instructresses and on the whole quite young.

Now to return to the subject of the dance. The argument on the difference between school dancing and stage or professional dancing became heated and threatened to take up too much time at the expense of other matters on the agenda.

Again, professional dancing is something to be seen by an audience and it expects to be appreciated, but in school dancing the question of being viewed by others is secondary and the object is purely physical culture and exercise. When I interpreted this to the conferees, they all nodded in agreement and the question was solved at least for the time being.

Democracy respects the opinion of everyone and listens to the voice of all. In that sense, debates are held often. Many elementary school teachers are taking pains in studying the proper methods of guiding the children in their discussion.

Some principals are seriously considering the problem of what should be done with the building enshrining the Imperial portrait.

Not only that, but teachers too have the problem of making a living. Being leaders, however, their very speech and conduct are under constant surveillance and become the target of criticism.

Power of Unity

Until now, the nursery governesses and the physical education instructresses, mentioned above, did not possess an organization of their own but at present they are showing signs of establishing an independent and self-sustaining body.

The ones standing on the forefront of practical education are the nursery governesses and teachers. If they, with practical problems before them, can carry out joint research and cooperate in every respect, I believe they will give education new life and spirit. In that sense we are looking forward to the unity of the women connected with education.

Because the educator is also an individual, it is a matter of deep regret, especially in the case of women, when a good plan or method does not materialize.

Within the limits of my knowledge, teachers in the United States belonging to the Teachers' Association or union principally take up important problems concerning intrinsic or practical matters of education as their principal aim, and as a rule they do not participate in such things as demonstrations for living standards.

Education is a sacred profession and an educator of unquestionable character who will be a pattern for the children is desired. It is regrettable that they must concern themselves about food and clothing. The parents of children or society itself should support the educators to a degree where they will not have to worry about their future and be able to push forward in their noble mission.

But if each parent tried to help the teachers it would be too much of an individual burden, or it may give rise to favoritism and again it may cause suspicion to the detriment of both parties.

In the future, mothers' associations and parents' associations, while they must consider their own children, must also take into consideration the problems of the students in general as well as the teachers.

And to go a step further, if the mothers' associations and parents' associations in centering their activities around the education of their children could also work for the re-education and cultural upliftment of the members as parents and citizens of this new era, they could become really significant and useful organizations to the good fortune of all.

Hope in the New Policy

Following the war's end, powerful checks were placed upon the military and financial cliques as well as landowners. Men in influential

In the past, unless the family was very poor the daughter would graduate from girls' high school and undertake some finishing education and the path to marriage would be opened without much trouble. At present, however, the times are difficult for marriage both from the economic and social standpoints. Most important, no balance exists between the number of men and women.

According to the census taken at the time of the general elections this spring, women with the right to vote outnumbered the men by more than 2,000,000. Doesn't this signify that there are many women who are unable to find partners for marriage?

Not long ago I went to a certain village in the Tohoku district and the village head was able to point out many instances in his village alone of daughters who having reached a marriageable age, are facing difficulty in finding suitable partners.

Again he mentioned examples of daughters, already about to pass the marriageable ages of 27 and 28 or even 30, being the cause of discord and dissension in the household.

Recently, upon being asked to find a bride for a repatriate, he made it one of the conditions upon accepting that the bride be chosen from his village and in this way, he is trying to find the way to a solution to this problem in his own village, other villages being what it may.

Young women who were working in munitions factories and the like as members of the volunteer corps during the war came home simultaneously with the surrender. There were homes that gladly received them back with open arms, but there were other homes which did not welcome them for having returned in this period of great inflation. And when they return from the outside they feel the fetters of the family system.

In these times when even men are facing difficulty in finding employment, much less chance is there of suitable occupations for women. And with the relaxation of the mental strain following the war's end, not a few women sought the road to an easy income and fell into a disreputable life.

The number of widows is large and the problem of those with children is indeed serious.

The education of women cannot stop as in the past with only the perfunctory and the picturesque, but must thoroughly train them in some speciality and at the same time prepare them to be able to live as members of society and as members of humanity.

The other day, in a conversation with a woman member of the Diet connected with the budget, we spoke about the nation spending huge sums for war preparations in the past and how more appropriations should be turned to educational purposes from now on.

In the Mother and Child Protection Law of the past, there were many defective points. We would like to see the Livelihood Protection Law to be enforced in the near future be much more friendly and kind to the women.

We hope especially that suitable persons will be selected to carry out this law.

NIPPON TIMES JAN 4 1947
NIPPON TIMES JAN 4 1947
NIPPON TIMES JAN 4 1947

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

721.21

Women Must Fight For Equal Education

Opportunity for Powerful Drive to Have Obstacles Removed Pointed Out

721.21

For women to acquire equal opportunity in education in Japan, there is need for an organization similar to the American Association of University Women in the United States, declared Dr. Lulu Holmes of the Education Division of SCAP's Civil Information and Education Section, at the press conference, Wednesday morning.

Japanese women who were educated in America and were active in the Tokyo branch of the American Association of University Women before the war, have an opportunity before them to start a powerful movement to bring pressure on the Education Ministry for clarification of the standards of and removal of obstacles in the path of giving equal opportunity to women's education, the learned speaker said.

At present there are excellent colleges for women but none of them is recognized as University standard by the Education Ministry, she said.

The "Semmon-gakko" here are really of the Junior College standard, she said and added that present universities include both graduate and under-graluate work. The undergraduate college unit needs clarification, she said.

Less Domestic Science

Intensive research and specialization in the field of "Domestic Science" should be curtailed with a view to making the women practical citizens in the community, she said.

The living and social conditions are such that very few women try to gain admittance to the Imperial Universities, she further pointed out.

Touching on the problem of curricula, she said it is most unfortunate that due to putting too much primary stress on the different objectives for men and women, the curricula, the type of classes, education of professors and time allotment in girls' high schools are all different from those of boys' schools.

The women have a specialized field of responsibility, she siad, but surely it is secondary to the primary responsibility of living in the world.

The American Association of University Women was founded 65 years ago at a time when women's education was at the same level as it is now in Japan, she stated. The Association since has solved many of the problems that confronted women's education, she added.

The standards of education are not set by the Government in the United States, she continued, but by cooperative organizations of universities and professors.

The Association inspects women's colleges and investigates backgrounds of the faculties, she said. It enquires into the salaries to see that women teachers are paid the same as men.

Particularly, the Association investigates into the living and social conditions for women students at universities, colleges and the schools she pointed out.

NIPPON TIMES

SEP 2 6 1946

New 6-3-3-4 Coeducational System To Be Adopted For Nation's Schools

With necessary procedures expected to be completed by mid-January, the new schooling system, consisting of a six-year elementary school course, three-year middle school course, three-year high school course, and a four-year university course, will get under way from April, 1947.

In this epoch-making educational renovation, the first two school courses will be compulsory, and the hitherto existing higher course of the national primary school and the youths' school will be discontinued.

As all the courses of the new schooling system will adopt coeducation, institutes for the specific purpose of educating women, such as girls' high schools, will disappear also.

During the nine years of compulsory education, children will be taught elementary sociology mathematics, science, Japanese language, physical culture, music, art, and foreign languages. In the vocational course special emphasis will be laid on practical education.

In high schools and universities, professional education and technical knowledge will be given. Correspondence course will also be opened.

In addition to this systematic education, a post-graduate course of from two to four years will be instituted.

The change-over from the old to the new system will be effected in 1947 for the elementary and middle school courses, in 1948 for the high school course, and in 1949 for the university course.

JAN - 1 1947 MAINICHI

READERS IN COUNCIL

Are We Ready for Co-Education?

To the Editor:

Your editorials consistently view the pressing problems of the hour in an admirable spirit of moderation and understanding that one feels encouraged to appeal, through your columns, to the common sense of serious citizens on behalf of an institution seriously menaced by recent developments: the private schools.

The strenuous efforts for a drastic overhauling of the school system in which central and local authorities have been engaged recently are worthy of praise. Christian schools especially have had a bitter enough experience of the deficiencies of the old regime to welcome attempts for a thorough reform. It must, furthermore, be granted that in the present chaotic state of affairs, while something has to be done, ideal solutions cannot always be found.

Nevertheless, there cannot be any excuse for the fantastic haste and the disregard for elementary human rights that characterize the projected measures as they are mirrored in the press.

The picture of things to come, as painted in both metropolitan and provincial newspapers over the last two months, leaves the following impression: By April this year, compulsory and gratuitous education will have been extended from six to nine years, the difference between public and private schools will have been abolished, the allocation of pupils to school districts will have eliminated any freedom of choice, co-education will have been introduced on a nation-wide scale.

In short, our children are to be experimented with in a fashion as perilous as it is senseless. For nobody in his right senses will imagine for a moment that a mere stroke of the pen will change centuries old habits overnight. Considering in addition the absence of equipment and of trained teachers for the projected revolutionary changes, a disastrous failure may well be expected. But when the smoke of the new egulitarian state socialism has been cleared, the one generation upon which we basé all our hopes will perhaps have been sacrificed.

The greatest singie threat to the whole of Japan's social fabric may well be the precipitate introduction of universal co-education of which the papers are glibly talking. Now the whole issue of co-education is problematic enough. Grave objections may be raised, especially against the promiscuous training of boys and girls on the secondary school level. It may be said that democracy in the West has largely grown up without co-education, that in Europe it is still widely unknown, that some 1,500 Catholic High Schools in the U.S. with half a million pupils do not accept it. No doubt, the greater part of American schools are run on co-educational lines; but what is meat for a mature democracy may turn out to be poison for a nation still, to a great extent, patriachally structured.

However, regardless of whether co-education in all schools, and in all grades, and at the speed contemplated, ought to be introduced or not, there has to be room in a free democracy for those parents who, for consciences sake, refuse to stake the future of their children on improvised experiments which, there is little reasonable hope of seeing through to a successful conclusion.

But this freedom is apparently denied to them, if we may believe the categorical statements attributed to the head of the School Bureau of the Education Ministry, allegedly made in an interview and prominently displayed in the Asahi Shimbun of January 12.

Much of the unrest created in the public mind in recent months may turn out to be due to false alarms caused either by the thoughtlessness of officials or irresponsible reporting. In that case it is imperious that misunderstandings be cleared with the same amount of publicity with which they have been made. The parents, whose educational authority is prior to that of the State, have to be reassured of their rights and responsibilities. And to the private schools that have proven their worth, guarantees must be given for their continued unhampered existence.

H. H.

Sophia University.

NIPPON TIMES JAN 2 5 1947

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

ITEM 9 Improve the Quality of Education (Sub-Editorial) - Asahi Shimbun - 31 Oct 46. Translator: I. Hotta.

Full Translation:

JAPAN is one of the greatest countries in the world in the spread of common education. The percentage of school attendance is higher than 99 percent and the number of government and municipal elementary schools, too, compares favorably with those in European countries and AMERICA. Moreover, the Educational Reform Committee is now carrying out various types of investigation, aiming at a system of nine years compulsory education.

According to the elementary school law enacted in 1886, under Minister of Education HIRAO in the HIROTA Cabinet, the required term of school education was decided at eight years. However, this was never put into practice and the six year system established in 1907 has remained until today. In any case, the extension of the school term by three years at once is a drastic measure.

We realize that there is nothing to be proud of in the spiritual education of the Japanese as a nation and as members of society, although common education has spread throughout the country. This may have been due to the brevity of the required term of education or more than probably, to the quality of the education. The form may be plain and simple, but the quality must be rendered more substantial, so that common education will help to create people who can always keep pace with the times and the advancement of the world. We heartily approve of the extension of the school term by three years, but every effort will be wasted without an improvement in the quality of education.

ITEM 3 Everything is Common in Co-Education - Shin Yukan - 7 Nov 46, Translator: Y. Akabane.

Full Translation:

As a transitary measure for the coming enforcement of co-education, joint lessons for male and female students, which is almost unprecedented in JAPAN, are being given by the prefectural SHIRO-YAMA Middle School and Girls' High School at AKAOKA-machi, KOMI-gun, KOCHI-Ken. The introduction of this innovation is naturally attracting attention from educational circles and various quarters. All the 15 teachers, including principal SAKAI, hold additional posts in both schools.

The school motto, the school-song, and almost all activities are the same or common. Even the school badges fell victim to the new trend, with the sole difference being the character " " (Middle) for the middle school, which is replaced by " " (Woman) for the girls' high school. Although, only lessons in civics and operation courses are now given the students in the same class-room because of the text-books situation, school authorities are aiming at co-education in other courses as much as possible.

The lesson in civil courses, which the students learn side by side in the same classroom, is given through text-books, supplemented by newspaper articles for the purpose of enhancing common sense. In the practical lesson of operation, middle school students engage in ploughing while girl students carry the dirt. In harvesting crops, such as sweet potatoes and vegetables, students carry them together in straw-baskets held by poles; the boy holding the front and the girl, the rear. They do the work in friendly co-operation and the girls cook the vegetables which they eat together. The athletic meetings in spring and autumn are also held jointly. At these meetings games dividing the students into two teams of red and white are held. All of these practices are designed to create spontaneous harmony between both sexes.

What is most important is the natural awakening of sex within the students with the advance of grades. School authorities are now racking their brains over the questions of when sex education should be given and if free intercourse should be granted students in the future. At present, however, free intercourse outside the school is recognized. The autonomous society for each student area is organized by the students of both sexes and strict discipline is maintained by the students. This practice is commanding a good reputation among parents and brothers.

