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EIGHTH ARMY MILITARY GOVERNMENT

ORIENTATION SCHOOL

DUTIES OF THE TEAM CIVIL EDUCATION OFFICER

1. Mission of Civil Education

The mission of civil education is to assist and guide the Japanese in the democratization, reorganization and decentralization of the school system so as to insure that all boys and girls have an equal educational opportunity; to assist and guide youth and adults in the attainment of greater personal, vocational, and civic efficiency; and to exercise surveillance in the fields of religion, arts,

2. Operational Policy

" From the beginning, Occupation policy has been based upon the principle that the reform of Japanese society should be accomplished by the Japanese people themselves; that SCAP should not impose a blueprint; and that the function of General Headquarters and the Army of Occupation was not to govern Japan, but to supervise the efforts of the Japanese people to reform themselves and their society. This policy rests upon the belief that within the Japanese people an honest desire exists to build a democratic society capable of directing itself in reconstruction and reform to create a Japan worthy of a position of dignity in the community of nations. That this faith was justified tends to be demonstrated by the reforms effected in Japanese education by the Japanese themselves during the two years and a half since the beginning of the Occupation."

(Education in the New Japan)

them. Any differences of opinion as to meaning should be clarified through channels.

3. Present Civil Education Program

The present civil education program includes: five (required) school inspections per month; spot checks of schools for specific purposes; re-inspection of schools to check on the extent of improvement in noted deficiencies; adult education in various phases; work with youth organizations, Boy Scouts and

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2. Line of Authority

The team's authority for action derives from Eighth Army in the form of "Operational Directives", which are based upon, and interpret SCAP policy. SCAP instructions go to the Japanese in the form of SCAPINS. The Japanese prefectural officials get their instructions from the Ministry of Education (Mombusho) in the form of directives, memoranda, etc. Since these Mombusho releases are considered authoritative by the Japanese, civil education should guard carefully against issuing instructions which appear to be contrary to them. Any differences of opinion as to meaning should be clarified through channels.

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Girl Scouts; establishment of the 6-3-3 system; in-service training of teachers; organization and reorganization of temporary conference groups; and surveillance in the fields of teacher screening and religion.

4. Civil Education Activities

Activities of civil education personnel includes: school inspections, spot-checks; liaison with the education department of prefectural government; conferences with representatives of teachers' unions, principals, local government officials, youth leaders, leaders of women's affairs, etc; interviews with key individuals; participation in various sorts of discussions; lectures on occasion; publicity, in cooperation with civil information section military government team; special investigations; liaison with other sections of the military government team; and making required and special reports to higher headquarters.

5. School Inspections

The school inspection may involve any or all of the following activities;

a. Filling in the school inspection form.

b. Examining the school plant.

c. Visiting classes.

d. Interviewing teachers and pupils.

e. Speaking to the student body.

f. Holding a post-inspection conference of teachers and principal.

g. Making on-the-spot- corrections.

h. Reporting deficiencies to prefectural education officials.

i. Following up to determine the extent of improvement of noted deficiencies and to offer further suggestions for improvement.

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Many teams have adopted the commendable custom of taking along with them on school inspections various Japanese officials, including the village headman and the education chief of the district. Such practice offers a good opportunity to demonstrate the meaning of an inspection and to point out to responsible persons the needs of the schools.

The inspection should be made by the CE officer himself, never by an untrained assistant. It is not difficult to imagine the reaction on the part of Japanese educators when a person with less than a college education and with no teaching experience poses as an expert on education by inspecting one of their schools.

However, assistants might well be employed to spot-check schools for specific purposes, such as the sanitation of lunch rooms, the distribution of window glass, or the distribution of batteries.

6. <u>In-service Training of Teachers</u>

Since one of the paramount weaknesses of the present program of education in Japan is the lack of properly qualified personnel, the in-service training program is rightly placed high on the list of priorities.

This program usually begins, or should have begun, with the formation of a prefecture-wide in-service training committee. It should be organized from the bottom up and should consist of representatives from local teachers unions, local principals' associations, members of the prefectural department, and representatives from the normal schools. The ideal committee might consist of an equal number of teachers, principals, prefectural officials, and normal school personnel.

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The program itself will involve demonstration classes, try-out schools, inter-school visitation for observation, conferences, summer workshops (preferably at the normal schools), study groups on the local, gun, and prefectural levels, and study groups in the local schools. These latter may be on the grade or subject field level.

It is the task of civil education to stimulate, guide and assist. This can be done by the various means enumerated above under "activities". It is wise here to begin with the teachers' unions representatives, since the support of these unions is necessary to the success of the program.

7. School Lunches

A properly administered school lunch program is an objective of the occupation. This demands assistance and guidance on the part of civil education. This program is also of concern to the welfare section of military government teams, and the two sections should work closely together in this field. The Japanese government has issued instructions to the prefectural governors concerning school lunches. The first of these, "Concerning the Encouragement and Treatment of the School Lunch Program" was released 11 December 1946; the second, "Treatment of Canned Goods for the School Lunch", 10 January 1947.

English translations of both were distributed to teams.

This program has not made satisfactory progress. According to a summary made from 230 school inspection reports for the month of June, less than 45% of the primary schools inspected and practically none of the secondary schools ~~has~~ have any sort of school lunch program. But one CE officer reported that the children had gained weight steadily since the introduction of school lunches into the school.

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8. Reorganization of the Secondary Schools.

The school system of Japan is to be reorganized into so-called 6-3-3-4 system, by which is meant an elementary school of six years, a lower secondary or junior high school of three years (grades 7-9), an upper secondary or senior high school comprising grades 10 - 12, and the colleges and universities of four years.

The junior high school was started in 1947-48 with the seventh grade compulsory. This year the eighth grade is compulsory, and next year the ninth grade will become compulsory, completing the compulsory grades. Most of the junior high schools were established in connection with elementary schools, with a separate principal. New junior high school buildings are being rapidly constructed. The objective is a separate building for every lower secondary school.

The new senior high schools (shinsei koto gakko) was created from numerous types of schools - boys middle schools, girls high schools, and the youth schools, which were notoriously militaristic. Many of these schools were private, operated by "juridicial persons" and by religious groups, including Christian denominations. Most of the public high schools were operated by the prefectures. These latter were generally excellent schools, although they were highly selective and attended by a small percentage of the population.

The new high schools are set up on the basis of 85 units for graduation, of which 38 units are required, or core subjects. There are also part-time and night schools established on par with full-time day schools. It is contemplated that most high schools will be of the comprehensive type rather than specialized as heretofore. However, provision is made for elections of

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a vocational or semi-vocational nature, such as agriculture, industry, fishing commercial subjects, etc.

The reorganization was practically completed in April of this year, but there are still many irregularities which militate against equal opportunity for boys and girls, and which give precedents to senior high schools over the lower secondary schools. Also many private schools have not met the minimum requirements of the education law. Under this law every secondary school, whether public or private, must apply to the governor for recognition and charter. This is the provision in the law which caused the trouble with the Korean schools.

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

There is considerable evidence that buildings and teachers are not being economically employed. Redistricting of junior and senior high schools is, in most cases, highly desirable. The creation of co-educational schools from separate boys' and girls' high schools would not only result in greater economies of teachers and buildings, but would also obviate the necessity of considerable traveling by the over-crowded transportation system. It is the common pattern for boys and girls to cross paths on the way to and from schools, sometimes over long distances. In one city, for instance, there is a poor girls'

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high school in the extreme southern part of the city, while in the extreme northern part of the city is located an excellent prefectural boys' high school. That city had planned to build five junior high schools, which it needed. The CE officer called a meeting of the TCG and city officials to discuss the reorganization. It was suggested that the girls' high school be converted as one of the junior high schools and that an addition be made to the boys' high school, which would become co-educational, thus achieving both co-education and eliminating one-half the travel to and from school.

Another CE officer had the prefectural officials make for him a large detailed school-road map of every gun in the prefecture. With these maps he visited the respective guns to discuss the reorganization with those concerned. This plan has resulted in the redistricting of schools in many cases. And the process continues.

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

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9. Adult Education

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

Hatsu Gakus number 63, 156, and 534 set forth the conditions under which night schools and part-time schools are to be organized as a part of the secondary school system. Reports from the field indicate that the number of applicants for night schools far exceeds existing facilities. This is an expected phenomenon, since many youths who eagerly desire an education are compelled to work during the day.

New type parent-teacher associations are rapidly replacing the old school support associations, which were "boss" controlled, and existed ostensibly to raise funds, but were in reality "thought control" organizations. Since the self-appointed leaders of these groups were powerful in their communities it was difficult to start a popular movement in the direction of democratically organized bodies. Some CE officers made the mistake at first of solving the problem by fiat rather than by the more difficult but more effective democratic process. The objective here is democratically organized and democratically operated PTA's which will function much as these groups function in the United States, with which most aspirants for civil education tenure will be familiar.

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

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

Clubs and societies exist in abundance in every community. It has been said that whenever three Japanese get together they organize a club. Many of these have probably been subversive in purpose. The CE officer will receive almost daily requests to meet such clubs and societies. He will soon conclude that he cannot find time for such activities.

10. Youth Groups

There are probably 20,000 youth associations in Japan at present, most of which are floundering about without purpose or program. All of them are obviously subject to subversive leadership. Civil Education personnel can do much to direct the energies and enthusiasm of Japanese youth in the proper direction, and to forestall [redacted] leadership by subversive elements. There have been numerous reports of attempts on the part of the communists to seize control of youth groups. The correct answer is, of course, positive leadership in the opposite direction. Leadership training courses have been held in many prefectures. In one prefecture the community chest contributed 5,000 yen to

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to defray expenses of such courses. The tendency toward premature federation should be guarded against until such time as local associations have developed interest programs and have begun to attack their problems at the local level. They should also be divorced from the control of government. The CE officer can assist them to find meeting places and suggest activities of a worthwhile nature.

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

11. Teacher Screening

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

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13. Religion

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

Military personnel are often confronted with the question of religious instruction in the schools. The answer is that there are many ethical principles universal in nature, such as honesty, truth, justice, and sobriety. These may be set up as objectives without doing violence to any religion and will support any religion.

14. Reports to Higher Headquarters

CE officers are required to make reports on five school inspections each month and to make an activities report each month. The former is submitted on regular forms, while the latter is devised. The activities report should set forth in brief, factual form; first, the activities in which civil education personnel participated or initiated; second, significant activities of Japanese

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origin and happenings in the prefecture affecting the educational program; and finally, a brief account of the progress of the education program in the prefecture, with an interpretation of significant events and trends. In form, the activities report should follow the order of the current priorities of Eighth Army. Higher headquarters are not usually interested in extended comments on isolated incidents, but rather in such an interpretation of such events as will give a clear picture of conditions and trends in the prefecture.

In addition to these required reports, civil education officers are expected to make "special reports" whenever there are conditions or happenings in the prefecture requiring special attention, or when instructions from higher headquarters is indicated by circumstances.

15. Miscellaneous matters

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

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

The position of the civil education officer is one of dignity and great responsibility. He is charged with changing the thought patterns of educators and others whose intelligence may not be underestimated. It is a profound error to charge Japanese educators with ignorance. Their thought patterns are an end result of a system of society based upon feudalistic concepts. Judged on the basis of their standards their school system has no doubt been highly efficient. Measured by democratic standards, it has been obnoxious. Will the swing away from feudalism lead to democracy or communism? The answer lies in the future. Our task is to direct the pendulum toward democracy and a democratic school system. To do so requires the greatest skill and competency.