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

NEW SCHOOL SETUP WILL END DILEMMA OF JAPANESE WOMEN

Equal Opportunities for Learning Must Be Accorded To Push Feminine Social Effort, Says Scribe

By TAMIKO YAMAMURO

I

(NOTE: The writer, a school-inspector of the Education Ministry, is the daughter of the late Gumpei Yamamuro, famed leader of the Salvation Army in Japan. Following is a translation from the magazine "Shakai" or "Society." THE EDITOR.)

Although 850,000 to 860,000 girls annually graduate from elementary schools in our country, only about 23 per cent of this number go on to girls' high schools and the remaining 77 per cent lose all opportunity for formal education in schools.

To mention a few words about the curricula of the girls' high school, over the past ten years, middle school students in contrast to students of girls' high schools are offered one hour more of classes each week in Japanese language, history and geography.

Furthermore, first and second year middle school students study one hour more and third and fourth year students two hours more of mathematics, two hours more of science, and one hour more of foreign languages than the girls. In the education of girls, emphasis is placed on subjects concerned with domestic science and such courses are allotted on the average from six to eight hours a week.

With regard to college education, in 1944, 24,600 men students were registered in the Imperial universities as compared to 40 women students.

The present population of Japan numbers 33,000,000 men and 38,000,000 women—a ratio of 89 men to every 100 women.

A democratic government is a government by public voice. The opinion of women who far outnumber the men is reflected in politics and related to the national destiny. There is absolutely no reason for women to be abandoned to imbecility.

The Future Education

Co-education is being debated as a real and practical issue. Not a few persons, making too much of the co-education question, are quite distressed. In the instance of physical education, however, after the children reach a determined age, boys and girls will take the course separately. Again, subjects concerned with domestic science will not be entirely abolished but will be retained as optional courses.

The idea that education cannot be obtained except by entering school is a mistaken notion which is not in keeping with the spirit of democracy.

In the future, university extension courses, correspondence schools, libraries and the like are expected to be fully equipped, expanded and strengthened. Although they existed in one form or another in our country before the war, such institutions are now striving to make a fresh start under a new setup and form.

Since it appears that these organizations will, as a rule, start on the basis of co-education, it is our hope that young women, those staying at home as well as those with professions will utilize them for study and self-improvement.

Until now, women were educated with the sole purpose of preparing them to assume their place in the household. But now the "house" together with the family system are being criticized and their form and substance are not only being changed but they might even be completely destroyed.

With the men, around whom the "house" revolved, either dead in battle or jobless, it is not uncommon at present to see women obliged to seek employment.

Despite this, women find that their level of scholarship is lower than

As for the quality of education, its weakness is in the field of science, although this is in common with the men, has been pointed out by various quarters.

Women's education up until now did rear a type of woman patterned after the passive, petty bourgeoise housewife. But lacking in something sound and sturdy, it did not succeed in producing a woman rich in creativeness, originality or resourcefulness.

There is the instance of a farmer's daughter who entered a girls' high school, became estranged from agriculture, and, being enamored of city life married a salary man. Because her consuming desires were not fulfilled, she spent unpleasant days, discontented and unhappy, and did not get along with her mother-in-law.

Finally divorce action was brought against her in a law court. "My husband is very tight and he doesn't even take me to the movies on Sundays. We never take tea or do anything like that outside," she complained. Incidentally, I believe that responsibility for such cases rests not only with the girls' high schools but with shallow and superficial women's magazines.

With the absolute negation of militaristic education, the democratization of education is being emphasized. Yesterday's leaders have been purged and driven from their positions.

(To Be Concluded)

JAN 3 1947 NIPPON TIMES

Japan's postwar university student has kept in stride with liberal tendencies and has made sweeping changes in his administration and regulations.

All of Tokyo's universities and a number of provincial institutions have set up student self-government.

In the universities, student opposition has resulted in the resignation of their presidents.

A survey of the nation's colleges reveals that the metropolitan student is more radical while his country cousin is more conservative, says Kyodo.

There is also a difference in outlook between students in state and private universities.

Socialists, Reds Active

Out at Hongo, Socialist and Communist elements among students at Tokyo Imperial University take the lead in the movement for democratization of Japan's top school. In the recent purge of Professor Itsutaro Suyehiro, these students accused Education Minister Kotaro Tanaka of being undemocratic.

Keio University, an institution of learning for wealthy sons, has troubles over its selection of the president. The students want Professor Seiichiro Takahashi as their prexy while the University Committee favors Dr. Shinzo Koizumi, who now holds the reigns of administration.

Students at Waseda University have organized a strong self-government, which is presently working for rehabilitation of the school, revision of school regulations and purge of tainted professors.

The Tokyo Women's University recently made the headlines with a typical female furore over the selection of a successor to President Hideko Inouye. The students finally acceded to the appointment of Hiroko Ohashi as the new prexy when she met three demands made by the student body.

In the provinces, similar progressive student movements are reported.

PEERS' SCHOOL TO ADOPT CO-EDUCATION THIS YEAR

Will Be Freed From Control of Imperial Household Department

Co-education is to be adopted at the Peers' School from the new school year this spring. The school will also be freed from the control of the Imperial Household Department and will become a private school.

The Peers' School and the Peeress' School which conducted the education of boys and girls separately for the last 69 years since their founding in 1877, will be merged and co-education is to be adopted from the first grade of the elementary department. Organization of a preparatory committee to handle financial matters is being speeded up by Yukitomo Akimoto, director of the Tokyo District Monopoly Bureau of the Finance Ministry, and other graduates. The committee is to be headed by Principal Yoshishige Abe.

Imperial Household Department authorities said that a tentative decision had already been reached as to the reform of the school system but refused to disclose details of the plan. They added that principal Abe has been entrusted with all matters relating to the projected reform program.

NIPPON TIMES
JAN 3 1947

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

ITEM 3 Plan to Introduce Co-education at Yamaguchi Higher School - Asahi Shimbun - 12 Dec 46. Translator: T. Ogawa.

Full Translation:

With the approval of various circles, the YAMAGUCHI Higher School voted unanimously in favor of introducing co-education next spring in the faculty meeting held on Wednesday.

Director MIYAZAKI said, "We will apply for permission for co-education at once, because we want to introduce the plan next spring without fail for the sake of equal opportunity for study and democratization of the school."

In this connection, Mr MATSUI, the Chief of the University Education Section of the Education Ministry, stated, "Although 14 universities and colleges already have coeducation, it has not yet been introduced in higher schools. Some people are of the opinion that to enforce the plan next spring is too soon. I believe the YAMAGUCHI Higher School authorities reached their decision after consulting each school at the conference of higher school heads held in early November. Other schools which favor adopting the co-education system will appear following the example of the YAMAGUCHI Higher School. However, whether next spring is a suitable time to introduce the system is another question."

ITEM 5 Reasons for the Existence of a Women's University - Provincial Newspaper: Miyako Shimbun (Kyoto) - 3 Dec 46. Translator: I. Hotta.

Summary:

It is really good news that a women's university is to be established in KYOTO. So long as the democratization of society is the greatest task for us to-day, the importance of women's education is unquestionable. Since democratic society depends upon the character and intelligence of individuals who compose it, a society is not well democratized without the elevation of women's position and ability. One of the defects of our society in the past was found in the failure of women's education. A feudalistic idea of women's education has been an obstacle to the elevation of women's learning and formation of their character. As the textbooks for girls prove that the standard of women's education has been so low that the schools failed to give them a suitable education. Moreover, people have thought that there was no need for women to have more education after they graduated from high school.

Every university opened its gate to women, since April of this year. We wonder, however, if there are women who enter with the same ability as men. There is no difference in ability between boys and girls until they finish primary school, but the girls are left far behind the boy by the time they finish high school due to the difference in the quality of education offered. Accordingly, women's colleges could not help being low in scholastic standards. We could find no thirst for knowledge there in the past, and there was no society nor educational institute which would foster learning for women.

The establishment of a women's university and the reasons for its existence must be based after reflection on the education of women in the past. Now that the system of co-education in a university has been adopted, the goal, the character, and the reasons for the existence of a university only for women have to be made clear. The reform of the girls' high school should be considered first. Emphasis should be directed toward the study of those special problems which can be solved by women themselves. The training of leaders so that women's education may be managed by women themselves as soon as possible is also an important goal. The reasons for its existence needs to be made clear so that a women's university may be established in KYOTO, which is already a center of culture and learning.

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

ITEM 9 Co-education Not Welcomed as a Whole by Boys' Schools - Kanagawa Shimbun (Yokohama) - 11 Dec 46. Translator: Y. Asada.

72121

Summary:

The attitudes of the colleges and high schools in YOKOHAMA towards co-education can be summarized as follows:

1) The YOKOHAMA Economics College.

Girls will be included among the new students to be admitted next year, and the school authorities will formally launch an experiment in Co-education.

2) The YOKOHAMA Engineering College.

This school is a pioneer in co-education. In the elective architect course, there have already been girl students. The school is divided into various divisions, and has many subjects suitable for women.

3) The YOKOHAMA Business College.

The school authorities are all for the idea of co-education, and will carry out the plan as soon as notification from the Education Department arrives.

4) The YOKOHAMA College.

The YOKOHAMA College will also admit girl students from next year.

5) The YOKOHAMA Medical College.

The school authorities are against co-education for the present. One reason is that the college will be elevated to the status of an university in the near future, and are too busy at present to take up the problem of co-education.

A remark made by a student of the Yokohama Medical College: "When our college is promoted to the status of an university, it will naturally be opened to women too, since we cannot become good doctors, without knowing human relationship."

A remark made by a professor of the YOKOHAMA Technical College: "From my own point of view, girls will find it difficult, at first, to study with the boys, with the exception of a few excellent girl students, as there is a great difference in their educational level."

ITEM 15 Making the Rounds of the Schools - Tokyo Times - 3 Dec 46. Translator: D. Yonegaki.

72121

Summary:

The YAMATO Women's Agricultural College is the first step towards the realization of the ambition of President ITO, Shizue. Her ideal and principle is the education of realities as well as theories, and she encourages the study of farm industry, chemical research and the participation in actual production of farm products.

The students devote the morning hours to lectures in the classrooms and the afternoon to actual practice at the school farm.

An utopian atmosphere prevails in the simple wooden schoolhouse, surrounded by the beauties of nature, and a wholesome sentiment and humanity exist among the students of this school which is both self-supporting and self-sufficient.

MEIJI University

The Alumni Association of MEIJI University has become very active of late, taking up strict educational activities as well as music and sports. Among them, sports take the most active part and the school has a baseball team of which it can well be proud of. The tennis team took first place in the KANTO Students' meet, while the rugby team also holds a brilliant record. Sports build sound body and mind which can restore JAPAN. The MEIJI University with its sports activities, is a big donation to the birth of a new JAPAN.

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

EDITORIAL

	Series	Item
The Spreading of Women's Education	1410	1
The Strange Entrance Examination		2
Psychological Qualities of Democracy		3
Blackmarketing in Mandarin Oranges		4
The Discussion In The Diet		5
The Upper House Should Not Be A Duplication Of The Lower House		6
Adopt Progressive Policies		7
The Settlement of the Electric Workers' Strike		8
Electing The Chief Of The Town Association		9
The Social Democratization Of Farm Villages		10
On the Farmers' Demand For Reduction of Rice Allocation		11
Cleansing of the Publishing World		12
Where There's Life, There's Hope by Taguchi, Shu		13
New Larceny Record Established		14
Making the Rounds of the Schools		15
Freedom and 'Party Conflict'	1416	1
Next Year's Budget and Personnel Expenses		2
The Immediate Goal		3
The Government is Not Incapable		4
Take the Good Opportunity of Deciding Coal Price!		5
Increased Production of Coal Will Save the State		6

SERIES: 1410

ITEM 1 The Spreading of Women's Education - Nara Nichinichi Shimbun (Nara) - 26 Nov 46. Translator: S. Chashi.

Summary:

721.21

A democratic society is a society in which persons with special privileges are responsible for the welfare of the people who do not have special privileges. Due to the new Constitution many special privileges have been suddenly given to the Japanese women. There are probably many women who do not know what to do with these special privileges. Social democratization is impossible unless there are many people who are democratically prepared. By the acquisition of equal rights with men, women are demanding the equality of education. At present, 80 per cent of women's education ends with the finishing of their compulsory education. This fact gives us a feeling that the equality of rights has not yet been obtained. What should be done to enable more women to receive secondary education? Due to expenses, everyone cannot receive higher education. However, at least half of the population should receive secondary education even if some have to work their way through school.

Regarding the higher education of women, consideration should be given to the question as to whether the women themselves have the desire to obtain higher education. How suitable is the profession of a lawyer or a doctor to women? In order to become a lawyer or a doctor, many years of study and difficulties must be faced. Therefore, it is only natural that everyone thinks twice before undertaking a profession which is insecure. However, problems like these can be solved in the future by women.

There are two methods to make universities open all of their departments to women students. The first method is to increase the subjects and length of study of the present women's colleges and to elevate their scholastic standards to the standard of universities. The other method is to enable women to enter universities. Educators have already discussed this problem and a committee has been established to study methods by which women can enter universities after completing their preparatory education. American women had to vigorously fight to obtain their privilege of receiving a university education. In order to become

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

EDITORIAL SERIES: 1410 (Continued)

ITEM 1 (Continued)

independent, women must have the confidence that they have received adequate education to be economically independent. A married women who has a basic knowledge of economy can always feel at ease even if there is a misfortune in her marriage.