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D-R-A-F-T

Check List

MILITARY GOVERNMENT TEAM CIVIL EDUCATION ACTIVITIES
(unofficial - for information only)

NOTE: This check list will only be as valuable as you make it. Some items are simple "yes" or "no" in nature, but others are designed to direct attention to areas of activity. In the latter case, the civil education officer is invited to ask himself more detailed questions: define the areas, problems, activities clearly; formulate definite plans of action to meet existing situations.

1. Civil Education Program.

a. What have you done to encourage and assist the Japanese in each of the educational projects outlined in par 2, OD 19, '47?
b. What handicaps are being met in carrying out these projects?
c. What phases or techniques have been especially successful?
d. Which of the projects outlined in par 3, OD 19, '47 are already under way? When will others be initiated?
e. Among members of self-styled "democratic" organizations, what percent do you estimate have received education and practice in democratic self-government?
f. How many women's organizations now have education programs? How many no longer rely upon men advisors?

2. Prefectural Education Officials.

a. Are they capable and professionally qualified? If not, what action have you taken to get qualified officials appointed?
b. Are they cooperative?
c. Do they recognize, and acquaint you with, professional problems arising?
d. Are they working toward a real democratization?
e. Are regular conferences scheduled at your office?
f. Are Mombusho directives promptly distributed to schools?

3. Teacher Screening

a. Is the screening committee effective and conscientious?
b. What liaison do you maintain with the committee?
c. Do you keep a file of their regular reports?
d. Do you maintain a name record of all purged teachers?
e. How many unacceptable teachers continue to "ride the pay-roll" while appealing their cases?
f. What is the average time interval for final decisions on appealed cases?

4. School Inspections

a. On the average, how many of the school inspections required are made by the civil education officer? Who makes the others?
b. What is the average time spent in a school?
c. Are inspections spread over the entire prefecture?

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d. What types of schools are most frequently inspected?
e. What techniques and methods of inspection do you prefer?
f. Do you have suggestions or recommendations for the improvement of school inspections?
g. What are the major problems revealed by school inspections?
h. Which of the new textbooks have been supplied to schools?
i. What difficulties are faced in the new 8th year of the 6-3-3 plan this year?
j. Has long-range planning begun for the 9th year in 1949?
k. What percentage of the 8th year students are being taught in newly established lower secondary schools? Where are the other 8th year students in school?
l. How many students who should be in the 8th year now, under the new education law, are not attending any school?
m. What is your general impression of teachers' and principals' attitudes in the prefecture?
n. What is your impression of teachers' unions, associations, or other professional organizations, as they exist?
o. What student organizations exist? What are their activities?

5. Do you maintain continuous close liaison with the civil information officer in order to get information concerning education into public channels?

6. Civil Education Personnel.

a. Have the duties of each staff member been clearly defined?
b. Are periodic staff conferences held?
c. Do you encourage the staff to analyze their weak points, and assist them with "self-help" or "in-service" training programs?
d. What means are used to secure and retain adequate, qualified Japanese employees?

7. Files

a. Do you maintain a suspense file for reports?
b. Is your policy file set up according to subject so that all material on policy of any one subject is readily accessible?
c. Do you keep a record of significant telephone calls and interviews?
d. Are your correspondence files up-to-date?
e. Do you make weekly schedules? Monthly plans?

8. Are charts, maps, and visual aids posted to show:

a. Location and types of schools?
b. Inspected schools?
c. Areas covered by information media?
d. Active democratic organizations?

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EIGHTH ARMY MILITARY GOVERNMENT
Orientation School

AMGOS-14

WOMEN'S PROGRAM

1. General Importance of the Women's Program 52% of population is female
2. Reasons for a Women's Program 55% voting population is female
   a. Political power concentrated in women's hands
   b. Need for clarification of women's new rights and responsibilities
   c. Need to free women from domination of men
   d. Need to encourage women to work for the reconstruction of Japan
3. Fields of Activity
   a. Civil and political rights and responsibilities
   b. Family and community relationship
   c. Occupational readjustment
   d. Social readjustment
   e. Equal educational opportunity

Try to break up large women's groups

4. Military Government Women's Program
   a. Personnel on military government teams
   b. Contact with Japanese
      (1) Japanese woman in civil education office
      (2) Work with prefectural social education section
      (3) Field representative of women's and childrens bureau
   c. Broad purpose behind our program
   d. How we implement the program
      (1) Large conferences
      (2) Meetings with representatives from various women's organizations and youth organizations

T.O. Positions 40 women's affairs officer
Regional Teams - Major Teams
Intermediate Teams all have women's affairs officers

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(3) Leadership training courses

(4) Work with individual women leaders

(5) Work with prefectural officials

(6) Liaison with other military government staff sections

5. Conclusion:

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SCAP - Policy.
ESS - Operation

EIGHTH ARMY MILITARY GOVERNMENT
Orientation School

AMGOS-14

CURRENT PLANS and CRITICAL PROBLEMS in EDUCATION

A. CURRENT PLANS

1. School inspections — Each MG team - 3 schools per mo.
   a. Five inspections monthly in each prefecture (at least)
   b. Purpose of inspections - help policy makers
   c. Should be made by qualified personnel only

2. Retraining of teachers — Ministry of Ed. & Local Programs
   a. "In-service" training program
   b. Regional conferences conducted by the Ministry of Education
   c. Short sessions in normal schools
   d. Teachers' Radio Hour by Ministry of Ed.

3. Decentralization of control - Still controlled from Tokyo by Ministry of Ed.
   a. The Local School Board Law - now in draft form
      Purpose - put control in hands of people
      hope to be effective 1 Oct '48
      (1) Prefectural boards of education (appointed previously elected) 7 members
      (2) City boards of education 5 members
      (3) Appointing superintendents of education
      (4) Elimination of school inspectors
      * replaced by teacher consultants
   b. Professionalization of the Ministry of Education
      abolishes most powers of Ministry - makes it an advisory group (State Board of Education)

   Only public schools included → boards of Ed. appt'd.

4. Extension of compulsory education
   Extending from 7-8-9th grades compulsory

5. Procuring equipment and materials for team use
   16 mm projectors
   Slide projectors
   Books & Magazines on education
   P.A. System
   Phonograph
   Radios
   Maps Atlases
   Pamphlets

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B. CRITICAL PROBLEMS

1. Shortage of personnel in military government
   1/5 of 1% people — now up to strength — Still not nearly enough
2. Japanese educators
   - a. Shortage of teachers ↔ 3000 teachers purged — 2000 teachers screened out — 115,000 teachers resigned — 120,000 teachers lost
   - b. Shortage of qualified principals
   - c. No trained school superintendents → namely run by head-teachers
   - d. Teachers leaving the profession — Shortage 45,000 teachers and increasing
   - e. Few young people entering the profession
   - f. Teachers and principals lacking in initiative

O.O. 57 illegal for person to make a letter to Japan without two Ends appeal.

not many qualified have classes

3. General economic conditions in Japan
   - a. Not enough money for education
   - b. National budget of 215 billion yen
   - c. 3.8% for education
4. Textbook shortage — now have a workable minimum (132 million)
   - a. Paper supply
   - b. Replacing worn-out textbooks
5. Administration of schools
   - a. Lack of understanding of school matters by the public — no experience
   - b. Need for additional school buildings (building materials critical)
   - c. School budgets — no knowledge - inflation -
   - d. Use of teachers and teaching loads
   - e. Korean School Problem - Refused to - use Japanese textbooks
     - put application for permit
     - have teachers & curricula
     - meet basic curriculum
6. Lack of adequate libraries
   - a. Use of present libraries
   - b. Establishing new libraries

adjust teaching loads of various teachers to insure balance by work, class

M.G. Team Reading Rooms

May screened for - articles - criticizing Supreme Cmdr.
- " Russia
- " Occupation

Japanese Reading Room

Tolerance of communistic teachers — Party affiliations do not affect status of teachers unless advocacy of political beliefs in duties are made

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Lt Col Satterwhite

EIGHTH ARMY MILITARY GOVERNMENT
Orientation School
APO 343

AMGOS-14 EX

EXAMINATION - CIVIL EDUCATION

_____ _____
(Name) (Rank)

NOTE: In each case, there is only one correct answer. Indicate by circling the letter.

1. The Japanese claim one of the highest literacy rates in the world because:

   (a) A high percentage of its people have graduated from a university or college.

   (b) The multiple ladder system of school organization took care of all the educational needs of every type and class of people.

   (c) Practically all of its citizens over 12 years of age have completed the compulsory 6-year elementary school.

   (d) A rigid curriculum specified exactly what the students should study.

2. The civil education officer of a team is responsible in his prefecture for:

   (a) Removing incompetent Japanese officials from the prefectural bureau of education.

   (b) Nominating candidates for the appointment of school inspectors.

   (c) Exercising surveillance over the reorganization of the school system.

   (d) Approving the education budget of the prefectural government.

3. Under the reorganization program, the youth schools, ~~according to present plans will~~

   (a) Become full-time upper secondary schools.

   (b) Be dissolved and some of their teachers and buildings will be used for the new part-time upper-secondary schools.

   (c) Become new lower secondary schools.

   (d) Become new youth schools.

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4. SCAP has issued the following directive on education:

(a) The Ministry of Education must be dissolved.

(b) Teachers and other educational personnel should be screened for militaristic and ultra-nationalistic activities and utterances and removed if found unacceptable.

(c) All teachers must be fully retrained before being allowed to teach in the schools.

(d) Mathematics courses must be temporerily suspended.

5. One of the following sentences makes a true statement about the city, town, village school reorganization commitees.

(a) The committees have responsibility for making recommendations on reorganization of schools to the legal school authorities.

(b) The committees have legal authority to make plans for school reorganization and place the plans into effect.

(c) With the passage of the local school board bill, the committees will become the board of education.

(d) The work of the committees is confined to planning the upper secondary school.

6. One of the following sentences makes a correct statement about the 1948-49 curriculum of the elementary and secondary schools.

(a) Boys and girls at the same grade level will in general study the same subjects.

(b) No foreign language other than English will be taught in public schools.

(c) Since much of Japan's culture came from China, the course in Chinese classics has become an important part of the new curriculum.

(d) Domestic science is required of all girls for 6 years in the elementary and secondary schools.

7. According to present policy toward the teachers union, civil education officers should:

(a) Encourage union to devote its efforts toward improvement of teaching conditions, salaries and professional standards.

(b) Encourage union to control school administration.

(c) Encourage union to unite the teachers in a movement designed to control elections.

(d) Encourage teachers' union to participate in general strikes in alliance with labor unions to promote educational progress.

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8. The objective of the proposed Local School Board Law is:

(a) To reorganize the school system to conform to the 6-3-3-4 plan.

(b) To establish minimum educational standards for Japanese schools.

(c) To decentralize the educational system and place control of the schools in the hands of the people.

(d) To promote coeducation in Japanese schools.

9. According to present policy:

(a) Coeducation is to be enforced through the ninth grade.

(b) Local authorities determine whether or not coeducational schools will be established.

(c) Military government maintains a strictly "hands-off" policy relating to coeducation.

(d) Boys and girls must attend the same elementary schools.

10. The chief aim in the education of Japanese women is to:

(a) Achieve equality of education.

(b) Establish universal coeducational institutions.

(c) Establish more girls' vocational schools.

(d) Eliminate emphasis on home economics training.

11. In the reorganization of women's groups emphasis should be placed on:

(a) Directing all women's organizations through the prefectural social education section.

(b) Organizing large women's groups in order to increase their influence politically.

(c) The separation of organizations from government control.

(d) Encouraging all women of a city or town to belong to the same organization.

12. Which one of the following statements is correct?

(a) The majority of Japanese women have attended elementary school.

(b) Prior to the occupation coeducation was practiced in most secondary schools.

(c) Prior to the occupation Imperial Universities never enrolled women students.

(d) The primary purpose of the girls' high schools was to train girls for secretarial positions.

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13. The chief purpose for the purge and for the screening of Japanese teachers was:

(a) To eliminate poorly trained teachers.

(b) To establish uniform standards of teacher training and qualifications.

(c) To eliminate the teaching of state Shinto from the schools.

(d) To eliminate militaristic and ultra-nationalistic teachers.

14. The plan now in effect for the rehabilitation of the Japanese educational system was made by:

(a) The Far East Commission.

(b) The Eighth Army Military Government Section.

(c) GHQ, SCAP.

(d) The Japanese Government

15. ~~Some~~ of the objectives of the teacher re-training program was:

(a) To remove the influence of Shinto from the public schools.

(b) To indoctrinate Japanese teachers with the principles of democracy.

(c) To overcome the rising influence of communism in Japan.

(d) To train education officials and school inspectors in progressive methods of teaching and techniques of "in-service" training.

16. Which one of the following activities is recognized as an accepted function of a military government team?

(a) The screening of Japanese teachers.

(b) Writing textbooks for use in Japanese schools.

(c) Conducting testing programs to determine the effectiveness of teaching methods used by Japanese schools.

(d) Conducting school inspections.

17. The chief duty of a civil education officer in the field of religion is:

(a) To tear down the influence of the Shinto Religion.

(b) To extend aid to christian missionaries.

(c) To report violations of the principle of separation of church and state.

(d) To assist and encourage all religious groups in the organization of worthwhile youth organizations.

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18. The present policy toward militaristic and ultra-nationalistic books in school and public libraries is:

(a) To confiscate all such books and pulp them, thus securing paper for new textbooks.

(b) To remove only a few of the most harmful books and leave the remainder of these books in the libraries.

(c) To remove all such books from libraries and lock them up in storage.

(d) To leave all such books in libraries so that they can be stored, but to hold the librarians responsible that the books are not placed on the shelves for the public to read.

19. Of the following problems, the most critical one facing the Japanese in the rehabilitation of their school system is:

(a) A shortage of educators qualified to write the new textbooks.

(b) The enforcement of the compulsory school attendance laws.

(c) The over-aggressiveness of the Japanese Teachers Union.

(d) A shortage of qualified school principals and superintendents.

20. Regarding Boy Scout activities in Japan, it is the policy of military government:

(a) To encourage the organization of only a few troops in each prefecture at the present time.

(b) To encourage the organization of as many troops as possible in each prefecture in order to develop leadership qualities in as many youths as possible.

(c) To discourage the organization of any troops for the present in order to eliminate the dangers of improper leadership.

(d) To encourage the organization of scout troops in connection with religious organizations in order to insure leadership and guidance.

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D-R-A-F-T

PART I
TRUE & FALSE

Note: If you think the statement is true, place a "T" in the space to the left; if you think it is false, place an "F" in the space.

F 1. One of the primary reforms of SCAP was the introduction of compulsory education in the primary grades.

T 2. Compulsory education is to be extended through the ninth grade in 1949-50.

F 3. The first year of all Youth Schools will be compulsory next year.

T 4. The primary duties of the civil education officer are those of assistance and guidance.

F 5. The Ministry of Education makes the Temporary Conference Groups responsible for the reorganization of the secondary schools.

F 6. The Temporary Conference Groups are to become the permanent school boards under the new school board law.

F 7. The civil education officer, in order to have time for more important duties, should have his assistants make the formal schoolinspections.

T 8. Military government may recommend but may not enforce coeducation.

T 9. One objective of the new education is equal educational opportunity for boys and girls.

F 10. Boys and girls must pursue the same studies at all levels below college.

T 11. The civil education officer has no authority to recommend educational personnel.

F 12. SCAP has directed the dissolution of the Ministry of Education by 1951.

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I 13. The civil education officer has no authority to screen teachers.

I 14. Military government may not order the prefecture to redistrict the secondary schools.

F 15. The civil education officer may order the expulsion of professionally incompetent teachers.

I 16. Effort should be made to separate women's organizations from the control of prefectural government.

I 17. The civil education officer's function in relation to violations of SCAP Directives is one of investigating and reporting to higher headquarters.

I 18. One of the chief hindrances to the reorganization of the school system is the shortage of qualified teachers.

I 19. Most of the public upper secondary schools are operated by the prefectures.

I 20. The federation of youth associations above the gun level should be discouraged.

F 21. Military government urges the establishment of at least one Boy Scout Troop in each village (mura), town (machi) and city in the prefecture.

F 22. The greatest school building shortage is among senior high schools.

F 23. It is Military government policy to encourage close association between youth associations and prefectural governments.

I 24. Japanese school principals are usually inefficient, measured by American standards.

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T 25. Teachers' unions in Japan are more concerned with personal than with professional problems.

F 26. All religious instruction has been outlawed in Japanese schools.

T 27. War memorials many not remain on school grounds.

F 28. Civil education officers should order the removal of such memorials when found.

F 29. School children are not permitted by law to attend shrine ceremonies.

T 30. Private schools, including Korean schools must comply with the education law applicable to public schools.

T 31. Private schools are to be inspected by civil education personnel the same as public schools.

F 32. School inspections are to be confined to five per month.

T 33. Occupation Forces may not make speeches in Japanese schools without the approval of military government.

F 34. The civil education officer is responsible for removing incompetent persons from the prefectural bureau of education.

F 35. Military government has as one of its objectives the destruction of the marriage customs of Japan.

T 36. Although civil information and education have been physically separated, civil education is still concerned with information and publicity.

T 37. Civil education is concerned to some extent with every section of military government.

F 38. Domestic science is required of all girls for six years.

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I 39. All policies of the Occupation are determined by SCAP.

F 40. SCAP frequently sends out SCAPINS to the teams through channels.

41. The civil education officer has the following duties. Check "T" or "F":

I a. To inspect schools.

F b. To nominate school inspectors.

F c. To remove incompetent teachers.

T d. To assist the Japanese in the reorganization of the school system.

I e. To inspect the prefectural school budget.

T f. To assist in the organization of P.T.A.'s.

F g. To disband the old school support associations.

I h. To influence the policies of the prefectural education department.

I i. To encourage coeducation.

I j. To inspect school lunches.

F k. To remove war memorials from school premises.

F l. To supervise the revision of the Japanese language.

F m. To order the expulsion of communist teachers, if they are actually teaching communism.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

D-R-A-F-T

PART II

COMPLETION

Note: Fill in the blank spaces with the proper expression.

1. The reorganized school system of Japan is known as the 6 3 3 system.
2. Compulsory education is to extend through the 9th grade in 1950.
3. Directives from SCAP to the Japanese government are called SCAPINS.
4. Instructions from Eighth Army Military Gov't. to the corps, regions, and teams are called Operational Directives.
5. SCAP is the Policy determining agency.
6. Eighth Army and subordinate units are operating agencies.
7. The first duty of the civil education officer is to inspect Schools.
8. In general the civil education officer is to assist and guide the Japanese.
9. Military government undertakes to cause the Japanese to reorganize, decentralize and democratize the school system.

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D-R-A-F-T

PART III

MULTIPLE CHOICE

Note: In each case there is but one correct answer. Indicate by placing the correct letter in the space to the left.

____ 1. The Japanese claim one of the highest literacy rates in the world because:

a. A high percentage of its people are college graduates.

b. Their system of education took care of all education needs of every class.

c. Practically all of its citizens over 12 years of age have completed the compulsory six-year elementary school.

____ 2. The civil education officer is responsible in his prefecture for:

a. Removing incompetent Japanese education officials.

b. Nominating candidates for appointment as school inspectors.

ce Approving the prefectural school budget.

d. Assisting the Japanese in the reorganization of the school system.

b 3. SCAP has issued the following directives on education:

a. The Ministry of Education must be dissolved.

b. Teachers and other educational personnel must be screened and removed if found unacceptable.

c. All teachers must be retrained before being allowed to teach in the schools.

d. Science courses must be temporarily suspended.

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____ 4. One of the following sentences makes a true statement about Temporary Conference Groups:

a. They have responsibility for making recommendations on reorganization of schools to the legal school authorities.

b. They are to became permanent school boards.

c. They have legal authority to employ and discharge teachers.

d. They were to be appointed by the governor.

____ 5. The 1948-49 senior high school curriculum provides for:

a. A uniform curriculum for boys and girls.

b. The teaching of but one foreign language.

c. Revival of Chinese classics.

d. A total of 120 units for graduation.

____ 6. According to present policy toward teachers' unions civil education officers should encourage them to:

a. Devote their efforts toward improvement of teaching conditions, salaries and professional standards.

b. Seek to control school administration.

c. Unite their forces to control elections in the interests of better education.

d. Strike for better working contions for teachers.

c 7. With respect to coeducation , present policy is:

a. Enforcement through junior high school.

b. Local authorities determine policy.

c. Military government maintains a strictly "hands-off" policy.

d. Boys and girls must attend the same elementary schools.

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____ 8. The chief aim in the education of Japanese women is to:

a. achieve equality of educational opportunity.

b. Establish coeducation at all levels.

c. Establish home making schools for girls.

d. Eliminate home economics courses.

____ 9. In the reorganization of women's groups emphasis should be place on:

a. Reform of the marriage laws.

b. A system of birth control.

c. Encouraging all women of a given community to belong to some organization.

d. The separation of organizations from governmental control.

____ 10. Which of the following statements is correct?

a. The majority of Japanese women have attended private schools.

b. Have attended elementary school.

c. Have attended no school.

d. Prior to the occupation coeducation was practiced in most schools.

____ 11. The chief purpose of the purge and of teacher screening was:

a. To eliminate dictatorial teachers and principles.

b. To eliminate poorly trained teachers.

c. To eliminate the teaching of State Shinto from the schools.

d. To eliminate militaristic and ultranationalistic teachers.

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____ 12. The plan now in effect for the rehabilitation of the Japanese educational system was issued to Japanese officials by:

a. The American Education Commission.

b. The Japanese government.

c. The Far East Commission.

d. GHQ, SCAP

e. Eighth Army, Military Government Section.

____13. The chief objective of the in-service teacher training program is to:

a. Develop a wholesome attitude toward Occupation Forces.

b. Remove the influence of Shintoism from the schools.

c. To train teachers and educational officials in modern methods of teaching.

d. To make the teachers politically conscious.

____ 14. The chief duty of the civil education officer in the field of religion is to:

a. Tear down the influence of the Shinto religion.

b. Extend aid to Christian missionaries.

c. Increase Christian influence in the schools.

d. Report violations of SCAP Directives.