In AMERICA, in the middle part of the 19th Century, an association of women university graduates was formed. This association has exerted its efforts to give university education to the masses. It is hoped that such an association will be organized in JAPAN. An association for graduates of girls' schools should be organized which will work toward the promotion of secondary education for girls. This is another method of expanding education among the woman.

ITEM 2 The Strange Entrance Examination - Provincial Newspaper Osaka Nichinichi Shimbun (Osaka) - 26 Nov 45. Translator: S. Hamada.

Summary:

At the meeting of elementary school principals in OSAKA, there was announced the abolishment of entrance examinations for middle schools. This news is sure to bring joy to parents whose children are of age to enter middle schools. As this statement is the expression of the affection of elementary school teachers for their pupils, a result of their long and profound experiences, we heartily approve of it. Actually speaking, examinations should be conducted to fix a standard in deciding the eligibility of applicants. However, tests were utilized as a means to cut down the number of applicants to meet the entrance quota; this is the point which needs a drastic correction in the entrance examination system which prevailed up to now.

Fducators should not refuse to teach those who ask to be taught. Some schools boast of their small acceptance rate. A high ratio for admission indicates the excellent quality of the school from the viewpoint that it receives wide recognition, resulting in a flood of applications. But if only one out of five are admitted, it means that four applicants are refused, a fact to which educators appear quite indifferent. Among the civilized countries of this world, are there any others which boast of acceptance percentages?

In JAPAN, it is a series of "narrow gates" from a middle school to a higher school, and from a higher school to a university. This has in time made students study only for the sake of obtaining a diploma and not for the sake of learning itself, which has resulted in a custom in society to place too much weight on a diploma. The day of commencement is, for a student, a day to part with his studies. A diploma represents everything, and his value as a human being is secondary. What a strange country this is, where only the name of a school is esteemed and the contents of education disregarded!

The adoption of a "6-3-3 year" system of education is being discussed. We expect much from it. The realization of this system will surely do away many of the evils mentioned above. We hope that our educational world will be reformed in order to meet the true purpose of education, that learning is given for the improvement of the person, and not for examinations; and also that our society should give up its "diploma-first" principle and stress the human value of individuals.

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

ITEM 2 Dangers of Co-Education (Sub-Editorial) - Provincial Newspaper Osaka Nichinichi Shimbun (Osaka) - 12 Nov 46. Translator: S. Hamada.

Full Translation:

Now that the civil law, most directly connected with the daily life of the people, has undergone a drastic reform on the basis of individual recognition and the essential equality of both sexes as provided in Article 24 of the new Constitution, for the first time in JAPAN, the freedom and rights of women have come to be justly recognized before the law. If men and women are essentially equal, so should be their education. Therefore, hereafter, co-education will be discussed by and advocated by the school authorities, and the investigating committee for the reform of education at the Department of Education (MOMBUSHO).

The USA is the most typical country where a complete co-educational system from the primary schools on up to the universities, is seen. But in EUROPE, many countries, such as FRANCE, are teaching their boys and girls in different schoolhouses even in the primary schools, to say nothing of the middle schools. This supposed to result from the fact that each country has a different opinion on the co-educational system, depending on the historical development of their own social education. Not a few countries among them reject co-education from the viewpoint that boys and girls cannot be treated equally in their education. For instance, there is the view, based on scientific facts, that co-education is difficult because girls mature about two years earlier than boys, as is understood from the observation of twelve or thirteen year old boys and girls. Such an argument about the advisability of co-education, judging from the difference in the physical and mental development of boys and girls, is convincing as far as it goes, but that which comes from the sexual viewpoint needs the greatest caution and a full study.

Concerning this point, kindergartens and primary schools need not be discussed. Also, co-education in universities will be beyond dispute because there, students reaching maturity and already having definite ideas, are expected to be deeply absorbed in academic studies. Consequently, the co-educational problem focuses around the middle school period when boys and girls are in their adolescent and formative period. This period is so important that it is said that a man's life is ruled by his study and his intentions during this time, and therefore, he must devote himself to his studies. Since this is the period that decides the basis and the direction of a man's life, we fear that it would be very dangerous now to carry out the co-educational system in the middle schools, because we have had no experience nor have any tests been carried out so that we could study the results. It will be a great loss to our country and society, if some of the able and clever youths should ruin themselves on account of this system.

In JAPAN, there are only a few middle schools and colleges which adopt this system. Problems on the profits, evils and losses caused by the co-educational system are so important that they need careful consideration and should not be decided simply on the basis of the equality of men and women. In any case, there is no reason to use different text books in the boys' middle schools and girls' high schools as before. Is not the first problem to settle in the co-educational system that of using the same textbooks, except those on such special lessons as sewing and etiquette, even though the schoolhouses of boys' middle schools and girls' high schools are different?

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

Feminine Inspector Backs Co-Education

Yamamuro Also Urges Active Participation of Women In Welfare Movements

By TSUGI SHIRASIHI

Miss Tamiko Yamamuro, eldest daughter of the late Lt. Gen. Gumpei Yamamuro of the Japan Salvation Army, who has recently been appointed school inspector, said her task would be immensely large and difficult but that she was particularly interested in the problems of co-education, training of young women just out of national schools and women activities outside of homes and schools, in an exclusive interview with the Nippon Times on July 4. This being the first time that a woman inspector has been selected from among civilians, particularly from among Christian women, the recent appointment of Miss Yamamuro predicts phenomenal changes which will be brought about in the educational field.

Attached to both the School Education Bureau and the Social Education Bureau of the Education Ministry, Miss Yamamuro will handle matters connected with high school and college education for women as well as feminine social education and activities also designed for young girls and housewives.

Questioned as to what improvements she should like to make in school education, she said that above all, she thinks it urgently necessary to train students to use their initiative and exercise their creative faculties. "Japanese students are so used to being told to do or not to do things by teachers or by their superiors that they do not know how to express their own opinion," she stated. "They even do not know how to organize groups among themselves. This kind of education which ignored individuality must be replaced by a democratic method of education which will help students to develop individual character through actual participation in discussions and school activities."

Separation Unnatural

Regarding co-education which had been much talked about but went unrecognized by the Government until the war's end, Miss Yamamuro opined that it was unnatural that boys and girls were separated only at school when they were brought up together as brothers and sisters and that men and women work side by side at offices.

Through the adoption of co-education, boys and girls will learn etiquette, good manners and even higher moral principles so that they will grow into true gentlemen and ladies by the time they are ready for colleges, she added. However, as Japanese boys and girls are not accustomed to associate with the other sex, a great deal of tact must be exercised by teachers and parents in adopting the co-ed system, Miss Yamamuro stated. ..

As to re-training of high school teachers who exercise much influence on moulding students' personalities, she declared that the long summer vacation must be utilized for training of teachers as in the United States. It is a good idea to adopt the American system of giving special credit to those who have completed the special summer course for teachers, she added, and stressed the importance of re-educating teachers, particularly high school teachers because the democratization of educational institutions must depend greatly on the ability and willingness of teachers.

Queried as to Christian teachings in connection with schools, the newly-appointed inspector said that due to the confusion following the war's end many young men have become discouraged with life and extremely materialistic on the one hand but on the other, it is evident that youths are eagerly seeking spiritual guidance which will help them to combat difficulties and obstacles.

Bible Bought by Students

The fact that thousands of copies of the Bible sent from the United States have been mostly purchased by students proves that young people are in need of spiritual enlightenment, she added. There are many officers and men among the American occupation forces who are ardent advocates of Youth for Christ Movement, an interdenominational movement, which was recently started among American youths.

Every Saturday evening at the Hongo Church and other places, American and Japanese students get together for informal religious services and this fact also reveals how enthusiastically youths are searching for religious guidance the world over.

No organized women' group existed in Japan after the abolishment of the Dai Nippon Women's Association, the Government-sponsored institute. For enlightenment of women in politics, culture social welfare and education of children, groups must be organized and for that purpose, schools, churches and parent-teacher societies at kindergartens should take the initiative, Miss Yamamuro said. She further expressed her wish to help women organize groups of their own accord so that they may participate in activities outside their homes.

She declared that as soon as she is formally installed in her new post, she would primarily like to start with the improvement of social conditions particularly in connection with food and financial problems so as to create a society where students will be able to study without fear of hungar or lack of school expenses.

Before the improvement of education become possible, she said, students must be fed, lodged and given books as well as accorded all necessary facilities.

NIPPON TIMES JUL 9 1946

Women's University Planned

Plans to open a women's university in Kyoto have been made by Hidejiro Onoki, member of the House of Peers, and Kaichi Yasuda, president of Ritsumeikan University. The first meeting of its promoters was held at Taigado, Sanjo, Kyoto on Thursday.

NIPPON TIMES

DEC 8 1946

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

121.21

CO-EDUCATION SURVEY CONDUCTED

(Continued from Saturday)

At co-educational institutions, better qualified female teachers are required, however they must become equal to male instructors both in knowldge and ability. To guide boys properly women are indispensable, Mr. Sato added but female teachers must first study psychology of boys and be careful not to be too particular about every move a boy makes who wants to be independent. He regrets that "some women teachers have an inferiority complex, but in order to implant into the girls the sense of equality, women teachers themselves must realize equality between men and women, and every effort must be made to improve the status of women teachers."

For the successful operation of co-education, cooperation of parents is no less important than the teachers' efforts. "With the adoption of co-education parents must discard the conception that teachers are solely responsible for the education of their children," he said. Keeping close contact with teachers, parents must bring up their sons and daughters as equals and give proper guidance to create amiable relationship between boys and girls. Co-education will fail if school education is regarded separately from home and actual life.

Though Mr. Sato favors co-education as the best means for the natural growth of boys and girls, he said he would not adopt it to all grades this year because the high school girls and middle school boys are unaccustomed to mixing together and will not be able to adjust themselves to such sudden changes; consequently they will became unnaturally sex-conscious.

To Early for Co-Education

Co-education as yet can hardly be adoptable to higher schools because the students' manners cannot be changed overnight. If girls are admitted they will be embarrassed while one or two girls among hundreds of boys will become a nuisance, declared Mr. Niizeki, principal of the Urawa Higher School. "Within five years or so, co-education will smoothly operated in all schools," he added hopefully.

In spite of the fact that the Urawa Higher School decided not to accept women applicants for entrance examinations, Mr. Niizeki is a sincere supporter of co-education. For practical reasons, however, the Urawa institution did not admit women students, but as a principle co-education is one of the best means of heightening the women's scholastic standards, the principal stated. If boys and girls study and engage in extra-curricula activities together, they will come to understand the opposite sex better and learn to cooperate by sharing whatever they have.

Stressing the importance of women teachers particularly for co-educational institutions, Mr. Niizeki remarked that in the future women must become qualified to teach such major subjects as mathematics, science and literature whereas their field today is limited to the teaching of sewing, cooking, music and other minor subjects. For to get the best that results from co-education, the standards of women's education must be improved. Mr. Niizeki also favored the employment of women teachers at exclusive boys' schools because a female brings warmth and is capable of looking after students with motherly care which is necessary for teen-agers.

As to the manners of middle school students, the principal commented that they should be taught at home and at school how they should treat girls with consideration and kindness. Better manners are required on the part of boys if co-education is to be adopted with success. However, he doubts that the time-old tradition typical at Japanese higher schools where students wear ragged clothes and act like barbarians, will be given up in a short time.

An interview with two mothers, who have daughters and sons, revealed that they are unexpectedly progressive in their views as to co-education though when it comes to boy-girl relations they are more conservative and still want to keep their children under their eyes.

Mrs. Asano, who has two sons and two daughters, favors co-education for primary schools. Her second boy, who was graduated from the Seikei Gakuen primary school which is a co-educational institution, still associates with the girls who were in his class though he is now in the third grade of middle school. Co-education will be a success if the boys and girls start studying together from the first grade of primary schools Mrs. Asano thinks but a sudden switch to co-education will be disastrous for the boys as well as for the girls.

Standards of academic accomplishments will be bolstered if co-education is adopted, Mrs. Asano opined, because boys and girls, having different qualities, will naturally help and encourage each other. Some people are of the opinion that women cannot compete with men in school but Mrs. Asano thinks that women if educated properly can hold their own against the men.

Asked if she would allow her eldest boy now attending Tokyo Imperial University to have dates with girls, she said she may be old-fashioned but she could not permit him to go out with his girl friend unless he were chaperoned by an older person. When she was young her parents did not worry about boy-girl relations because in her days they just did not associate with each other. Now that the social situation has changed, Mrs. Asano said parents can't very easily say, "no" to their son when he wants to take his girl out. In order to guide her son in his association with his girl friend, she said she would encourage him to bring her to the house and entertain her as one of the members of the family.

Mrs. Egi, who has two sons, one at Waseda University and the other at the veterinary college and one daughter in the third grade of the Toyo Eiwa Jogakko, a girls' Mission school, thinks the system will operate without difficulties if co-education is adopted in primary schools first to be continued to universities. She said that her eldest son, who went to a primary school where co-education was in practice, is still associating with his female classmates though some of them are already married. If they are brought up together like brothers and sisters sex-consciousness will be weakened, she opined.

As a preliminary step to give guidance in the matter of boy-girl relations mothers must become their sons' understanding and sympathetic girl friends. She further said that such barbaric customs as to act rude or wear ragged clothes purposely, which have become part of the higher school tradition, will gardually change if co-education is adopted, and boys will soon learn to care about their appearance and make themselves presentable before the co-eds.

(The End)

NIPPON TIMES MAY 6 1947

Equal Rights Means Bruises, Headaches, Japanese Boy Wails

121.21

Coeducation and equal rights for women may be all right for grownups but as far as the boys of a Tokyo grammar school are concerned, it means headaches and sometimes bruises, Kyodo News reports.

"I am definitely opposed to co-education." shouts fifth-grader Jun Nishikawa of the Suginami Grammar School. "The girls at my school are a bunch of busy-bodies and keep butting in during our baseball games."

Oh, the effrontery of freedom-incensed school girls, laments Jun, "Give them an inch—they take a mile! First they show their crust by asking if they could play baseball with us and when we politely tell them that there are only 9 players on a team—what do they do? They run off to the teacher and report that we wouldn't let them play baseball. But at the same time they make sure that they also run off with our only baseball.

"'Teacher, the girls stole our baseball,' we complain." "Leave the girls alone," they reply. "Now the girls," says Jun, "play baseball while we content ourselves with bounting rubber balls like those silly girls."

"Where does the bruises come in," you ask?

"At our self-government committee," wails Jun. "The girls talk too much and if we so much as make a protest, the girls turn upon us and beat us up!"

MAY 13 1947 STARS & STRIPES

121.21

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

ITEM 6 Protest Raised at Appointment of Women's College President - Asahi Shimbun - 16 Nov 46. Translator: M. Hagino.

Full Translation:

After the resignation address of Dr INOUE, Hideko on 14 November, the inaugural ceremony for Dr OHASHI, Hiroshi, newly-appointed president of the JAPAN Women's College, was thrown into confusion by students, when they suddenly declared that it was undemocratic for a new president to be suddenly appointed without regard for their intentions. The question was temporarily relegated to the convention of a general meeting of students held immediately after the ceremony. However, no agreement was reached. Against the opinion that the students should have a say in the selection of the president and in collecting contributions, free from the feudalism of the school authorities, there was an opposite view that no decision whatever should be made without the complete agreement of all the students.

It was finally decided that a re-convention of the student mass meeting will be held on the 19th to discuss the subject of how to democratize the school. Opinions of the students will be gathered by each class committee member.

721.21

ITEM 5 Japan Women's University Dispute Comes to an End - Asahi Shimbun - 22 Nov 46. Translator: H. Nishihara.

Full Translation:

721.21

The NIHON Girls' University which was involved in a controversy concerning the appointment of the new president, held at 1900 hours on 20 November a meeting between Mrs OHASHI, Hiro, the representative of the school management and Miss HORINO, Kiri, the head of the student body. The student body disclosed its will to recognize Mrs OHASHI as the new president, but demanded that the new president co-operate with the students in encouraging the establishment of a self-governing system. Since the school management accepted the demands, the students held a mass meeting at 1300 hours on 21 November, in each department and decided they would accept the promise, thus, the dispute was brought to an end.

ITEM 11 Making the Rounds of the Schools: Women's Colleges - Tokyo Shimbun - 6 Dec 46. Translator: Y. Asada.

Summary:

721.21

The TOKYO-To Women's College was established in 1944 and will graduate its first class next March. This class is divided into two sections. The subjects studied in the first section are mathematics and physics, while the evening session, or the second section, teaches mathematics and hygiene. More than a hundred students are at present studying hard and making use of their free time after work in this evening class. Lack of books or equipment cannot check the zeal of the students in the search for truth.

One student said, "A newly established school like ours has heavy difficulties to overcome. We feel great responsibilities as the first graduates of this school but at the same time, we take pride in the fact that we ourselves are laying the foundation for school traditions".

The TOKYO Women's University is situated within 20 minutes' walk from NISHIOGIKUBO station. It was established by Dr NITOBE in 1918, with a view toward the emancipation of Japanese women. Since the university is supported by six sects of Protestantism, education is, of course, carried on in the Christian spirit. The fundamental principles of this school are sacrifice and service.

The students at present number more than 1,000, while the graduates number only 2,400. The majority of these are married but some are working as teachers or on laboratory staffs. In 1944, the university section was abolished because of the lack of understanding on the part of the educational authorities. However, it now consists of a three year course in foreign language, Japanese literature, history and economy.

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

ITEM 3 English Is The Window out of Which We look at The World. By Sasaki, Kuni (TN: Humorist and author) - Magazine: Shukan Asahi (Weekly) - 26 Jan 47 Issue. Translator: H. Hasegawa.

721.21

Summary:

Having been a teacher of English for twenty years and more, my mind is saturated with that language. The books I read in bed every night are always written in English and when writing novels, sometimes an expression in the English language instead of the Japanese one comes to my mind. On the other hand, masterpieces written in English give me new ideas and inspiration.

Since the MEIJI Restoration, the English language has been similar to a window out of which the Japanese people have observed world affairs for through this language, they have become versed in the general situation of the world. Therefore,

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

ITEM 8 (Continued)

some of the people, especially teachers of English, were displeased with the wartime Government, which prohibited them from teaching this language. Generally speaking, the Japanese people are not endowed with linguistic talent as is proved by the fact that the majority of them have no command of English after five years of study in the middle-schools. Although they can read books written in English to some extent, they cannot converse in the language well. I, however, think that it is sufficient as long as they can understand the books written in English.

OKAKURA, Yoshizaburo, who has taken charge of the English lesson broadcasts on the radio in JAPAN, set an example of a man, who through adamant will power, mastered English despite the fact that he did not have a flair for the study of foreign languages. HORI, Eishiro, on the other hand, who is one of the most famous teachers of English, is by nature, linguistically talented and can speak excellent English. In learning English, I believe that the Japanese people should learn a lesson from OKAKU A's example instead of HORI's.

Some people may say that the teaching of English in JAPAN is unsuccessful, for although the spoken language may be understood, the Japanese people are unable to learn to converse freely in that language. This cannot be helped, since there is a difference between Japanese and the French or German, languages which have a great deal of similarity in context and vocabulary to the English language.

During the first two or three years after entering middle-school, a student will know whether he prefers English lessons to mathematics. Those who prefer English should choose the field of literature or law in college, while those who prefer mathematics, the natural sciences, engineering or medical studies. There are many teachers of mathematics who are endowed with common sense, while there are many teachers of English who have none. However, generally speaking, the teachers of English are more practical minded than the teachers of all the other subjects for they have the advantage of keeping an eye over all human affairs through the English language.

The graduates of the middle-schools, the colleges and the universities have a knowledge of English sufficient to enable them to peer into world affairs, but only a few of them make use of this advantage. It is to be regretted that the majority of them cease to increase their knowledge of English when they graduate from the schools. This may be because they have the mistaken idea that to know English means being able to converse freely in the language. However, if they can understand written English to some extent, this is sufficient to serve as a medium of culture. Since they already have considerable basic knowledge of the language, they will soon be able to read newspapers written in English if they continue to study a little further. I would like to recommend to the graduates of middle-schools the reading of the Bible, a book written in the best style of English as is well-known by all the people in the world.

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

ITEM 1 First High School Will Adopt Co-education - Jiji Shimpo - 11 Dec 46.
Translator: F. Hagiwara.

Full Translation:

The nine-year compulsory common education system (six years of elementary and three years of first high school) will become effective the next school year, following the Education Reform Committee's decision on a definite plan. The operation plan for the first high school, namely, the prolonged three-year compulsory education, is as follows:

721.21

(1) The first high school will adopt a full-day system, giving lessons every day during the week. School attendance is compulsory. However, compulsory school attendance will be applied only to the first year in 1947, and to the first and second years in 1948. Consequently, students not included in the 1947 and 1948 school years will not come under the compulsory attendance clause. Those students who are affected by non-compulsory attendance in the 1947 and 1948 school year, and who are now in the same school, will at once become first and second year students of the first high school. Those who are in a higher elementary school or in a youth's school will be brought into one group and will be classified as second or third year students of the first high school.

(2) As a general rule, it is hoped that an independent school building will be used. However, if circumstances prevent, consolidation with public or private primary schools in cities, towns, and villages, or in school associations, or with the youth's schools or middle schools which possess independent school buildings will be temporarily recognized.

(3) The first high school will, as a rule, adopt co-education. The standard full membership of a class will be 50. Two teachers, including the principal, are to be assigned to each class, each in charge of a separate subject. One administrative official (JIMUKAN) will be assigned to each school. As for the teaching staff, those former teaching in elementary schools, youths' schools, and middle schools are to be employed after reorientation, as far as possible. Should these staffs prove incompetent, new teachers will be appointed. The system will also follow the school district system, according to the area of attendance. No school fee will be charged.

(4) The curriculum of the first high school includes the Japanese language, sociology, mathematics, natural science, physical training, music, fine arts, business, domestic science, foreign languages and individual research. In view of the great importance of these courses in the curriculum, the Education Ministry is slated to set up a committee which will conduct a practical study of the contents.

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

ITEM 17 Problems at Japan Women's University (Sub-Editorial) - Tokyo Shimbun - 22 Nov 46. Translator: T. Naruse.

Full Translation:

There is no end of trouble at the JAPAN Women's University. The university was widely criticized last April when it held entrance examinations and accepted applicants who did not have the highest recommendations, while rejecting many who did. At that time, the problem was taken up by this column, and we received ten or more contributions confirming the fact. Since then, various feudalistic measures of the university have often been pointed out in readers' columns of their newspapers. So far, these matters have not been publicized widely as basic problems within the school. The trouble which has arisen this time in connection with the change of the president of the university, however, has finally led to a demonstration by students.

"The retirement of President Madame INOUYE, Hideko is good. However, the university authorities arbitrarily decided the successor without asking for student opinion." This seems to be the objection voiced at a convention of students. We cannot decide whether or not the university authorities are bound to consult student opinion before deciding on the new president. Some universities have solved this problem merely through a resolution adopted at a faculty meeting, and in some the professors and graduates select the president. We do not, therefore, attack the JAPAN Women's University authorities on the grounds that they did not asked for student opinion in deciding the new president. We should realize, however, that student resentment against the feudalistic and despotic policies of the university authorities has been expressed in this case of the choice of a president.

The excessive stress on manners and refinement of the JAPAN Women's University is proverbial from old times, and it is the same even today. Whenever something happens, the university authorities reprove. The students saying, "That is conduct unbecoming to a young lady". This is the basic policy of the JAPAN Women's University. Even during a basketball match, players are reportedly chastised with, "It is indecorous for young ladies to scramble for a ball. In a case like this, one of the two must sacrifice the ball." The aim of a match is not only to win the game, but also for every participant to learn the meaning of fair play. However, players cannot learn good manners through a basketball match if they are always to make concessions. The game then cannot be considered as sport.

We do not claim that polite language is bad, but to create spoiled daughters who would have no critical ability, is meaningless. Even if they used polite language, they should have many heated discussions. That is one of the objectives.

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

721.21

VOCATIONAL SCHOOLS HAVE TRAINED MORE THAN 80,000 YOUNG JAPANESE WOMEN

"Vocational training schools which teach domestic sciences, languages, handicraft, and commercial business skills are proving to be the answer to the far-reaching problem of rehabilitating Japanese women who consider that they have no means of support and are in danger of adopting prostitution as a livelihood," Nelson B. Neff, Chief, Welfare Division, Public Health and Welfare Section, SCAP, declared today. "The welfare of the entire nation as well as that of the individual is the goal to be achieved", he added.

To date, more than 80,000 war widows and young single women have been trained to earn their own livings in the 230 vocational schools which are currently being operated by the Japanese government under SCAP direction, Mr. Neff revealed.

"The Diet has appropriated several billions of yen to the Ministries of Health, Welfare, and Education for use in works programs, extensive work-placement projects, direct relief, institutional care, and classes for the vocationally handicapped," Mr. Neff stated. "And since private welfare agencies have taken such an active part in this project, an All-Japan Co-ordinating Committee composed of representatives of both public and private interests is now being formed to carry on more efficiently the task of rehabilitating the unemployed women in Japan", he explained.

Japanese women may apply for this training at the 600 governmental employment agencies located throughout Japan, Mr. Neff stated, and he anticipates that a total of 400 schools will soon be in operation to accommodate the influx of students. Applications may also be received from such private Japanese agencies as the Salvation Army, Red Cross Society, and the WCTU, who are actively engaged in supporting the vocational training program, he concluded. 30 JAN 1947

PRESS RELEASE – AFPAC

721.21

Replying to an interpellation on school system, Education Minister Takahashi told House of Peers that co-education, though "recognized and recommended", will not be compulsory. 21 FEB 1947

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

ITEM 1 President Yoshioka Gives In to Students - Asahi Shimbun - 15 Dec 46.
Translator: H. Nishihara.

Full Translation:

The democratization campaign of the TOKYO Women's Medical College has developed into a declaration of non-confidence in President YOSHIDA by the professors and students. On 14 December, through the mediation of the management of the hospital attached to the College, Mrs YOSHIOKA, Yayoi signed an agreement to the following effect: (1) The rescinding of instructor KUSANO's dismissal; (2) the president will co-operate with the students in the democratization program; and (3) no student will be punished because of his participation in the present incident.

The resignation of President YOSHIOKA has now become unlikely. However, the fourth year students, suspecting in the president's suddenly changed attitude some tricky arrangements with Mr TADOKORO, president of the Infectious Diseases Research Institute, have signed a pledge, promising unified co-operation in the democratization of the College. On the other hand, the SHISEIKAI, which is the alumni association, is considering choosing a new president for the purpose of reconstructing the College, promoting the school status to that of an university, and establishing a new technical school. Moreover, with both the board of teachers and the hospital management also looking for a new president, the dispute cannot be considered settled as yet.