____ 15. Of the following problems, the most critical one is:

a. A shortage of educators qualified to write textbooks.

b. The enforcement of the compulsory attendance law.

c. A shortage of school housing.

d. The over-aggressiveness of teachers' unions.

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DUTIES OF THE TEAM CIVIL EDUCATION PERSONNEL

1. Activities of Civil Education over a period will include:

   a. School inspections, spot checks and school visits.

   b. Regular meetings with boards of education.

   c. Constant liaison with school superintendents and their staffs.

   d. Meetings with temporary conference groups.

   e. Frequent conferences with representatives of the following:

      (1) Teachers and principals.

      (2) Teachers' Unions.

      (3) Parent-teacher associations.

      (4) Women's organizations.

      (5) Youth associations and Scouts.

      (6) The screening board.

      (7) Special committees appointed by Japanese officials or organizations

   f. Participation in Japanese meetings and conferences.

   g. Holding meetings and conferences.

   h. Liaison with other team sections.

   i. Preparation of publicity releases.

   j. Spot checks on PTA'S, women's groups, youth associations, etc.

   k. Lectures to various groups.

   l. Investigations to check on alleged violations of SCAP directives.

   m. Interviews with individuals, groups and committees coming to the Civil Education office for advice.

   n. Interviews with public officials in the field.

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o. Arranging visits of Japanese to American schools, where these schools exist.

p. Making required reports to higher headquarters.

q. Attending team staff meetings.

2. In order to accomplish the most possible with a limited staff, the Civil Education officer will need to:

a. Apportion the work among the members of the staff.

b. Make monthly, weekly and daily schedules.

c. Arrange for transportation and lodging in advance.

d. Schedule regular conferences for a specific day and hour.

e. Refuse numerous requests for lectures and for refereeing local squabbles.

f. Keep regular, publicized office hours for Japanese visitors.

g. Keep an efficient up-to-date file.

h. Have speeches translated into Japanese for interpreter's use.

i. Keep a "contact file" of key persons in the prefecture, representing all important organizations and units of government.

j. Keep charts of a statistical nature up-to-date.

3. Major Civil Education Programs and objectives include the following:

a. School inspections, 10 per month, which may involve:

(1) Conference with principal.

(2) Observation of classes.

(3) Interviews with teachers and pupils.

(4) Inspection of building and grounds.

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(5) Speaking to high school students.

(6) Conference of teachers and principal.

(7) Written report to principal and school superintendent.

(8) Follow-up when necessary.

b. Youth associations.

(1) History

(a) Muji Shrine workers (16,000) 1919-20

(b) All Japan Young Mens' Assn. 1922

(c) Young Mens' Hostel (1-1/2 mil.)

(d) Young Womens' Hostel (1 Mil.)

(e) Young Men's Assn. of Japan 1924

(f) Youth Training Schools, 1926

(g) All youth groups placed under control of Ministry of Education, 1941.

(h) All youth associations dissolved and replaced by the Student Corps, including all youth.

(2) Post-occupation program

(a) Hatsu Kyo #83, 1945: "In view of the dissolution of the wartime Students' Corps, Youth Associations will be established to take their place. The new associations shall abandon former bureaucratic and militaristic color and display their features as local organizations."

(b) Under the authority of Hatsu Kyo #83, prefectural governments took over the youth associations,

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and placed them under social education.

(c) The objectives of Military Government include:

(aa) Separation from government control of all youth groups.

(bb) Combating communistic influences with a positive program.

(cc) Development of local interest programs.

(dd) Admission of young women on an equal footing with men.

(ee) Keeping older people out.

(ff) To discourage federation now.

(gg) To train leaders.

c. Temporary Conference Groups

(1) Provided for in Hatsu Gaku #63.

(2) Poorly organized at first.

(3) Reorganized early in 1948.

(4) Were interim school boards.

(5) Still necessary as advisory groups where school boards do not exist.

d. Adult Education

(1) Parent-Teacher Associations.

(a) To replace the old boss dominated School Support Assns.

(b) To be democratically organized, and controlled.

(c) To be taught how to conduct meetings and elections.

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(d) Need specific programs - home-school relations, child development, child welfare, etc.

(e) Federation later.

e. Development of democratic organizations and discussion methods for all adult groups, by means of:

(1) Films, pamphlets, posters, kamishibai, etc.

(2) Demonstration meetings, panel-discussion, roumd-tables, etc.

(3) Classes for leaders.

(4) Courses in high schools and colleges.

f. Other media of adult education.

(1) Night schools and part-time schools.

(2) University extension courses.

(3) University summer courses.

(4) Correspondence courses.

(5) Demonstration classes.

(6) Workshops (7) Libraries, (8) Museums.

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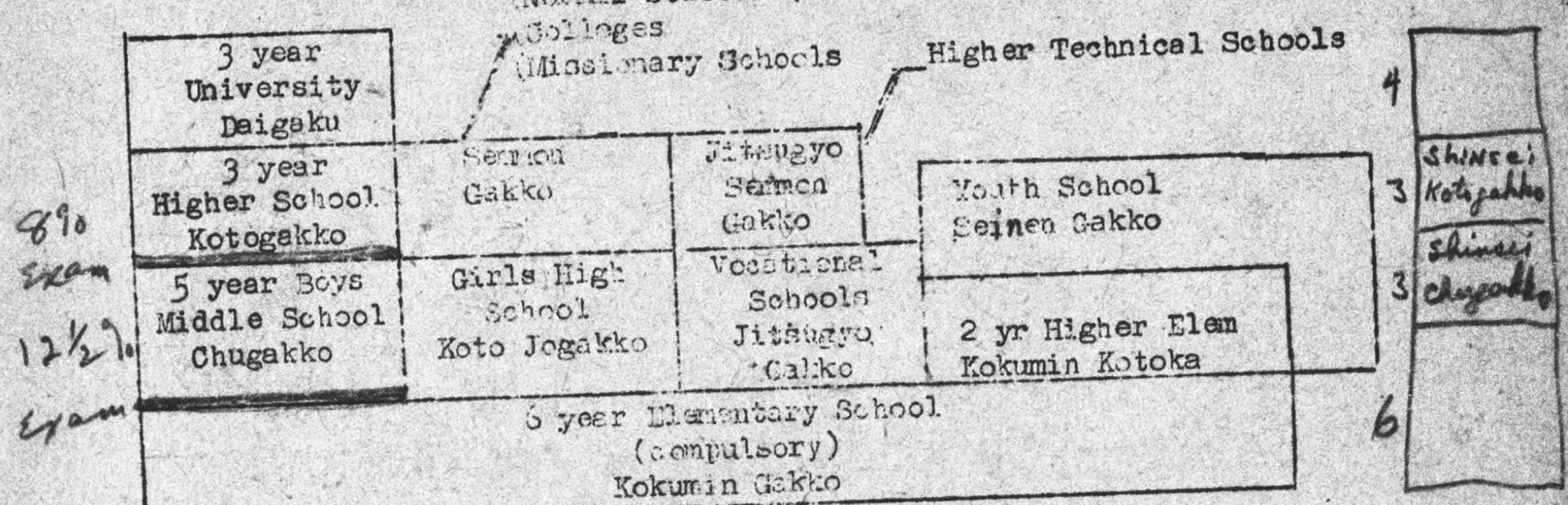
EDUCATION BACKGROUND

1. The Japanese education system at the beginning of the Occupation.

a. The multiple ladder system



b. Discriminatory features of the system
   (1) Discrimination on basis of sex
   (2) Economic and social discrimination

2. The reorganization of the school system

a. Negative measures
   (1) Teacher screening
   (2) Withdrawing wartime textbooks
   (3) Abolishing morals, history and geography courses
   (4) Withdrawing a few harmful books from school libraries
   (5) Removal of Shinto from schools
   (6) Removal of monuments glorifying war and aggression

b. Positive measures
   (1) American Education Mission
   (2) The Japanese Education Reform Council
   (3) The 6-3-3-4 plan of reorganization adopted by the Japanese
   (4) The textbook program
   (5) Reorganization planning committees (Hatsu-gaku #63
   (6) The Fundemental Law of Education
   (7) The School Education Law

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(8) Present status of reorganization

(a) Compulsory attendance through 9th year

(b) Abolition of youth schools

(c) Higher elementary schools absorbed by the chugakko

(d) Co-education

(e) Normal schools

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Patterwhite

EIGHTH ARMY MILITARY GOVERNMENT

Orientation School

EDUCATION BACKGROUND

7 October 1948

1. Introduction

a. Mil Govts Eighth Army's Mission in Civil Education is to provide guidance and assistance to the Japanese in:

(1) The establishment of a democratic school system which will provide equal educational opportunity to all youth regardless of social, economic, political or racial background.

(2) And in the elimination of all militaristic and ultra-nationalistic influences from the school system.

b. The education of its young people is one of the greatest problems facing the Japanese today. There are approximately 18,000,000 school children in Japan, taught by 600,000 teachers in 50,000 schools.

c. Before we take up what we are doing in education now and what we want to do in the future, I want to explain what the system was like at the ~~time of the surrender of the Japanese Empire.~~ beginning of the occupation.

d. The system had its foundation in the Imperial Rescript on Education, which contained most of the fundamental principles of State Shinto --

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obedience, loyalty, filial piety, pride in ancestry, pride in the nation, belief in divinity, and willingness to die for the Emperor. It's a very short document and I'd like to read it to you.

"KNOW YE, OUR SUBJECTS

Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting, and have deeply and firmly implanted virtue; Our subjects ever united in loyalty and filial piety have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of Our Empire, and herein also lies the source of our education,

Ye, our subjects, be filial to your parents, affectionate to your brothers and sisters; as husbands and wives be harmonious, as friends true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; ~~furthermore, advance public good and promote common interests~~; always respect the Constitution and observe the laws;

should emergency arise, offer yourselves courageously to the State, and thus guard and maintain the prosperity of Our Imperial Throne coeval with heaven and earth. So shall ye not only be our good and faithful subjects but render illustrious the best traditions of your forefathers.

The way set forth is indeed the teaching bequeathed by Our Imperial Ancestors, to be observed by their descendants and the subjects, infallible for all ages, and true in all places. It is our wish to lay it to heart in all reverence, in common with you our subjects, that we may all attain to the same virtue."

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e. The school system was characterized by feudalism, militarism, and ultra-nationalism, which held back all chance for the development of a progressive educational program. It also wasted a great deal of talent and ability which could have been developed in the people of all levels of society.

f. The system was rigidly controlled by the Ministry of Education in Tokyo. The Ministry wrote all textbooks. The books were written by political bureaucrats and not by educators. The Ministry also put out courses of study for each textbook that directed the teachers exactly how to teach each page of each book -- what to say and what the pupils would say back to them. School inspectors were appointed to see that teachers followed the courses of study exactly. These inspectors were in fact thought-control officials who acted more like policemen than professional consultants.

g. Teachers were allowed no professional freedom and no chance to develop individual initiative. They were followers rather than leaders. They received less pay than other government officials of comparable rank. They were responsible to the national government in Tokyo rather than to the local community in which they served. School principals were usually not professional educators but petty Politicians + Mayors within their schools dictators. There were no superintendents of schools. Bureaucrats completely controlled the system.