President YOSHIOKA had the following to say: "I do not follow the spirit of the times. I have a viewpoint 20 years ahead of the times. When that time comes, there will be public order rather than cries for rights. The current world full of difficulties with school teaching no longer possible as mutual respect between teachers and students do not exist. I do not mean to disregard the rights of professors, but neither do I intend to admit an unreasonable demand, even if it should be the decision of the majority.

"I do not oppose the forming of labor unions since the Government has recognized them. Let the students form them if they will. However, I, myself, do not support them. Medicine is a science of good will. In such a profession, I cannot recognize the idea that labor and management should be opposed to each other. I think there is another power behind the current labor unions. Disputes which occur within this College should be solved by mutual internal good-will without resorting to the formation of unions. I do not think the triumvirate system of this College is irrational. I do not allow the professors to engage in entrance examinations for fear of evil influences. I have no close contact with the professors of the theoretical research department, but, I am being advised by all the department heads, and consequently, have no autocratic power.

"Regarding the publishing of management accounts of this College, I thought students should devote themselves to study, but I had them published according to their expressed wish. Rumor has it that my private house was built by misappropriated school funds. However, the contribution money to the reconstruction funds was received by the SHISEIKAI and added to the school funds directly."

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

ITEM 14 Coeducation and Negative Opinions - Provincial Newspaper Miyako Shimbun (Kyoto) - 9 Feb 47. Translators: Hamada & Hayashi.

Summary:

With the installment of the new school system, the problem of co-education is being discussed. It is only natural that the people regard the establishment of a coeducational system as being attempted too early to be realized in JAPAN where traces of feudalism still remain similar is their opinion that woman suffrage is too early. Comparatively strong opposition has been voiced by men but women are strongly in favor of a coeducation system because they are convinced of their worth and wish to seize the opportunity to advance themselves. Co-education is an epoch-making system in Japanese education. The public must not discuss it as a curiosity. They must regard it as a vital prerequisite for the construction of a democratic JAPAN. The opposition of men comes from their superiority complex and sexual discrimination, which have been fostered in social life. If men and women receive education under equal terms and properly understand their respective merits and live in mutual co-operation hereafter, such ideas of men will fade away naturally.

The problem of public morals arises in higher schools, but it is not a problem to be solved by school authorities alone since it also has a direct connection with our social life. In KYOTO, some universities have had the co-educational system for more than 10 years. Judging from the results at these universities, the fear of the public is groundless. The society must more actively encourage women to enter higher schools, and women must endeavor to foster their real ability and secure their position in society. The school authorities must prepare special facilities for women students, such as rest rooms and dormitories, and select suitable persons as their supervisers Such negative opinions as to regard coeducation as a strange and dangerous system must be avoided. We believe that this system will be a great force to democratize our society.

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

SOCIAL SERIES: 1525 (Continued)

ITEM 5 Co-Education by Yoda of the Psychological Laboratory of Tokyo Higher Normal School - Magazine: Jido Shinri (Monthly) - Apr 47 Issue. Translator: M. Takagi. (DD)

721.2

Summary:

A questionaire in regard to co-education was sent out to approximately 1,000 pupils ranging from first year to fifth year, belonging to the Boys' Middle School attached to Tokyo Higher Normal School, the Boys' TOSHIMA Metropolitan Middle School, the Girls' High School attached to Tokyo Women's Higher Normal School, and the Meguro Girls' High School. More than 50 per cent of the boys in the third year and upwards, and one third of the girls support the system. Among the first-year pupils of both sexes there are many who oppose it, but there is a phenomenal decrease to less than 10 per cent in the fourth year and upwards. It is probably indicative of the increase of interest in the opposite sex, with the gradual awakening of the sexual instinct, that nays surpass ayes in the first year while the reverse applies in the second year and nays show a remarkable decrease subsequently. Some pupils support the system as a principle, and yet believe that its immediate enforcement is premature. This is especially noted in girls and serves to show the conflict between an antagonism and sex attraction.

On the whole, boys are more active than girls in supporting co-education, and their most popular reason for doing so is that boys and girls discover their relative merits. In the lower classes, however, the greatest number contend that the co-operation of both sexes is necessary for the reconstruction of JAPAN and that real co-education will bring about equality of the sexes.

Favorable answers include:

1 Efficiency will be increased.
2 No difficulty will be experienced in mixing socially on leaving school.
3 Good results will be obtained by competition between boys and girls.
4 Co-education is indispensable for the establishment of a better world.
5 Co-education is the foundation on which JAPAN will become a cultured and peace-loving country.
6 It is essential for the re-construction of JAPAN that the standard of school education for girls should be raised.
7 Mutual understanding is necessary after the middle-school period. (The above was elicited from boys).
8 If the system does not work well at first, it will gradually improve. As sometime is required to change customs, a resolute step should be taken as soon as possible.
9 Boys will not only become interested in girls' work, but also understand it.
10 The past discrimination between boys and girls has been due to the wrong system of education.

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

721.21

11 It is the shortest method of building a democratic country.
12 It should be enforced boldly even if it is attended by some evils.
13 Failure should not be anticipated before a step is taken.
14 Pupils of solid mentality will not break down sexual morality. Physical and mental improvements will be possible.
15 The scholarship level of boys will fall, resulting in a loss to the country, but if it is to be done, let it be done at once.
16 Scholarship will be raised by mutual competition.
17 It is necessary to the destruction o' past feudalistic ideas.
18 Boys will cease to slight girls. (The above was elicited from girls)

Among the reasons given by boys against the system, the one that boys and girls will lose manliness and womanliness, respectively, ranks first, followed by those that the sexes have different duties and that sexual morality will be broken down. In the case of the girls, however, the corruption of sexual morality has most supporters and the contention that boys are rude in manners is held by a considerable number. When the system is enforced with proper consideration, these evils will be avoidable. The true intention of co-education is not to mechanically treat both sexes without discrimination.

Other reasons for opposition are as follows:

1 Shyness.
2 Nowadays not only boys but girls lack moral sense and the spirit of self-respect. (The above were given by boys.)
3 As the customs in JAPAN are different from those in AMERICA, Japanese customs should be observed in JAPAN.
4 Girlish characteristics will be lost.
5 Girls want no more than the legal equality of the sexes. Agreement cannot be expected when both sexes insist upon their own rights. Girls should be obedient.
6 It is unbearable. (The above were given by girls.)

It is seen from these reasons that the minds of some girls, if few, are imbued with feudalistic morals. The following answers were also given by girls:

1 It had better be postponed for awhile, because if it is enforced under the present social situation we will be unable to learn in a placid mood.
2 I agree with the plan but am afraid that it will become a mere formality if enforced at once.
3 It is not proper to enforce it in April, because school houses, equipment, and other various necessities for war-sufferers are lacking.
4 It is premature on account of the confusion still existing.

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

SOCIAL SERIES: 1525 (Continued)

ITEM 5 (Continued)

5 In scholarship, the gulf between boys and girls is so great that the enforcement of co-education at an early date will be difficult.
6 For a very long time there has been a sharp distinction between the sexes.
7 The perfection of individuals becoming to a democratic country should first be accomplished before the system is enforced.

The third opinion is held by 11 girls, and demands consideration.

The above is the outline of the results of our survey.

In conclusion, something has to be done about the antagonistic attitude between boys and girls in the lower classes and the general antagonistic feeling of the girls toward boys cannot be neglected. Girls feel great anxiety in regard to the tyranny and ill manners of boys. Democracy is not sufficiently far advanced among pupils to provide a basis for co-education; facilities are lacking and preparations are not sufficiently far advanced.

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

ITEM 20 Co-Education Encouraged by Students, Faculty at Teidai - Nihon Keizai - 1 Apr 47. Translator: Y. Asada. (FST)

Summary:

A far-reaching step towards an ideal education system will be taken when the fifth article of the New Basic Laws of Education is enforced with the coming new school term. This article permits the establishment of co-education. In this connection, an editor of this paper visited NAMBARA, president of the Tokyo Imperial University to ask his opinions on this subject. The editor also interviewed two women students in the law department of that school.

Remarks by the two women are as follows:

"Of 300 students in the law department, there are only four girls. "I think many benefits to be gained by co-education cannot be fully appreciated unless the number of women and men is equal after they are married, Japanese women never have a chance to go to school. Let us first do away with the system which compels women who hunger for knowledge to be disturbed in their studies by various family reasons.

"In our school life, association between men and women students is too constrained. We think free association outside classrooms should be permitted, so long as it is discrete.

"From my own experience as a coed, men and women are equal in capacities although superiority or inferiority of either is often discussed."

Remarks by President NAMBARA: as follows:

"The adoption of co-education is necessary even in the national schools. Technical education is not enough for women for they must strive to elevate their cultural level as well, while men should revise their old opinions about women. Nineteen women students entered my school last year and I am satisfied to see them all respected by their colleagues. In order to realize idealistic co-education, I want to establish a university and dormitory which will incorporate living and study into one.

"I advise women students to conduct themselves so as to create a pleasant atmosphere in a school. After all, the basic element necessary in co-education is culture and refinement exercised both by women and men students."

ITEM 4 Co-educational School Opened in Mita - Jiji Shimpo - 26 Mar 47. Translator: A. Kawamura(DD)

Full Translation:

As previously reported, the new 6-3 national educational program is scheduled to be put into practice from April. In this connection, the Keio University is reported to be opening a co-educational middle school of a three-year system. The new school system was worked out to realize the university founder Professor FUZAWA's lofty ideal on national education - that education must be imparted on the basis of equal opportunity for both men and women.

It is reported that the drafting of this new system has recently been completed by the university's Revisory Committee which has hitherto been studying it with due consideration.

The number of students to be admitted in the new term is said to be 100 boys and girls respectively, and they will take lessons in the common educational school-building of the university at MITA.

Mr. IMAMIYA, present master of the commercial department of the university, will be appointed the first principal of the new school. Thus, from April, many girl students, will be seen there.

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

Co-Education Survey Conducted; Drastic Changes Now Are Opposed

Nippon Times Obtains Views of Educators and Parents; Cross-Section of Views Is Presented

721.21

By TSUGI SHIRAISHI

(This is the first of a series of interviews by Miss Shiraishi on co-education. Those questioned were Hisashi Kuranaga, principal of Aoyama Girls' High School attached to Aoyama Gakuin, a Christian institution at Aoyama, Akasaka ward; Juro Furuta, principal of the newly-established Junior High School (also attached to Aoyama Gakuin) for boys and girls; Miss Aiko Hoshino, president of Tsuda Women's College at Kitatama-gun; Yasutaro Sato, principal of the elementary school department attached to the Boys' Higher Normal School; Ryozo Niizeki, principal of Urawa Higher School; Mrs. Fumiko Asano, wife of Hachiro Asano, former president of the Asano Tube Co.; and Mrs. Egi, wife of Mr. Tasuku Egi, an architect.)

Opinions on co-education are divided at Aoyama Gakuin. Some favor an overall adoption of co-education for the junior and senior high schools as well as the college department, while the others object to co-education for practical reasons which must be considered under the present social conditions. Taking a middle course, however, co-education has been adopted for the first grade of the new Junior High School while the Boys' Middle School and the Girls' High School remain in operation without change.

Mr. Kuranaga, principal of the Aoyama Girls' High School, objects to drastic changes in the system. He favors the adoption of co-education as a principle, but disfavors introducing it into his school because the institution lacks facilities which will enable co-eds to engage in extra-curricula activities. "Some people are apt to think co-education means that boys and girls sit side by side in classrooms, but unless schools are able to provide wholesome recreational opportunities boy-girl relations will deteriorate, thus resulting in the failure of co-education, he added.

Before co-education is adopted, Japanese boys must be taught proper social etiquette, particularly manners toward girls," he continued. Some boys have expressed their desire to have the two departments merged, but in most cases these boys were found to be sex-crazy. In order to adjust the boy-girl relations along democratic lines so they will be able to associate freely and naturally, Mr. Kuranaga said, he was planning to organize an alumni club from the men's and women's col-

(Continued on Page 2)

Survey Conducted On Co-Education

721.21

(Continued from Page 1)

lege departments. This group, the first of its kind, can meet either at his home or at the home of one of its members.

Teachers Are Unfit

Furthermore, teachers who have never studied at co-educational institutions are not fit to give proper guidance to boys and girls in their subtle relationship. As it is impossible to train again all the teachers overnight, Mr. Kuranaga objects to the adoption of co-education under the present conditions. However, when all conditions necessary for co-education are prepared, he said he would whole-heartedly support the system.

On the other hand, Mr. Furuta, who heads the new Aoyama Junior High School which has admitted about an equal number of boys and girls to its first grade, is an ardent supporter of co-education. He deplores the fact that co-education was so belatedly introduced into Japan. He said it would work out successfully though it may be an expensive experiment. However, in order to make it a success, he stressed that the cooperation of teachers and parents is indispensable.

"In Japan education has been regarded as something unrelated to actual life whereas it should be a part of life itself and that is one of the major reasons why education hasn't been successful in moulding the individual personality," Mr. Furuta opined. "While boys and girls are brought up together at home, it is unnatural that they should be separated at school and that unnatural educational method has intensified the curiosity of the opposite sex." "Study while living—must be the new education motto," he added.

Questioned what his plans are for adjusting boy-girl relations to the new situation, Mr. Furuta said he hopes to use the hours allowed for optional subjects for social education purposes by organizing study or discussion groups or giving encouragement to students to participate in recreational activities. "While studying, students must learn to live as independent social beings whose existence is made possible through cooperation with others," he added.

In consideration of the important role to be played by teachers, Mr. Furuta stated that he has plans to organize teachers groups which will study or discuss boy-girl relations under the guidance of American teachers who are experienced in handling such problems espesially among teen-age students. "Teachers' duties are not limited to helping students achieve scholastic accomplishments," Mr. Furuta stated, "but the success of building personalities depends on teachers."

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NIPPON TIMES MAR 2 1947

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

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Reeducation Plans For Women Debated

American Association of University Women Holds Reorganization Meeting

The AAUW (American Association of University Women) was held at the Toto Restaurant, Hibiya, Tokyo, at 2 p.m. Saturday mainly for the purpose of reorganizing the association and also to discuss the reeducation of Japanee women.

Over 40 American university graduates attended the meeting including Mrs. Aiko Hoshino, president of Tsuda College, Dr. Kameyo Sadokata, authority on children's diseases and lieutenant Ethel Weed. Miss Lulu Holms and some 10 others of CI&E, SCAP.

It being the first meeting after the war's end, greetings were cheerfully exchanged amid lively conversations till the meeting started at 2:30 p.m. with Mrs. Kaoru Matsuyama in the chair. After each member introduced herself, the nominating committee was chosen for the task of selecting candidates for the executive committee.

Immediately following the business meeting, a discussion took place on the education of Japanese women. Miss Holms first delivered an address exhorting the members to make utmost efforts to utilize the opportunities given to Japanese women and told how some of the educated women in Boston got together some 65 years ago to acquire equal opportunities for women.

In the course of the discussion, opinions were expressed on whether women's colleges should be promoted to the status of universities or whether they should be a preparatory course to men's universities. The co-ed problem was also taken up. Opinions were voiced on the renovation of the Japanese educational structure, divjding the school years into four stages, the first six years for elementary education, the following three years as a junior high school course, another three years as a senior high school course and the last four years for university education, as was recommended by the American Education Mission. Also the necessity of setting up credits for women's colleges, teachers' training, and establishment of a Japanese association of college women corresponding to the AAUW were discussed. Suggestions were made as to raising scholarship funds to help brilliant students financially so that they will be able to continue their academic work.

With the discussion over, the election of the executives took place and Miss Taki Fujita of Tsuda College was elected president; Mrs. Teruko Tanaka who was formerly the president, vice-president; Mrs. Yoko Matsuoka who is a rising young critic, recording secretary; Miss Tsugi Shiraishi of the Nippon Times, corresponding secretary; Mrs. Mitsuko Matsushita of Tsuda College and Mrs. Matsumiya, treasurers.

In order to start studies on specific subjects which require urgent consideration today, two committees were organized, one to study the new educational system recommended by the Education Mission including the girls' high school curricula and the other to start preparations to organize a group of Japanese college graduates.

As it was the first meeting after four years, much time was taken for settling business matters and no definite decisions were reached as to the re-education of women. The meeting adjurned at 5 p.m.

NIPPON TIMES NOV 15 1946

Higher School Heads Moot Co-Education

No Decision Is Reached by Principals at Meeting in Education Ministry

A heated discussion of the advantages and disadvantages of co-education in "Koto Gakko" (higher school) marked the conference of principals of higher schools held at the Education Ministry Wednesday, 3, reported Kyodo.

The "Koo Gakko" is for students roughly between 19 and 22 years old. The group at once was found sharply divided on the issue which has been before the Japanese education world for some time, and the result was that they are to give further study to the question and present their findings to the Education Ministry authorities in time for them to decide the matter within the year.

The meeting was called to consider besides the question of co-education the state of higher school education by the new teaching method which was introduced in September last year, the question of welfare facilities including the dormitories, the progress of the plan for the admission of students repatriated from overseas and the re-admission of students discharged from the fighting forces, and the question of entrance examination next year.

The proceedings opened with reports by the principals present on conditions in their respective schools.

Then the question of co-education came up. In the discussion some principals strongly held that the the higher schools should be thrown open to students of the other sex as well. Others, in equal strength, argued that it was premature to introduce co-education and pointed to the special nature of higher schools in Japan to support their stand.

When they saw that the discussion would get to nowhere, the conferees decided that the whole matter should further be studied by the faculties of their respective schools and that they should report their final attitude toward the quesion to the Education Ministry as early as possible.

It was revealed during the debate on the question of co-education that it is the policy of the Education Ministry to take full account of the views of the various schools as well as the sentiment of the Education Reform Commission in deciding for once the question of whether there should be education of students of both sexes at the higher schools.

Will Admit Women To Higher Schools

Regulations Are Revised For Coming School Year

The regulations concerning higher schools have been so revised as to admit the graduates of secondary girls schools from the coming school year, it was announced by the Education Ministry on February 15.

Because of the lack of facilities and other reasons, however, the admission of women students the year will be limited to the prefectural higher schools of Yamagata, Niigata, Shizuoka, Toyama, Yamaguchi, Matsue, Saga, Fukuoka, and a few others.

FEB 18 1947 MAINICHI

Co-education System Adopted

Nine higher schools throughout the country have decided to introduce a co-education system effective April. The schools are Yamagata, Niigata, Shizuoka, Toyama, Yamaguchi, Matsue, Saga, Fukuoka and Kumamoto (the Fifth) Higher Schools, said Jiji Press.

NIPPON TIMES FEB 22 1947

Catholic Mission Schools Oppose Coeducation

MOJI, Apr. 27.—With the advent of the new school term, the propriety of adopting coeducation in secondary schools is being questioned by 12 catholic mission schools, such as the Taisei middle school and the Futaba girls' high school in Fukuoka and the Kamibayashi girls' high school in Kumamoto, owned and operated by various catholic organizations in Kyushu.

The reasons for their objection against the adoption of coeducation are that (1) the adoption of coeducation will breed trouble since both the boy and the girl students are physically and mentally immatured (2) relatives of students are adamantly against its adoption, and (3) facilities are incomplete for adoption of coeducational system.

MAINICHI APR 28 1947

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

CO-EDUCATION SURVEY CONDUCTED

(Continued from Yesterday)

Tsuda College, exclusive for women students, is not expected to admit men students even when the institution has been elevated to the status of a university, stated Miss Hoshino, President of the college. Miss Hoshino, a famed Christian educator favors co-education wholeheartedly, but as the institution has no facilities to accommodate male students, she said that just for convenience sake she would keep it exclusive for female students. Furthermore, "as the number of higher educational institutions are limited for women, it is unfair for woman's college to accept male students and thus deprive women of what little opportunities they have for higher education," Miss Hoshino added.

The president thinks it would be rather interesting to have some colleges exclusively for women even after co-education is widely accepted just as there are some women's colleges in America. However, Miss Hoshino continued, she would like to have some arrangements made so that her students could attend lectures at men's universities because they would be able to benefit from the talks.

Miss Hoshino is an eager advocate of co-education, but she thinks it hardly practical to merge all grades of boys' middle schools and girls high schools for co-educational purposes. She pointed out that such drastic changes would bring about difficulties particularly in boy-girl relations as boys and girls in Japan are not accustomed to associate freely as in Western countries. Furthermore, she added, teachers are not trained for the kind of job they must handle if co-education is introduced to all grades. Gradual adoption of co-education starting from elementary schools would be the most natural and safest way, she opined.

At the same time Miss Hoshino is of a different opinion from those who favor co-education for elementary schools, separate institutions for junior and senior high schools and again co-education in colleges and universities because such arrangements seem too mechanical and unnatural.

Questioned if she has any plans in which her students and their boy friends can participate, Miss Hoshino replied that as Tsuda College does not expect to admit male students even in the future, no such activities are planned. However, the students themselves have organized mixed groups mostly at the initiative of male students of various universities while some girls have joined church choirs and dramatic groups sponsored by men.

Men seem more eager to associate with girls or they always take the initiative, Miss Hoshino stated. On Sundays it is very common to see her students taking walks in the nearby grove with their boy friends. The president does not object to her students associating freely with men, but she hopes that "they will associate within the bounds of school regulations." "Some students, who apparently misunderstand freedom, think they are free to do whatever they please and think that their freedom has been molested if they are told to abide by the regulations," Miss Hoshino said. There are a few girls who are "boy-crazy," but most students would rather devote more time for school than for boy friends.

Boys should be taught etiquette before they are permitted to associate with girls, Miss Hoshino said emphatically. Boys take the initiative but they do not know how to treat girls, she added. Japanese men in general must learn manners while women should not be intoxicated without discretion in the newly-won freedom, she opined.

Favors Co-education

"I am glad that co-education is to be continued after the completion of the first six grades because I firmly believe in the success of co-education for all grades," remarked Mr. Sato, head of the primary school attached to the Men's Higher Normal School at Otsuka. Since 1875 co-education has been successfully experimented at this school where one class is for boys and girls and two for boys exclusively. Mr. Sato said "the experiment has testified that it is much easier for teachers to teach a mixed class because the pupils usually behave better while the boys in the other two classes often become rough and rude."

Queried if he favored the adoption of co-education to senior high schools and universities, Mr. Sato opined that in order to achieve the real purpose of education which is to help children become social-minded, co-education must be adopted in all educational institutions. Men and women cooperate to form a wholesome society and therefore, in schools which are part of the social life boys and girls must learn to cooperate." If boys and girls become accustomed to study and play together from the first grade of elementary school through university, their moral sense will be cultivated and such moral problems as some people anticipate will not occur," the principal stated.

(To Be Concluded)

NIPPON TIMES MAY 3 1947

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

721.21

Most Girls Are for Co-Education But Boys Express Misgivings

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The girls were overwhelmingly in favor of co-education. But some of the boys had grave misgivings. A khaki-clad youngster said he thought it might not be so bad if girls wouldn't talk so much. A small girl, in a white blouse, said that she was in favor of co-education if her boy classmates would not tease her. So a vote was taken and it showed the girls to be unanimously for and the boys about equally divided on the question of co-education.

This transpired in a novel undertaking conducted by the Tokyo Broadcasting station in an open-air broadcast. A group of boys and girls who had come to attend the Festival of Children in the Street, an event in celebration of the enforcement of the new Constitution, in Hibiya Park Sunday, were brought before the microphone.

Besides co-education, the youngsters expressed their views on such topics as strikes, food and politics.

A second-year middle school student, speaking on strikes said: "There is a time when a strike is inevitable. Generally, however, it is good to avoid one.

The subject of the next speaker, a second-year middle school student, was that of adults. He said: "I want grown-up persons to refrain from using tobacco or sake."

At this the assembly laughed heartily.

The next person who stood before the recording machine was a small girl dressed in red. Asked what she expected from the Yoshida Cabinet, she said:

"It tells all sorts of lies and is no good. Is it not true that it does not distribute rice?"

A six-year-old elementary school boy, speaking of parents, said that it was his desire that they do not become angry of their children about small things.

Here the boys and girls were asked to say what they liked to eat. One said "bananas," another "sweet jelly beans," the third "chestnut-jam buns," and the fourth "rice."

NIPPON TIMES MAY 6 1947

News Gleanings

SCHOOL BOYS IN TOKYO IN DILEMMA AS GIRLS ASSERT FULL RIGHTS UNDER CONSTITUTION

Equal rights granted Japanese women under the new Constitution pose many problems for both sexes.

Even in primary school, a problem rears its ugly head.

Fifth-grader Jun Nishikawa of a Suginami grammar school opposed co-education on a JOAK "Man in The Street" program.

"I am definitely opposed to co-education. The girls at my school are busybodies and interfere with our recreation" said Jun.

The little schoolboy explained that the girls even wanted to play baseball with the boys, saying that they were entitled to equal rights.

When the girls were told that there were only nine players on the baseball team, the girls reported to the teachers that the boys would not permit them to play baseball and ran off with the baseball. As a result, Jun explained: "Now the girls play baseball while the boys content themselves by bouncing a rubber ball."

The irate youngster further continued: "On our self-government committee, the girls talk too much and if we so much as make a protest, the girls turn upon us and beat us up." When the boys complain to the teachers, the boys are told to leave the girls alone.

"Yes, I am definitely opposed to co-education, particularly in our school" Jun declared.

NIPPON TIMES MAY 13 1947

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

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SOCIAL SERIES: 1639 (Continued)

ITEM 7 (Continued)

on sex problems; but, on the whole, little progress has been made in sex education, because the teachers themselves still feel hesitant about the subject.

[illegible] of students towards coeducation has softened recently, and they themselves are trying to work out, a pleasant, co-operative atmosphere.

2. The teachers often conducts surveys upon the opinions of students on coeducation.

3. The majority of students are for coeducation of late, and girl students understand coeducation better than boy students.

4. One of the two most important problems which each school is facing at present, is the problem of antagonism between the parents and the school authorities, and the establishment of a wholesome environment in the execution of coeducation.

Some parents who lack understanding have a tendency to dislike coeducation and compel their sons or daughters to change from one school to another where coeducation is not executed. In such cases, the students are placed in a dilemma over their preference between home and school.

In order to work out a pleasant atmosphere of coeducation, the teachers plan picnics, sketching tours, shell-gathering excursions, and similar activities.

5. In some middle-schools specialists are invited to give lectures

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CHOSUN CHRISTIAN COLLEGE GOES CO-EDUCATIONAL

HEADQUARTERS XXIV CORPS, SEOUL, KOREA--As a direct result of a large number of appeals from Korean girls of college age, Chosun Christian College, one of the oldest universities in Korea, will accept female students for the first time this fall semester.