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h. The schools took over and operated all youth groups and used these organizations to further the teaching of ultra-nationalism.

i. The school system was used by the Ministry of Education as a vast propaganda machine to further the Japanese policy of developing an obedient and sub-servient population. Textbooks were written with the view of teaching Japan's national policy rather than for the pursuit of truth.

j. The system had a complicated set of barriers in the form of written and oral examinations -- which allowed only a privileged few to go higher than the elementary school.

k. Above the elementary grades, boys and girls attended separate schools. Girls had few educational opportunities. In their schools, they received an inferior type of education which was not at all comparable to that received by boys. A woman was considered to have a brain but no mind, and her chief characteristic to be stupidity. Girls' schools were designed to give women "manners, grace and refined taste" rather than to arouse intellectual interests. The instruction usually included music, dancing, the tea ceremony and flower arrangement. Japanese women were not at any time trained to become the intellectual companions of men.

I want to read you a quotation from the "Onna Daigaku" (The Greater Learning for Women) which was the bible of the women of Japan. Each girl received a copy when she married.

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"The great life-long duty of a woman is obedience to her parents and obedience to her husband. She must look to her husband as her lord and must serve him with all reverence and worship.....The five worst maladies that afflict the female mind are: indocility, discontent, slander, jealousy, and silliness. Without any doubt these five maladies infect seven or eight out of every ten women, and it is from these that arises the inferiority of women to men.....Such is the stupidity of her character that it is incumbent on her, in every particular, to distrust herself and to obey her husband."

l. In the old system, it was considered that at each educational level there was a fixed quantity of knowledge to be absorbed, and the Ministry of Education prescribed just what that quantity was. Differences in ability, interests and needs of students were totally disregarded.

m. Educators call the system which was in effect in Japan prior to the occupation a "Multiple Ladder System" of school organization. You will find a diagram of it on the outline you were furnished. I want to explain it briefly because a general knowledge of the old system is necessary to understand the things we are trying to do now.

NOTE: Diagram and explain the Multiple Ladder System. Point out that Japan claimed a high literacy rate because everyone attended the elementary school.

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2. The re-organization of the school system.

Before any constructive phases of re-organization could be undertaken it was necessary to remove certain portions of the old system.

a. We called this the negative phase of reorganization.

(1) The purge and screening laws were passed by the Japanese as the result of SCAP directive. Their purpose was to get rid of teachers and school officials guilty of militaristic and ultra-nationalistic teachings and writings.

(2) Withdrawing most of the wartime textbooks.

(3) Abolishing morals, history, and geography courses.

Divinity of the Emperor
Superiority of Jap. people
Descendants of the Kods
Destined to rule the world
Taught the principles of State Shinto

(4) To rid school libraries of a few harmful books (not many however - We do not want to be branded by history as "bookburners").

(5) Removal of Shinto from the schools. - Tied up with the Morals Course.

SCAPIN 448

(6) Removal of monuments glorifying War and Aggression.

b. This negative phase lasted through 1946 and for all practical purposes was completed during that year and early 1947. Emphasis was then shifted to constructive, or positive, measures to assist the Japanese in developing a progressive school system. This is a long

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range program. It is covered in Eighth Army OD 1947. Many years will be required to achieve the objectives outlined in this OD.

(1) In 1946 SCAP invited a group of 27 distinguished educators from America to come over and study the Japanese educational system and to make recommendations for its reform. This group was known as the "United States Education Mission." SCAP did not make the report official but published it for the benefit of the SCAP, CI&E Section, the Ministry of Education, and interested Japanese educators.

(2) SCAP then caused the Japanese government to appoint a group of outstanding Japanese educators known as the Japanese Education Reform Council to study the re-organization of the educational system and to submit recommendations to the government. This council had the benefit of the study made by the U.S. Education Mission. Its recommendations closely paralleled the recommendations made by the U.S. Mission.

(3) It recommended the 6-3-3-4 plan of school organization, or the single ladder system, which was adopted by the Japanese Government. Therefore the plan for the rehabilitation of the Japanese Educational system is officially a Japanese plan.

(4) The textbook program

(a) First steps - 1. removing certain portions of wartime textbooks and using the remainder. 2. none of the textbooks on morals, history and geography could be used. 3. this method was very unsatisfactory.

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(b) The Ministry started having textbooks written - put out some themselves and called in educators to write others. SCAP approved them, chapter by chapter.

(c) New textbooks in social science were written to replace the textbooks in morals, geography and history.

(d) We now have ~~147~~ 211 million textbooks distributed.

(e) The only difficulty encountered was a shortage of paper. There are plenty of people to write textbooks.

(5) The people of Japan, prior to 1946, had absolutely no voice in the running of the school system. They had to be educated a bit before they were capable of controlling school matters. Complete confusion would probably have been the result of giving control of the schools to the public immediately after the occupation began.

To fill the gap between 1946 and 1 November 1948, when the newly elected boards of education ~~take~~ took over, reorganization planning committees (known as Temporary Conference Groups) were organized in every community under the provisions of Hatsu-Gaku #63 for the purpose of getting the people to start thinking and planning for their local schools. These groups had no legal powers but only made recommendations to the prefectural governors and

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to the chief of the prefectural education office. Dr. Bowers will discuss the work of the groups ~~at the 11 o'clock period~~ at the 1130 period.

(6) Two basic education laws were passed by the Japanese Diet early in the occupation. The first was "The Fundamental Law of Education."

(a) Replaced the Imperial Rescript on Education.

(b) Makes education compulsory for 9 years.

(c) States that there will be no discrimination on account of Sex, Race, Creed, Social Status, Economic Status or Family Origin.

(7) The other basic law is the "School Education Law."

(a) Sets up the 6-3-3-4 plan.

(8) The present status of re-organization.

(a) Compulsory school attendance through the 7th year in 1947, ~~and~~ through the 8th year in 1948, and the 9th year became ~~becomes~~ compulsory 1 April 1949, ~~if the building program permits~~.

(b) 3,000 school houses were completely destroyed or severely damaged during the war. ~~About 1,000 of these have been rebuilt.~~ Most of these have been rebuilt.

(c) Youth schools have been abolished. The buildings are being used to house other schools or part-time upper-secondary schools.

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(d) The higher elementary schools have been absorbed by the new lower secondary schools.

(e) The old boys' middle schools and the old girls' high schools have gone out of existence and have become either lower secondary schools or upper secondary schools ~~or upper secondary schools,~~ according to their own choice. Most of them became upper secondary schools.

(f) A great many ~~lower secondary~~ school buildings have been constructed.

(g) Co-education has been partially accepted.

1. Under the old system boys and girls were separated after the 2nd or 3rd grade.

2. The Japanese are afraid of coeducation because of its moral aspects.

3. We encourage it because of:

I. Equal opportunity for the sexes.

II. Normal social developments of boys and girls.

III. Financially more economical.

4. We leave the final decision on whether or not coeducational schools shall be established up to the local Japanese officials. We do not try to force them.

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5. In many instances where the officials have accepted co-education, the parents have not and many of them will not allow their daughters to attend co-educational schools.

6. In general, co-education has been accepted in the elementary schools. It has been accepted in the lower secondary schools, in the cities and larger towns but not in the small towns and the rural areas. It has not yet been generally accepted in the upper secondary schools.

(h) Normal Schools

1. A Boy's Normal School and a Girl's Normal School are usually found in each prefecture.

2. They are still using a provisional curriculum. The regular curriculum ~~cannot~~ could not be determined until requirements for certification of teachers ~~were~~ agreed upon. The Certification law was passed in the last Diet, so the regular curriculum should be forthcoming very soon.

(communists raising cain about this law)

3. They will finally be raised to teacher training colleges, or be consolidated, along with other schools, into the new universities.

4. These are very poor schools at the present time. They are, to a great extent, responsible for the poor quality of teachers found in Japan.

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PRESS RELEASE
by
Lt General Eichelberger

Issued at Kobe, 26 April 1948

"On Saturday, April 24, approximately 1,000 Koreans gathered outside the Kensho building in Kobe where the governor, the mayor and the chief of police were holding a conference.

"By their unlawful acts and assult upon these Japanese officials they coerced the governor to acquiesce to their demands relative to:

"Firstly- release of the Koreans held for trial for unlawful acts (resisting the school regulations).

"Secondly- an agreement not to prosecute the released alleged violators of the law.

"Thirdly- vacation of the court order relative to the Korean schools.

"Fourthly- an agreement to take no action against the Koreans making the aforementioned demands.

"Such agreements exacted under force and coercison have no legal status. I do not recognize as binding any agreement or promise made under duress.

Become Mob Action

"In this case, the fact is that this Korean demonstration degenerated into mob action to such an extent that civil government ceased to function during a certain period. Owing to the unlawful severing of telephone communications, the occupational authorities were unable to communicate with key Japanese officials.

"Such action is inimical to the occupation policies and to the security of the occupation.

As Commanding General of the Eighth Army, I am taking cognizance of the aforementioned unlawful actions and have directed prosecution of certain individual Koreans by military commissions and/or provost courts.

"In the case in question, certain foreign nationals , who by their own free choice, are residing in Japan-where they are gaining their

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livelihood-- have struck at the very fundamental elements of civilization by their action with respect to the duly elected representatives of the Japanese people.

"There can be no civilization without law and order. There can be no law and order without law enforcement and obedience of the law.

"There will be no compromise with such subversive mob action no matter from what source it may arise. I hold the leaders of all group particularly responsible when by their example they set the pattern for uncivilized behavior. Their punishment will be proportionately severe."

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HEADQUARTERS EIGHTH ARMY
United States Army
Office of the Commanding General
APO 343

AG 000.8 (MG-CE) 6 May 1948

SUBJECT: Korean Schools

TO: Commanding General
I Corps
APO 301

1. The following resume of the present Korean school situation is furnished for your information.

a. Under the provisions of Japanese school laws, Koreans must either send their children to Japanese public schools or must establish private Korean schools which meet the following requirements:

(1) Teachers in private Korean schools must be screened by prefectural teacher screening committees.

(2) Private Korean schools must be organized according to the School Education Law which sets up the 6-3-3-4 plan of school organization.

(3) The curriculum of Korean private schools must meet the basic minumum requirements set up by the Ministry of Education for all private schools. This includes the use of Japanese textbooks which have been selected by the Ministry of Education and approved by SCAP, which causes the instruction in the basic curriculum to be conducted in the Japanese language. Korean schools are allowed, however, to give instruction in Korean language, history, etc., outside of the regular curriculum.

(4) Korean schools are subject to Article VIII of the Fundamental Law of Education, which states that "schools prescribed by law shall refrain from political education or other political activities for or against any specific political party.

(5) Korean schools must obtain the approval of prefectural governors.

b. The school laws have been disobeyed by the Koreans in the following ways:

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(1) Refusing to have their teachers screened.

(2) Refusing to use approved Japanese textbooks.