It is the first private institution of higher education in Korea to admit women students on the same scholastic level as men.

Last year a number of of applications for entrance were received from girls who had completed their middle school (high school) training and who desired to enter the university's Liberal Arts College. Although nothing was done about them in 1946, the faculty, meeting with the management committee, decided that 1947 would be the year for the "experiment" of mixing Korean men and women in their college classes.

The women must meet the same entrance qualifications as men, will have the same professors and will attend the same classes.

It is expected that between 20 and 50 girls will be accepted for the first co-educational semester.

PRESS RELEASE - AFPAC AUG 28 1947

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

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Readers' Forum

On Coeducation

721.1.10

To the Editor:

Sir:—One of the most remarkable changes in the field of education in new Japan is coeducation in secondary schools.

As a teacher of a new junior high school that has actually practised coeducation for the first time, I want to say something from my experience.

The traditional Oriental morals (including Japan) have closed eyes to the boys-and-girls problem, and school teachers left its solution in the hands of the general public.

They tried to keep boys and girls as far apart as possible, and give them the least possible opportunities, thus trying to prevent undesirable troubles between them.

But now the table is turned. Youth has been awakened to their rights, demands and responsibility. We should give them good guidance for their true happiness.

The other day in my class, I gave my pupils an opportunity for free discussion on "the reopening of foreign trade." On that occasion a girl was elected chairman, and she wonderfully did her role.

Mutual respect and cooperation are ideals of the relation not only between boys and girls, but also among adults.

KEIZO MITSUZUMI
Ikuei High School,
Nara City.

MAINICHI AUG 29 1947

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

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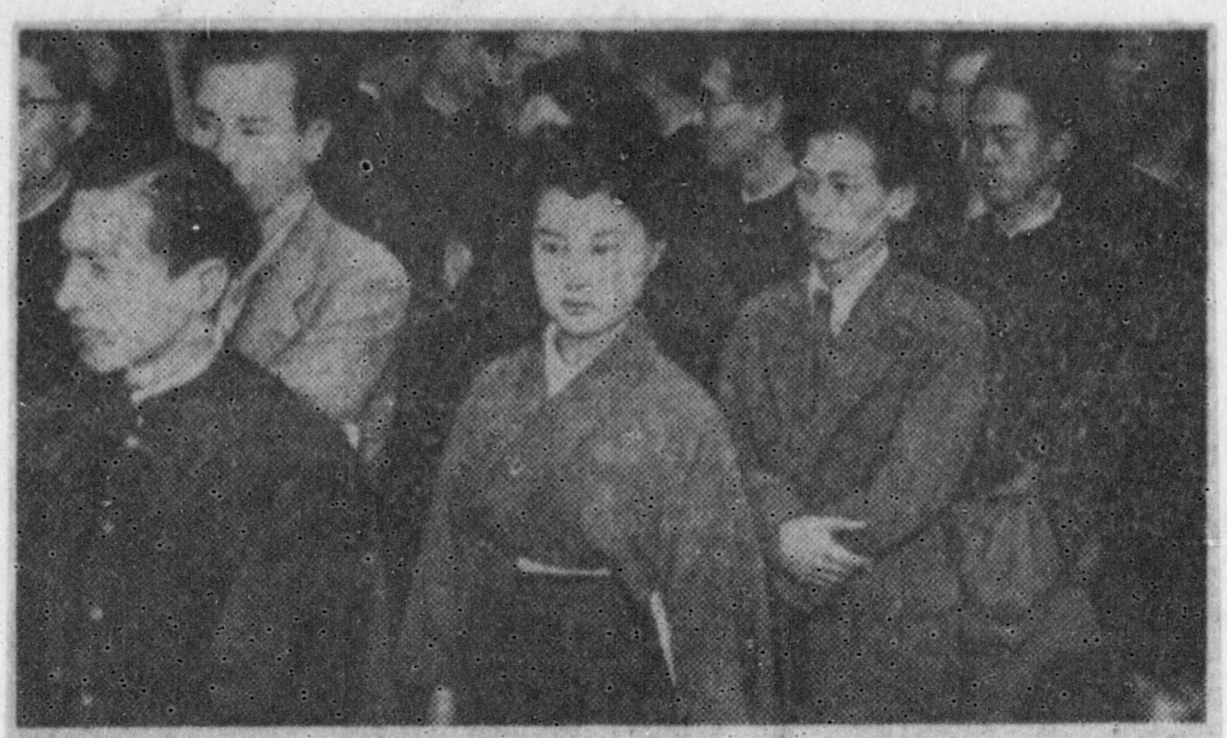

1st Coed Graduates Keio University

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Sun-Acme

TOKYO, Oct. 5.—Following the unveiling of a new portrait of Yukichi Fukuzawa, founder of the school, here today, marking the school's 90th anniversary, commencement exercises were held at Keio University.

Among the 1,014 students graduating from the literature, law, economics, and other departments was Keio University's first woman graduate.

She was Tomiko Kawazu (shown above), 23, graduate of the literature department, majoring in history.

MAINICHI OCT 8 1947

721.21

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

72/.2/

Higher Education Need For Women Stressed

Bigger Univ. Attendance Hoped By Miss Holmes

GHQ, FEC, PIO, Apr. 28.—One of the greatest problems yet to be solved in Japan is the buildings of a public opinion to support "the right and necessity of women to have university education in this country," Dr. Lulu Holmes, SCAP's women's education adviser, declared before her departure for China, India and the United States.

She left by plane this morning to visit Chinese and Indian universities and colleges.

On July 1 she will return to her position as dean of women at Washington State College, Pullman, Wash., from which she has been on leave of absence since July, 1946.

"Women in Japan need higher education because of the increased responsibilities of citizenship, the opportunities to hold public office, and the new professional callings," Dr. Holmes pointed out.

A teacher at Kobe Women's College from 1934-1935, Dr. Holmes predicted that the new women's uni-

(Continued On Page 2)

Higher Education Need

(Continued From Page 1)

versities in Japan will develop along the lines of U.S. liberal arts colleges. They would offer specialized training in addition to general education courses, and provide an entirely new type of institution for Japan, she said.

She reported that during the past year, five women's universities have been recognized as regular four-year universities within the framework of the 6-3-3-4 education reform plan. They have the same standards as men's universities.

"While I expect the majority of women taking college training will go to women's universities for some years to come, I hope also that the number of women in men's universities will increase to the point where they may really be called co-educational," Dr. Holmes said.

Miss Luanna Bowles, adviser on secondary education in SCAP's Civil Information and Education Section, is accompanying Dr. Holmes on the tour of China and India. She will return to Tokyo June 8.

MAINICHI APR 29 1948

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

ITEM 6 Future of Coeducation Bright, Survey Reveals - Mainichi - 1 Aug 48.
Translator: M. Hirasawa. (WM)

Summary:

The following report on coeducation is the second one on results of public opinion survey conducted among 8,000 persons connected with junior high schools on 1 May. The first report had been on the operation of the six-three system, and extension of the age limit for compulsory education.

Almost all government and public schools are enforcing coeducation, and most persons connected with education support it. The opposing voice is strong in private schools, but many of them are advocators of moderation, so the future of coeducation is bright.

Five methods of education are involved in the coeducation problem: (a) boys and girls study the same subjects in the same rooms; (b) they occupy the same rooms but study different subjects; (c) they occupy different rooms in the same building; (d) they occupy different buildings in the same school; and (e) boys and girls attend entirely separate schools.

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

SOCIAL SERIES: 2265 (Continued)

ITEM 6 (Continued)

In the survey, persons were asked the method actually being applied and what they considered the best method.

Chart 1: Coeducation or Separate Schools
(Actual conditions)

	Teachers only	Public School	Private School	Cities	Countries
Same classroom Same subject	77.9	83.3	10.9	71.1	83.2
Same classroom Different subject	1.3	1.2	2.2	1.1	1.3
Same building Separate classrooms	5.5	5.7	3.6	5.0	6.0
Same school Separate buildings	2.2	2.0	4.3	1.7	2.5
Different schools	7.0	2.1	68.2	14.6	1.2
Don't know	0.5	0.2	4.3	0.9	0.2
Recently opened, undecided	0.3	0.2	0.7	0.5	0.1
No answer	5.3	5.3	5.8	5.1	5.5
Total	100.0	100.0	100.0	100.0	100.0

The general trends of public and private schools were revealed by answers to the first question, "Which method is being used by your school at present?" Replies by principals, teachers, PTA presidents, and parents from the same schools differed, so those of teachers were taken as being most reliable. It was discovered that close to 80 percent of all junior high schools have adopted coeducation, with more than 80 percent of the public schools observing the Education Ministry's policy to adopt it, and only two percent having separate schools, while close to 70 percent of the private schools have separate schools and only one percent, coeducation.

Chart 2: Pros and Cons on Coeducation

	Principal	Teacher	PTA President	Parents	City, Town, Village Heads
Same classroom Same subject	78.9	68.3	60.2	51.3	54.3
Same classroom Different subject	0.8	1.6	2.9	2.6	2.1
Same building Separate classrooms	12.0	19.1	21.7	22.1	30.1
Same school Separate buildings	1.1	1.4	3.7	5.6	5.1
Separate schools	5.1	6.8	6.8	11.4	4.3

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

SOCIAL SERIES: 2265 (Continued)

ITEM 6 (Continued)

Don't know	0.1	0.8	1.8	3.5	1.5
No answer	2.0	2.0	2.9	3.5	2.6
Total	100.0	100.0	100.0	100.0	100.0

Chart 3: Pros and Cons on Coeducation
(by Public and Private Schools)

	Parents		PTA Presidents		Principals		Teachers	
	Public	Private	Public	Private	Public	Private	Public	Private
Same classroom	53.3	29.2	62.2	27.5	83.3	21.2	72.1	21.7
Same subject	2.5	3.0	3.1	--	0.9	--	1.6	1.4
Same classroom	23.0	10.9	22.3	12.5	12.3	7.6	20.1	6.5
Different subject	5.3	9.4	3.4	7.5	0.2	12.1	1.0	7.3
Same building	8.8	41.1	4.1	50.0	1.3	56.1	2.7	57.3
Separate classrooms	3.7	2.0	1.9	--	0.1	--	0.5	3.6
Same school/	3.4	4.4	3.0	2.5	1.0	3.0	2.0	2.2
Separate buildings	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Separate schools								
Don't know								
No answer								
Total								

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

SOCIAL SERIES: 2265 (Continued)

ITEM 6 (Continued)

On the second question, "Which method do you think is most appropriate for your school, and why?" coeducation is overwhelmingly popular, both in theory and practice. By groups, principals lead the list of those favoring it, followed by teachers, PTA presidents, and parents, but on separate schools, the order is reversed, with parents at the top of the list. As indicated in the first question, public schools favor coeducation, and private schools, separate institutions. By districts, almost no schools in rural areas favor separate schools, but in cities 16.3 percent of the parents do so, followed by many votes from other groups.

More country than city schools favor coeducation, and by age, the younger people uphold coeducation, and the elders, separate schools.

Three reasons were asked of each person and an agregate total of 6,700 answers were received, which were divided into more than 20 categories.

Replies reveal an inherent clash between coeducation and separate schools, but many give moderation as their reason, saying that judging from Japanese custom the time is not yet ripe for coeducation, while others mention school facilities. Thus with the passage of time and greater economic reconstruction, these persons will join the coeducation group. Among the reasons given by coeducation advocates are equality of the sexes, enhancement of girls' scholastic ability, understanding and co-operation between boys and girls, and gradual acquisition of sex education. Principals, PTA presidents, parents, and city, town and village heads mention equality of the sexes, and teachers, understanding and co-operation. Many supporting separate schools gave the time element as their reason, while others mention differenece in ability between boys and girls, and inability to develop special personalities. This group also holds that disciplinary problems easily arise in coeducation of young boys and girls. Others point out the lack of special classrooms and washroom facilities. The time element is first among principals and teachers, and second among PTA presidents and parents, while the difference in scholastic ability between boys and girls lead among PTA presidents, parents, and city, town and village heads.

Of the 8,000 persons questioned, there were 1,000 principals, 1,000 PTA presidents and 1,000 community heads, 2,000 teachers, and 3,000 parents. The number of community heads selected in the prefecture was determined by the number of such communities, and the number of principals, teachers, PTA presidents, and parents were based upon the number of pupils in junior high schools. Communities and schools were chosen at random. In each school, two teachers, and three parents of second year pupils were selected at random from name lists.

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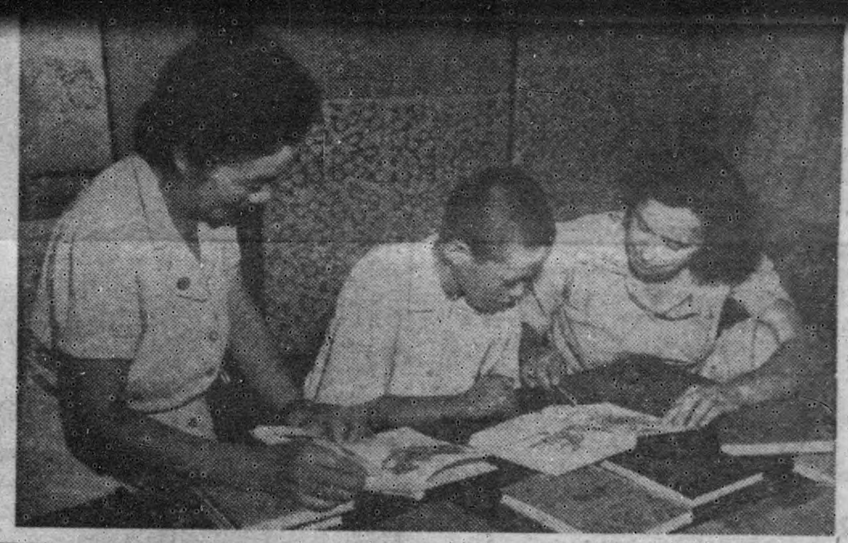
INSTRUCTION BY AMERICAN AND JAPANESE TEACHERS: above, artificial respiration by Clark Popell. Above right, Major O. S. Moreman teaches Red Cross organization. Right, Mrs. Tsuyako Goto teaches a class in international school-album making. Right, below, Mrs. Audrey Bassett explains American fairy-tale books to a Japanese boy. Directly below, Miss Fumei Koizuma, official camp nurse, checks a girl camper's teeth. (Photos by Signal Corps and Red Cross).



CO-ED CAMPS JAPANESE BOYS AND GIRLS LEARN OUTDOORS TOGETHER

By HAZEL SHORE, Staff Writer

LAST week at a village known as Gora in Kanagawa prefecture a small group of Japanese, assisted by an even smaller group of Americans, laid the groundwork for a project which might easily become an important step in the democratization of Japan.

The project . . . Japan's first co-educational summer camp . . . was sponsored by the Japanese Red Cross with the cooperation of SCAP's Public Health and Welfare Section and the American Red Cross. The camps are best described as laboratories for the development of good citizenship.

Approximately 50 teen-age Japanese boys and girls, representing 23 prefectures in northern Japan, registered for the second session at the Japanese Junior Red Cross Training Center. The first session took place in Tamano, Okayama prefecture, early in July. At that time 55 boys and girls represented the prefectures of southern Japan.

The American staff at both camps included Audrey Bassett, American Red Cross consultant to the Japanese Red Cross; Maj. O. S. Moreman, Jr., executive branch, Civil Information and Education Section, GHQ; Clark Poppell, assistant director First Aid and Water Safety, American Red Cross; Don Typer, director of Youth Organizations, Civilian Information and Education Section, GHQ, and Margaret James, American Red Cross administrative secretary.

The all-volunteer Japanese staff was composed of Shioko Hayashi and Kimiko Kiishi, nursing section; Shunsuke Honjo, Junior Red Cross section; Mrs. Tsuyako Goto, member of the faculty of the Shoei Girls High School; Motoko Shiroyama, Japanese Red Cross; Hamako Osawa, Nippon Joshi-dai; Heichi Takata, Akasaka Middle School; Kazuo Kashiwagi, supervisor, Yokohama schools; Eiichi Komori, Japanese Red Cross safety services; Mrs. Sachiko Hashimoto, Mrs. Midori Hirano and Miss Kimi Tamura, interpreters; Shuji Taguchi, in charge of the production of a documentary film; Hiroyuki Furuta, Public Information chief, Japanese Red Cross; and Fumie Koizuma, a nurse from the Yokohama Red Cross Hospital.

Like American summer camps, the day begins at 6:30 a.m. with inspection of quarters, breakfast, and selection of the officer-of-the-day. Schedule for the remainder of the day includes classes in civics, first aid, swimming and water safety, crafts, Junior Red Cross organization, nursing, nutrition and international correspondence. Community projects such as the study of municipal government and recreation periods given to types of recreation suggested by the students complete the day's program. Election of the chief for the day gives the youngsters an opportunity to practice parliamentry procedure and permitting the boys and girls to select their own recreation for the evening develops initiative and ingenuity. Last week the recreational programs were given to movies, camp fires, stunt nights and games.

Each student wears an identification tag in Japanese and English and despite the fact that they are meeting for the first time, the boys and girls are friendly, cooperative and enthusiastic.

The Gora group was billeted at Keifu Kaikan and each student brought his own rice ration. Canned goods, oleomargarine, chocolate and other supplies were provided by Licensed Agencies for the Relief of Asia. With these supplies the camp dietician, Mrs. Fumiko Kobayashi, has been able to accomplish results which might well serve as examples for United Nations. A graduate of Columbia University, Mrs. Kobayashi states quite frankly that she "learned everything she knows about food from the Americans." With the same LARA supplies she serves Japanese meals, Chinese dinners, American specialties and Hungarian dishes. America's favorite chocolate-milk has replaced the traditional oriental tea on the camp menu and surprisingly enough, the studenst prefer it. After the July camp, Mrs. Kobayashi said, the boys and girls returned home and taught their mothers how to cook American fashion with Japanese rations.

To help finance the co-educational camps the American Red Cross donated 400,000 yen. Remainder of the expenses were paid by the Japanese Red Cross with headquarters being responsible for 65 per cent and the chapters paying 35 per cent. Pencils and office supplies were contributed by the American Junior Red Cross.

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STARS & STRIPES

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

ITEM 17 Co-education (Sub-editorial) - Asahi - 22 Nov 48. Translator: T. Horikawa. (MJF)

Summary:

Although seven months have passed since the co-educational system was put into effect, its propriety still becomes the subject of discussion from time to time. A recent survey on this problem conducted by the education section of the NARA Prefectural Government revealed that out of the 107 parents who were interviewed, 48.6% favored co-education while 51.4% opposed it; out of the equal number of students 53.2% were in favor of it while 46.8% opposed it. It is interesting to note that more parents oppose co-education than students. Even though this survey does not represent the whole picture, it may safely be contended that generally speaking, the ayes and the nays are equally divided.

Some extremely moralistic school authorities have ruled that male and female students should talk with each other only across a desk. Their caution is understandable since parents are very anxious about "decency". However, ideologically, such a practice is virtually the same as the archaic principle, "After seven years of age boys and girls should not sit together." Many people fear that feminine virtues will be lost through the crude language and manners which co-education brings about.

Our chief concern is the difference in scholastic achievement between both sexes. Should cramming for entrance examinations to universities be restored, as is likely to start from this year, girl students would be overburdened. The intellectual rift between the two sexes would thus be widened.

Another concern is that girls will become more argumentative, thereby embarrassing their mothers. It will be a long time before Japanese mothers will tolerate daughters who will not help at home, even though they may study diligently.

There are various other practical inconveniences in co-education. Nevertheless, we must realize that it is no fault of the system itself, but that we are not yet accustomed to it.

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Nearly 1 Year Of Coeducation Here: Answers To High School Poll Studied

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By Hiroshi Fujimoto, Staff Writer

NEARLY one year has already passed since coeducation was officially adopted in Japan in April 1948.

Coeducation was adopted by schools in three different ways at first:

1 Influx of girl students into boys' high school with the principal retaining his post.

2 Influx of boy students into girls' high school with the principal retaining his post.

3 Boys and girls entering a new high school with a newly-appointed principal.

Of the above three examples, the first has shown the best result followed by the second and third in the order mentioned.

In the first case, girl students who entered a boys' school have been gentle and there was little trouble.

In the second, boy students who were transferred to a girls' school were not accustomed to the atmosphere of a girls' school or its principal.

In the last case, a newly assigned principal often could not handle teachers and mixed students, resulting in some friction.

At the present time, however, the earlier differences have generally disappeared among these three types of coeducational schools and everything is going on well.

English And Mathematics

As far as the knowledge of girls and boys is concerned, there is a difference between them, especially in English and mathematics. Boy students generally receive 10 per cent better marks than girl students. This is ascribed mainly to the following two factors:

1 Before this system was adopted, there were more boy students than girls who went on from secondary schools to colleges or universities. Accordingly, the boys studied harder than girls.

2 Girls had few chances to enjoy social life and their school days were spent in such domestic science lessons as sewing, cooking.

This tendency, however, has been gradually disappearing after coeducation came into effect since the opportunities are now equal for both girls and boys, and they consciously or unconsciously endeavor to improve each other.

According to a poll conducted by high schools in Osaka, respect for the opposite sex decreased in the case of 59 per cent of the students.

To the question "Is friendship between both sexes being kept well?" 59 per cent showed dissatisfaction.

In reply to another question, 63 per cent keenly felt the need of sex education, while 37 per cent of them remained indifferent.

Evidently Disillusioned

In the case of the first question, many boy students were evidently disillusioned regarding girls. For one thing, the boy students found girl students generally having less knowledge than themselves.

On the other hand, girl students seemed to consider boy students manly and dependable, though some expressed dissatisfaction with the boy students' attitude.

In their friendship, both boys and girls expressed their wish to meet each other on the sly but to meet and enjoy each other's company honestly with the permission of teachers or parents.

They stressed that parents should avoid feudalistic thought and try to understand what young people want to do.

All things considered, despite the fears expressed by some people, coeducation has achieved good results during its first year.

The percentage of answers to the abovementioned poll follows:

1. How do you feel toward the opposite sex?

Respect	22%
Disrespect	59%
Indifference	19%

2. Is friendship between both sexes being kept well?

Yes	21%
No	59%
To be indifferent	20%

3. Do parents understand coeducation?

Yes	48%
Yes a little	49%
No	3%

4. Is sex education indispensable?

Yes	63%
No	37%

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Girls Oppose Co-Education

Out of a total of 304 girl students attending the co-educational Adachi High School in Fukushima, 107 were absent from classes Friday. The girls said they didn't like studying with the boys and had asked for a separate girl's high school.

NIPPON TIMES APR 30 1950

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High Schools Go Co-Ed

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All the junior high schools in Japan, except for only 49 schools, have adopted the co-education system as of the end of last September, according to a recent Education Ministry survey. The junior high schools adopting the system numbered 11,958 schools.

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NIPPON TIMES

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Olive Hoyte Honored

Asahi Shimbun-Nippon Times

Miss Olive S. Hoyte, honorary principal of the Shinonome High School in Matsuyama City, Shikoku, visited the Empress at the Imperial Palace at 10:30 a.m. Tuesday upon her leaving Japan. The Empress expressed appreciation for the efforts of Miss Hoyte for Japanese female education over the past 48 years. She was presented with the Fourth Order of the Sacred Treasure on Tuesday from the Japanese Government.

OCT 25 1950
NIPPON TIMES

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

BOOKS

KYOIKU SANJUNEN (Thirty Years of Educational Work) by Motoko Hani. Published by the Fujin-no-Tomo Sha. 365 pp. Price ¥280

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Thirty years ago Mrs. Motoko Hani broke new ground in the Japanese educational field by founding a school called Jiyu Gakuen (Freedom School) according to her own idea of education. It was a very small affair at the beginning with only 25 girl students, but now it has grown into a big institution with its own collegiate course as well as its primary and high school courses.

In "Kyoiku Sanjunen" (Thirty Years of Educational Work) Mrs. Hani tells the reader what prompted her, novice as she was in the educational line, to try her hand at educational work, how her undertaking which excited little public attention at first has gradually won wider public recognition and how her efforts are being rewarded.

The book contains a number of essays in which she noted down what she experienced and felt during her long life of devotion to the education of children. In the preface, Mrs. Hani says that her ardent desire from the beginning has been to rid education of cramming and, to this end, to endeavor to make children first understand what is going to be taught them so that they may evince genuine interest in their studies. She has aimed at making the school a second home for its children in the kindly care it takes of them and making it the best of all communities in existence.

The Jiyu Gakuen was founded in the spring of 1921 as a middle-grade school for girls with a seven-year course of study. The girls were mostly the children of regular subscribers to the "Fujin no Tomo" (Women's Friend), a monthly magazine which Mr. and Mrs. Hani had been editing for eight years.

The first thing he did on opening her school was to divide her 26 students into five "families" and to train them to operate this small community of five "families" with interest. Then, at the suggestion of some students, which met with the approval of all, the Jiyu Gakuen decided not to employ any servants, all menial work to be done by the students themselves. Besides, by way of making the school life as home-like as possible, it was further decided that teachers and students should take turns in preparing the school lunch.

The Jiyu Gakuen produced its first graduates in April, 1928, and most of these graduates banded together to form a cooperative society as one community in the sense their alma mater is. Most of the graduates of the following year formed a settlement in a farm village near the school. In his way, those graduating from the institution each year are, as far as their family circumstances permit, working together to do what they can for the public interest.

Mrs. Hani has a strong faith in Christianity, and, according to her, this religious belief moved her to establish the Jiyu Gakuen. Her conviction is that a religious spirit is essential to true human education. She did not force Christianity on her pupils, for her school, as its name, Jiyu Gakuen (Freedom School), signifies and respects the freedom of individuals in all things—speech, thought, faith. It was not until pupils became religiously awakened that the morning service was introduced.

Mrs. Hani does not believe in coeducation. As they attain an age when they are conscious of their sex, she says, boys and girls develop tastes and abilities which are sexually clearly distinctive. The environment of life and the subjects of study which the school affords such boys and girls must, therefore, be necessarily different. At the same time, she believes, it is necessary to try to create or utilize opportunities to bring each of the sexes in frequent contact with the characteristic merits of the attainments and the way of life of the other so that they may gain a genuine regard for each other and that they may cooperate usefully.

The motto Mrs. Hani chose for the children of her school is "To see well, to hear well and to do well." And she takes every occasion to stamp on juvenile minds the need of seeing and hearing anything attentively and doing anything with a will.

DEC 27 1950
NIPPON TIMES

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