(3) Refusing to comply with the basic minimum requirements of the curriculum as set up by the Ministry of Education

(4) Refusing to submit applications for permits to operate their schools to prefectural governors.

c. The Koreans made demands for complete autonomy for their schools. They objected to having their teachers screened. They demanded that all instruction be in the Korean language. They also demanded the right to select their own textbooks, set up their own curriculum, and manage their own schools free from Japanese authority.

d. The Koreans can still have their own schools if they will comply with the provisions of Japanese law stated in paragraph a, above. Upon compliance, schools that have been closed can re-open. If these schools do not comply with the law, they will remain closed and the Korean children will have to attend Japanese public schools under the compulsory attendance law (Article IV, the Fundamental Law of Education).

e. The teacher screening directives (SCAPINS 178 &212) were issued to the Japanese Government in October 1945. The Fundamental Law of Education and the School Education Law were both enacted in March 1947 However, no attempt was made by the Japanese to enforce the school laws against the Koreans until the fall of 1947. Based on a request for the legal status of Korean schools, the General Headquarters, Supreme Commander for the Allied Powers, on 19 November 1947, stated that "Koreans resident in Japan are subject to Japanese Law. Prefectural officials are empowered to enforce Japanese law without reference to the Japanese National Government." The same communication also stated that the Japanese Ministry of Education had been requested to clarify for prefectural officials the legal status of Korean schools. In January 1948 the Ministry of Education issued Kangaku #5 and Hatsu Teki #9 to prefectural governors. These two documents contained the instructions outlined in paragraph a, above.

f. Upon receipt of the above documents several prefectural governors notified Korean schools to comply with the law by certain specified dates. The Koreans ignored the orders. The governors then ordered the Korean schools closed. The governors have authority to close schools under Article XIII of the School Education Law, which states: "The competent authorities may order the closing of schools in any of the following cases:

(1) In cases where they intentionally violated the provisions of laws and ordinances.

(2) In cases where they have acted against the instructions issued by the competent authorities in compliance with the provisions of laws and ordinances.

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(3) In cases where they have not conducted teaching for more than six months.

g. Following an outbreak of violence in Kobe over the closing of Korean schools, a conference on the Korean school situation was held on 26 April 1948 at the General Headquarters, Supreme Commander for the Allied Powers. As a result of this conference, the Ministry of Education was given a copy of General Eichelbergers press release in Kobe on 26 April 1948 (inclosure 1) and told that there would be no change in present policy in regard to enforcing Japanese schools laws on the Koreans.

h. On 3 May 1948, officials of the League for Koreans Residing in Japan signed an agreement with the Ministry of Education which included the following points:

(1) The education of Koreans shall be based on the education standard law and the school education law.

(2) Korean schools shall apply for permission to operate as private schools, with the provisions that special Korean education will be given within the limits of autonomy granted private schools by the Ministry of Education.

2. The actions described in paragraph 1g and 1h, above, have placed the responsibility for the enforcement of Japanese school law on the Koreans directly upon the Ministry of Education.

3. It is desired that, subject to the policy established in that Army Commander's press release (inclosure 1), the Korean school problem be left in the hands of the Japanese for the time being. At a future date the situation will reviewed in the light of what the Japanese have accomplished.

BY COMMAND OF LIEUTENANT GENERAL EICHELBERGER:

1 Incl
Army Commander's Press Release

R. SCHAFER
Lt Col, AGD
Asst Adj Gen

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CURRENT PLANS AND CRITICAL PROBLEMS IN EDUCATION

A. CURRENT PLANS

1. Higher education

2. School inspections

3. Retraining of teachers

   a. "In-service" training program
   b. Regional conferences conducted by the Ministry of Education
   c. Short sessions in normal schools
   d. Teachers' Radio Hour

4. Decentralization of control

   a. The Board of Education Law

      (1) Prefectural boards of education
      (2) City boards of education
      (3) Appointing superintendents of education
      (4) Professionalization of the Ministry of Education
      (5) Elimination of school inspectors

5. School reorganization

6. Extension of compulsory education

B. CRITICAL PROBLEMS

1. Shortage of personnel in military government

2. Japanese educators

   a. Shortage of teachers
   b. Shortage of qualified principals
   c. No trained school superintendents
   d. Teachers leaving the profession
   e. Few young people entering the profession
   f. The Japan Teachers Union

3. General economic conditions in Japan

   a. Not enough money for education
   b. National budget of 314 billion yen
   c. 8.05% for education

4. Shortage of textbooks and reference books

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Subject: Current Plans and Critical Problems in Education

a. Paper supply
b. Replacing worn-out textbooks

5. Administration of schools

a. Need for additional school buildings
b. School budgets
c. Use of teachers and teaching loads
d. The Korean school problem

6. Lack of adequate libraries

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EIGHTH ARMY MILITARY GOVERNMENT

Orientation School AMGOS-14

11 October 1948

CURRENT PLANS AND CRITICAL PROBLEMS IN EDUCATION

A. Current Plans

1. Higher Education

a. One of the recommendations of the Education Mission was to reorganize the University system to free it from governmental control and to increase the number of universities.

b. The Higher Education Unit, CI&E, SCAP has been working directly with the Japanese on this reform. No directives have been issued to Eighth Army on this matter except that of encouragement and assistance to universities in the establishment of extension courses for adults. SCAP is allowing the universities to more or less reorganize themselves. Legislation on the administration of universities is now being prepared.

c. Although MG teams have no responsibilities in this matter, the Japanese do bring many problems in this field to the team Civil Education officers and they help the Japanese as much as they can.

← Policy on Colleges & Universities →

d. The definite decisions on higher education are mostly being left to the Universities themselves and to the University Chartering Committee, which is made up of one-half of members appointed by the Ministry of Education and one-half of members selected by the Universities.

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e. Applications for charters for colleges and universities go to the Chartering Committee. Many applications were submitted this past July. The committee must decide which are to be chartered.

f. The standards for chartering are set up on a sliding scale. The institution must meet certain standards ~~now~~ when chartered, and higher standards each year for a five year period. If they meet the standards in five years ~~from now~~, their charter is final. If they do not, the charter is supposed to ~~will~~ be revoked.

g. Present plans call for the establishment of at least one national university in each prefecture. The chartering committee will designate the university. These universities will receive support from the National Government.

h. SCAP, CI&E has made certain general recommendations on the organization of National Universities. These recommendations are in the form of guiding principles to the universities and to the chartering committee. They are:

(1) Reorganization should be on a voluntary basis. Any existing institution, if it wishes, should be permitted to remain as it is for the present provided no governmental funds are requested by it for independent reorganization.

(2) At least one ~~multiple-faculty~~ national university should be established in each prefecture.

(3) At least one university in each prefecture should have separately organized faculties of liberal arts and of education.

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language & language arts
philosophy

(4) Separate faculties of humanities, social sciences, literature, and natural sciences should not be organized in new universities but should be combined in a single faculty of liberal arts. Special faculties should be thought of primarily in terms of professional fields such as medicine, law, engineering, education, dentistry, pharmacy, agriculture, etc.

(5) It is desirable to have all units of a university located in one city, if possible. A university located in one prefecture should never have branches located in another prefecture.

(6) Each university, in addition to four-year curricula, should be allowed to offer one-, two-, or three-year courses of study fitted to special needs in various professional and semi-professional fields.

~~(7) Youth normal schools should be completely eliminated.~~

(8) There is no need for separate institutions for training separate types of teachers, nor for special teacher-training divisions in professional schools such as engineering, agriculture, etc. Professional training in education for students preparing to become teachers in such fields should be furnished by a single central university faculty of education.

2. School Inspections

a. Until recently SCAP required 5 school inspections per month by each Military Government team and a 14-page report of inspection of each school. ~~Military Government and SCAP fought over this report for about 18 months. Our argument was that a~~ We found that the Civil Education officer spent so much of his time filling

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out the statistical data required by the report that he had no time left for constructive work with the principal and teachers. ~~Finally,~~ late in August of this year SCAP stopped requiring the inspection reports.

b. In September we put out OD 51 requiring each team to inspect or reinspect a minimum of 10 schools per month, but eliminating any inspection report form and allowing each Civil Education officer to work on those things needing attention most. He is not limited to 10 per month - He can make as many as he desires. He reports in the monthly Military Government activities report, Annex E-1 the number of schools inspected, the number re-inspected and any unusual incidents noted during the inspections. It is further required that, over a period of several months, the inspections be scattered over the entire prefecture so that the officer will have a knowledge of school conditions as they exist throughout the prefecture. The knowledge gained through these inspections serves as a basis for counciling school officials, principals and teachers on educational problems.

3. Retraining of Teachers

a. During the last hour I explained how inadequately trained the Japanese teachers were at the beginning of the occupation. There has been some improvement but they are still very poorly trained. A program was started over two years ago to give them "on-the-job" or in-service training in modern teaching methods and techniques. This program is still being carried on and remains one of the greatest tasks facing the Japanese school system. Insofar as possible, this work is being done by the Japanese themselves. The Ministry of Education has published a handbook on re-training which has been issued to all schools, suggesting ways and means of carrying out a re-training program. Teacher training experts in the CI&E Section, SCAP, acted as advisors to the

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Ministry in the preparation of this handbook.

b. The Ministry of Education conducts conferences on re-training throughout Japan. These are usually held by regions. Teachers and prefectural education officials from all over the region attend these conferences. Our regional Civil Education personnel and SCAP teacher training experts usually assist in these conferences.

c. Some help in this re-training program is given by the normal schools (teacher training schools) throughout Japan by conducting short courses for teacher re-training. This has proved of great value to the teachers who have been able to attend. The staggered holiday system, the low salaries of teachers, and the difficulty of obtaining food make it impossible for very many teachers to attend these courses. ~~Most teachers have to spend their off-duty hours scrounging for food.~~ Many

d. The Ministry of Education broadcasts programs for teachers each Monday, Wednesday, and Friday over a national hook-up. These programs are quite good ~~The greatest difficulty is the shortage of radios in the schools and in the teachers' homes. Many schools have the radios, but no tubes to operate them. The cost of radio tubes in Japan is prohibitive.~~ and very valuable for those schools which have radios,

e. Mr. Bowers will discuss ~~at the 11 o'clock period~~ this afternoon the duties of the team civil education officer in "in-service" training of teachers, so I will not go into that phase of the program.

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4. Decentralization of Control

a. ~~Right now the school system of Japan is still controlled by the Ministry of Education.~~ Control ~~will be~~ handed over to the prefectural and city boards of education on 1 November 1948. This ~~will be~~ way done under the provisions of the Board of Education Law which was passed 5 July 1948.

b. The election was held on 5 October. 46 prefectural boards, 5 city boards and 47 local boards were elected. As those of you who are on the teams know, the Civil Education officer, the Civil Information officers, the legal and government officers, and in many cases the team commanders spent a great majority of their time during ~~the past two months~~ August + September stirring up the interest of the Japanese on this election. The general public was indifferent and the Teacher's Union and the Communist Party were very active trying to get their members elected. To off-set the work of these two organizations, it was necessary to get a large percentage of the qualified voters to the poles.

Our teams did a magnificent job in this -- stirring up enough interest in the election to get out 60% of the vote. This was probably the best information job done yet by Military Government teams. Credit for the failure of the desperate drive by radical elements to take over the boards and run the schools can be correctly given to ~~the hard work done by~~ the ~~teams~~ prefectural MG teams.

Of the 296 candidates elected to the 46 prefectural and 5 big city boards: (Yokohama, Nagoya, Kyoto, Osaka and Kobe)

213, or 72%, are classified as conservatives,

76, or 26%, are classified as progressives,

7, or 2%, are classified as communists.

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~~66~~ 127 of the 296 are former teachers. ~~This is 22%. 47 are former teachers.~~

38 women were elected to these boards.

48% of the total votes cast in this election were cast by women.

c. The purpose of the law is to place the administrative control of the schools in the hands of the people. Even with the law this is difficult to do. The Japanese have looked to Tokyo for instructions for so long that they still do not like to act until Tokyo tells them what to do.

d. Private schools, colleges and universities, libraries and museums are not affected by this law, but will be covered by future legislation.

e. Local communities (other than the 47 who elected local boards) will be controlled by the prefectural boards. ~~In 1949 or 1950 all cities and towns who desire to do so may elect local school boards. All that is necessary is for the local assembly to pass a resolution calling for the election on 5 October 1949 or 5 October 1950 and notify the prefectural governor that the election will be held. These resolutions must be passed before 25 August of the year the election is to be held.~~ Other local board cannot be elected until a Cabinet Order is issued directing an election. Current plans are that no new local boards will be elected in 1949. The next election will be in 1950.

f. Boards ~~will take~~ Assumed control of schools on 1 November 1948. ~~Present prefectural and city education offices will work under the direction of the boards until 1 April 1949, at which time these education offices are to be disbanded and newly appointed superintendents of schools and their staffs will take over. The superintendents are to be appointed by the boards sometime between now and 1 April 1949.~~ before

g. Board members in the future will be elected for 4 year terms of office. In the 5 October elections, one-half of the members were elected for

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4-year terms and one-half for 2-year terms. This is to stagger the terms of office and not let a complete board go out of office at the same time.

6 members of prefectural boards and 4 members of city and local boards are elected by popular vote. An additional member ~~will be~~ was appointed to each prefectural board by the prefectural assembly and an additional member ~~will be~~ was appointed to each city and local board by the city or local assembly. These members ~~will~~ act as liaison officers between the boards and the assemblies.

Prefectural boards have to submit their budgets to the prefectural assemblies through the governors. City boards have to submit their budgets to the city assemblies through the mayors.

Board members receive no salaries but may get whatever remuneration and allowances the assemblies grant them. Most of the boards here go in heavily for remuneration and allowances.

h. Powers and duties of boards

(1) Make policy decisions in school matters.

(2) Prepare the education budget.

(3) Appoint a superintendent of education.

(4) Appoint principals and teachers.

(5) Issue certificates to teachers.

(6) Select textbooks.

(7) Determine attendance districts.

(8) Must hold monthly meetings.

(a) Open to the public.

(b) By-laws must be published.

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i. The law states that the superintendent of education shall "take charge of all the educational affairs managed by the board of education, subject to the guidance and control of the board of education."

j. Under the present law the Ministry of Education has lost most of its power. It has no administrative or operational control over school boards. It can only require reports from them. The Ministry ~~becomes~~ has supposedly become a professional organization to help teachers by advising them on curriculum matters, courses of study, new methods of teaching, and it will carry on research in educational matters.

k. The new law eliminates the old-type school inspectors. They are replaced by teacher consultants, whose duties are similar to supervisors in the United States. They have no authority over teachers. They are supposed to work with the teachers and help them improve themselves as teachers.

5. Reorganization of Schools

The recommendations of SCAP in school reorganization have now been put out by the Japanese in the form of laws, ordinances and other directives to prefectures. These laws and directives allow a lot of leeway to the prefectures. No definite blue-print has been given. ~~When the school boards take over, any~~ Decisions within the limits of the law ~~will be~~ are left up to the boards. School organization will be different in every prefecture probably. Our Civil Education personnel will, of course, offer advice and guidance to the boards, but the final decisions will be up to the boards. We do not desire that our Civil Education people force any definite line of action on the Japanese, ~~and we will take action to stop any pressure that is being applied by our personnel.~~ We are not trying to make a little America out of Japan. We do not desire to do so.

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We want the Japanese to develop a school system of their own, according to their own needs and their resources. We want our people to always point out the guiding principles of good school organization and management to the boards, but to let them make the decisions.

6. Extension of Compulsory Education

~~Present plans are to extend~~ Compulsory education was extended through the 9th year on 1 April 1949. At present it is not planned to extend compulsory education beyond the 9th year. Further extension will be a problem for the Japanese to solve in future years.

7. Critical Problems

a. Shortage of personnel in Military Government,

~~(1) Shortage of personnel~~ to do the job we would like to do.

~~(2) We took a 25% reduction recently -- it looks like I may have to take more.~~

~~(3) We now have a T/O of 100 Officers & Officer type civilians people in Civil Education for all of Japan, and I am lucky enough to have 9~~ positions filled.

(1) Therefore, ~~you can see that~~ we cannot work on all the things we would like to at the same time. We are forced to establish priorities and work on a few things at a time.

~~(2) We could use 10 times the number of people we have and keep them all busy, if the teams had the transportation for them to use. This is another critical problem all Military Government teams face.~~

~~(3) Rules on bringing dependents over hinder our getting enough highly qualified people from the States to fill critical positions. The~~

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~~ratings are also rather low to attract people of the caliber we want. The lack of the 3 G's differential make the positions still more unattractive.~~

(2) Occupation personnel (not only Military Government personnel - but all occupation personnel) are on continual display. The Japanese judge democracy by us of the occupation. We are the products of democratic culture. We represent the type of society the Japanese want because they have been told that it is the best in the world. We face several problems in connection with this matter.

(a) A few occupation personnel do not make very good examples for the Japanese to imitate. ~~(BCOF has consistently given Military Government their best men.)~~

(b) Many members of the occupation forces and their dependents want to make speeches in which they tell the Japanese how to organize and operate their school system without knowing SCAP policies on education and without knowing much about education.

(We have now made the local Commanding Officer responsible for any speeches made, and for what is said in each speech, in his area.)

(c) We continuelly point out to our Military Government personnel that we must subordinate our own opinions and beliefs and assist the Japanese with their planning. This planning must be in accord with SCAP policy. We must do no "free-wheeling."

1. We must not misuse our power.
2. We must overcome the temptation to play God.

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(d) Mr. Abe, a former Japanese Minister of Education, made the following statement: "There are some young idealists among the Americans coming in our country who tend to use Japan as a kind of a laboratory in a rash attempt to experiment on some abstract ideals of their own, ideals which have not yet been realized even in their own country."

(e) We continually emphasize that long-range planning requires very careful study and thinking. Snap judgment must be avoided. Any mistakes made will probably effect Japan for the next 50 or more years. Military Government units must also avoid making unscientific surveys, drawing conclusions from them, and acting on false assumptions.

8. Japanese Educators (next most critical problem)

a. Shortage of Teachers

(1) The purge (3,000 teachers)

(2) Teacher screening, (3,000 teachers)

(3) 115,000 resigned when the screening laws went into effect

(4) Screening and purge laws caused a loss of 121,000 teachers

(5) After getting all possible replacements - there remains a shortage of about 47,000 teachers.

b. Shortage of qualified principals

(1) Majority are small-time politicians and not trained school men - were appointed for reasons other than their ability as school administrators.

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c. Japan has no trained school superintendents.

(1) When they ~~are~~ were appointed ~~next April~~, they ~~will~~ still ~~be~~ were untrained - they must learn while "On the Job" - with no good experience in school administration back of them.

d. Just as in all other countries now, low salaries are causing teachers to get out of the profession and are causing bright young people to stay away from teaching. However teachers do receive the same salary as other government employees of comparable rank.

e. One troublesome problem in civil education has been the Japan Teacher's Union. Professional associations of teachers as we know them in the States are practically non-existent in Japan. Instead, the teachers organized themselves into the Japan Teacher's Union, which is a labor union.

The Communists and the more radical elements among the teachers have been quite aggressive in the Union and are holding many key positions. The Union has been fighting so far for administrative control of the school system, ~~and has been pointing toward~~ They tried desperately to capture ~~of~~ control of prefectural boards of education, but in the election on 5 October, they ~~captured~~ seemed only 23% of the prefectural and city boards (66 members). The Communists captured only 7 spots, or just over 2%.

Team civil education officers have been working with the local chapters of the Union, trying to get them to devote their efforts toward the improvement of professional standards, teaching conditions and salaries of teachers rather than toward control of school administrative affairs. A few Civil Education officers have been quite successful in this matter. Others haven't been able to

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make much progress.

9. General economic conditions in Japan

a. As in other countries, money is one of the greatest problems in public education. It takes a lot of money to run a good school system.

b. Japan is just not financially able to support the type of school system it desires or that we desire them to have. (This is particularly true in vocational education.)

~~c. National budget last year was 215 billion yen - 11,971,560,000 for education.~~

~~d. 8.1% of it is for education.~~

Last year's budget was 314,462,000,000 yen. Education 25,324,630,000 or 8.05% of the national budget for education.

29% of local budgets went for school support. This is 4 % higher than in the U.S.

10. Textbook shortage

a. Due to tremendous paper shortage in Japan.

b. Lack of knowledge by teachers of how to use the new course of study and how to apply modern teaching methods.

c. We now have a workable number of textbooks, but ~~not an ample supply.~~ We have practically no reference books. ~~100~~ 206 million textbooks have now been published and distributed.

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d. The first books published were poorly bound and printed on a rather poor grade of paper and are now wearing out and have to be replaced. It is estimated that 80% of the books distributed in 1946 must be replaced as well as about 40% of those distributed ~~the first four months of~~ during 1947.

11. Problems in school administration

a. New school buildings are needed to take care of the students as compulsory attendance is increased.

Lack of natl funds for school construction

(1) Lack of building materials - particularly cement, iron and steel, glass, nails. This is one of the greatest problems we face.

(2) Lack of knowledge in school house planning.

(3) Lack of knowledge and determination in proper districting. The education officials allow themselves to be pushed about by pressure from parents and alumnai to keep the old school just like it was.

b. In-school administration - lack of knowledge of:

(1) Preparation of school budgets.

(a) They do not take their annual budgets very seriously.

(b) They resort to frequent supplementary budgets.

(c) Inflation causes both of the above conditions to a great extent.

(2) We are trying to teach them:

(a) To count only definite sources of revenue in setting up their budgets.

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(b) To stop counting "hoped-for" contributions and donations as sources of revenue.

12. The Korean School Problem

Under the provisions of Japanese school laws, Koreans must either send their children to Japanese public schools or must establish private Korean schools which meet the following requirements:

(1) Teachers must be screened

(2) Be organized according to the 6-3-3-4 plan

(3) The curriculum must meet the basic minimum standards set up by the Japanese government for all private schools.

(4) Korean schools are subject to Article VIII of the Fundamental Law of Education, which states that "schools prescribed by law shall refrain from political education or other political activities for or against any specific political party."

(5) Korean schools must secure permits to operate from prefectural governors.

Prior to the Osaka-Kobe riot Koreans were refusing to:

(1) have their teachers screened,

(2) use approved Japanese textbooks,

(3) comply with basic curriculum requirements,

(4) apply to governors for operating permits.

The Koreans demanded complete autonomy for their schools, including the right to teach all subjects in the Korean language from Korean textbooks.

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Japanese governors have the right under Article XIII of the School Education Law to close schools "In cases where they have intentionally violated the provisions of laws and ordinances."

After fair warning to the Koreans the governors of Osaka and Hyogo, ordered Korean schools closed until they met the provisions of the law. This brought on the riot. General Eichelberger flew down and took charge in no uncertain terms. The leaders were arrested, tried and sentenced to several years of hard labor. It was at this time that General Eichelberger made his statement that any foreign national who laid hands in anger on an American uniform would be lucky to reach court.

This quieted all violent action on the Korean school problem. It has since been left to the Japanese to see what they can do with it.

A majority of the Korean schools are now trying to cooperate -- at least they seem to be trying. We don't intend to enter the picture again for quite awhile unless some serious trouble develops again.

SCAP is now making a new study of the Korean school problem. We don't know yet whether or not any action will be directed.

The Communists were back of all the Korean trouble we've had. They were quick to seize the opportunity to incite the Koreans just before the elections in South Korea. The leadership of the League of Koreans Resident in Japan is largely Communist.

All Koreans in Japan are here because they elected to be here. They have all been given a chance to go back to Korea and they understood at that time that if they remained in Japan they would be subject to Japanese law.

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13. What we are doing about libraries.

(1) Get them to use the ones they have -- both public and school libraries.

(2) SCAP, CI&E, libraries (10 operating - 7 more planned)

(3) Military Government reading rooms

(4) Reading rooms in Citizens Public Halls.

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Cal S file

HEADQUARTERS EIGHTH ARMY
United States Army
Office of the Commanding General
APO 343

AG 000.8 (MG-CE)

6 may 48

SUBJECT: Korean Schools

TO: Commanding General, I Corps, APO 301

1. The following resume of the present Korean school situation is furnished for your information.

a. Under the provisions of Japanese school laws, Koreans must either send their children to Japanese public schools or must establish private Korean schools which meet the following requirements:

(1) Teachers in private Korean schools must be screened by prefectural teacher screening committees.

(2) Private Korean schools must be organized according to the School Education Law which sets up the 6-3-3-4 plan of school organization.

(3) The curriculum of Korean private schools must meet the basic minimum requirements set up by the Ministry of Education for all private schools. This includes the use of Japanese textbooks which have been selected by the Ministry of Education and approved by SCAP, which causes the instruction in the basic curriculum to be conducted in the Japanese language. Korean schools are allowed, however, to give instruction in Korean language, history, etc., outside of the regular curriculum.

(4) Korean schools are subject to Article VIII of the Fundamental Law of Education, which states that "schools prescribed by law shall refrain from political education or other political activities for or

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BASIC: Ltr. Hq 8th Army, AG 000.8 (MG-CE), dated May 48, subj: Korean Schools

against any specific political party."

(5) Korean schools must obtain the approval of prefectural governors.

b. The school laws have been disobeyed by the Koreans in the following ways:

(1) Refusing to have their teachers screened.

(2) Refusing to use approved Japanese textbooks.

(3) Refusing to comply with the basic minimum requirements of the curriculum as set up by the Ministry of Education.

(4) Refusing to submit applications for permits to operate their schools to prefectural governors.

c. The Koreans made demands for complete autonomy for their schools. They objected to having their teachers screened. They demanded that all instruction be in the Korean language. They also demanded the right to select their own textbooks, set up their own curriculum, and manage their own schools free from Japanese authority.

d. The Koreans can still have their own schools if they will comply with the provisions of Japanese law stated in paragraph a, above. Upon compliance, schools that have been closed can re-open. If these schools do not comply with the law, they will remain closed and the Korean children will have to attend Japanese public schools under the compulsory attendance law (Article IV, the Fundamental Law of Education).

e. The teacher screening directives (SCAPINS 178 & 213) were issued to the Japanese Government in October 1945. The Fundamental Law of Education and the School Education Law were both enacted in March 47. 1947 However, no attempt was made by the Japanese to enforce the school laws against the Koreans until the fall of 1947. Based on a request for the legal status of Korean schools, the General Headquarters, Supreme Commander for the Allied Powers, on 19 November 1947, stated that "Koreans resident in Japan are subject to Japanese Law. Prefectural officials are empowered to enforce Japanese law without reference to the Japanese National Government." The same communication also stated that the Japanese Ministry of Education had been requested to clarify for prefectural officials the legal status of Korean schools.

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BASIC: Ltr, Hq 8th Army, AG 000.8 (MG-CE), dated May 48, subj: Korean Schools

In January 1948 the Ministry of Education issued Kangaku #5 and Hatsu Teki #9 to prefectural governors. These two documents contained the instructions outlined in paragraph e, above.

f. Upon receipt of the above documents several prefectural governors notified Korean schools to comply with the law by certain specified dates. The Koreans ignored the orders. The governors then ordered the Korean schools closed. The governors have authority to close schools under Article XIII of the School Education Law, which states: "The competent authorities may order the closing of schools in any of the following cases:

(1) In cases where they have intentionally violated the provisions of laws and ordinances.

(2) In cases where they have acted against the instructions issued by the competent authorities in compliance with the provisions of laws and ordinances.

(3) In cases where they have not conducted teaching for more than six months."

g. Following an outbreak of violence in Kobe over the closing of Korean schools, a conference on the Korean school situation was held on 26 April 1948 at the General Headquarters, Supreme Commander for the Allied Powers. As a result of this conference, the Ministry of Education was given a copy of General Eichelbergers press release in Kobe on 26 April 1948 (inclosure 1) and told that there would be no change in present policy in regard to enforcing Japanese school laws on the Koreans.

h. On 3 May 1948, officials of the League for Koreans Residing in Japan signed an agreement with the Ministry of Education which included the following points:

(1) The education of Koreans shall be based on the education standard law and the school education law.

(2) Korean schools shall apply for permission to operate as private schools with the provision that special Korean education will be given within the limits of autonomy granted private schools by the Ministry of Education.

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BASIC: Ltr, Hq 8th Army, AG 000.8 (MG-CE, dated May 48, subj: "Korean Schools."

2. The actions described in paragraphs 1g and 1h, above, have placed the responsibility for the enforcement of Japanese school law on the Koreans directly upon the Ministry of Education.

3. It is desired that, subject to the policy established in the Army Commander's press release (inclosure 1), the Korean school problem be left in the hands of the Japanese for the time being. At a future date the situation will be reviewed in the light of what the Japanese have accomplished.

BY COMMAND OF LIEUTENANT GENERAL EICHELBERGER:

1 Incl
Army Commander's Press Release

R. SCHAFER
Lt Col, AGD
Asst Adj Gen

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 79-3

PRESS RELEASE
by
LT GENERAL EICHELBERGER

~~(Excerpt from Nippon Times, Tuesday, 27 April 1948, page 1, col.6)~~ Issued at Kobe, 26 April 1948

"On Saturday, April 24, approximately 1,000 Koreans gathered outside the Kensho building in Kobe where the governor, the mayor and the chief of police were holding a conference.

"By their unlawful acts and assault upon these Japanese officials they coerced the governor to acquiesce to their demands relative to:

"Firstly — release of the Koreans held for trial for unlawful acts (resisting the school regulations).

"Secondly — an agreement not to prosecute the released alleged violators of the law.

"Thirdly — vacation of the court order relative to the Korean schools.

"Fourthly — an agreement to take no action against the Koreans making the aforementioned demands.

"Such agreements exacted under force and coercion have no legal status. I do not recognize as binding any agreement or promise made under duress.

Became Mob Action

"In this case, the fact is that this Korean demonstration degenerated into mob action to such an extent that civil government ceased to function during a certain period. Owing to the unlawful severing of telephone communications, the occupational authorities were unable to communicate with key Japanese officials.

"Such action is inimical to the occupation policies and to the security of the occupation.

"As commanding general of the Eighth Army, I am taking cognizance of the aforementioned unlawful actions and have directed prosecution of certain individual Koreans by military commissions and/or provost court.

"In the case in question, certain foreign nations, who by their own free choice, are residing in Japan — where they are gaining their

Incl 1

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livelihood — have struck at the very fundamental elements of civilization by their action with respect to the duly elected representatives of the Japanese people.

"There can be no civilization without law and order. There can be no law and order without law enforcement and obedience of the law.

"There will be no compromise with such subversive mob action no matter from what source it may arise. I hold the leaders of all groups particularly responsible when by their example they set the pattern for uncivilized behavior. Their punishment will be proportionately severe."

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(1) Review for MG Orientation School - 30 June 49.

1. Lack of adequate school libraries. ✓

2. Lunch rooms
   a. Many school give hot lunches 2, 3, or 4 times per week to the students & teachers
   b. When these lunch rooms were started, they used imported American foods which was given to them.
   c. The supply has almost stopped.
   d. If the Japanese want the lunch room program to continue, they will have to furnish most of the food.
   e. Distribution of imported foods —
      (1) Min of Educ to Prefecture
      (2) Check distribution by prefectural officials - get them to let a dietitian help in the breakdown of the food to the school. Also get them to send recipes to the schools for the preparation of any foreign foods.

3. Boy & Girl Scouts - Leadership training

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(2)

4. The main duty of CE Officers in the field of Religion is to report violations of SCAP directions on the separation of Church and State.

→ a) Public schools cannot teach religion

→ b) Private schools can

5 Relations with missionaries.

a. They are neither occupation personnel nor Japanese nationals. They are in a category all their own.

b. They can speak in any public school - with the permission of the principal - on any subject except religion, and on any subject, including religion, in a private school.

c. The responsibilities of the occupation in regard to missionaries are:

(1) To get them to the railroad station nearest the place they are to work.

(2) To see that they do not starve or freeze.

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(3)

(3) To see that they suffer no bodily harm at the hands of the Japanese or other groups.

d. Our personnel are supposed to do no missionary work.

6. No MG inspector or SCAP inspector has a right to issue orders to an MG team. If such is done (and sometimes it is) don't obey the orders until you check with your next higher headquarters.

7. SCAPINS are directives to the Japanese Government — they are not directives to Military Government. The Army gets its directive from SCAP in the form of Command Letters. The Army sends directives to subordinate units in the form of command letters, circulars, Operational Directives, etc. These are the official directives to MG teams.

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8. CE Officers inspect both public and private schools.

9. I want to emphasize again the CE Officers have no authority to issue orders to the Japanese. They are supposed to give advice and assistance - & not to use force or to issue orders.

10. Teachers are screened only for militaristic and ultra-nationalistic activities - not for inefficiency.

11. CE Officers should make an effort to separate women's clubs and youth groups from the control of the prefectural govt.
We do not encourage federation of these groups above the gun level.

12. CE Officers have no power to remove Board of Education members or teachers.

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(57)

13. Bds of Educ have no control over private schools, colleges or universities.

14. The school budget is not subject to the approval of the CE officer.

15. CE officers have no responsibilities or powers in the selection of the new teacher consultants.

Neither do they have the power to appoint youth group leaders.

16. Boy + Girl Scouts - leadership training

17. Dismissal of teachers.

(a) written charges
(b) hearing - public if demanded
(c) action by board
(d) appeal through the courts if a question of law is involved.

18. Demands of the Koreans for public support

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of their schools.

a - Complete support — (This is illegal)

b - Korean classroom, with Korean teacher, in each public school. (This is illegal)

c - Loans from prefectural boards -

(We are not sure of its legality - Gort Sec, SCAP, says its illegal. We recommend that Bds of Educ be advised & turn down all such requests.)

19. Team commanders can help CE Officers in dealing with the Teachers Union —

a. Their demands on governors.

b. Their demands on Bds of Educ.

20. War Memorials —

(a) Japanese are supposed to remove them

(b) If they do not, write a letter reporting to Govt

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Note from Gen Shepard
on Orientation School

1. Approved solution on bulletin board immediately after exam.

2. No more class leaders — instructor will control the class.
   announce breaks — tell them when to be back in seats.
   announce next program —

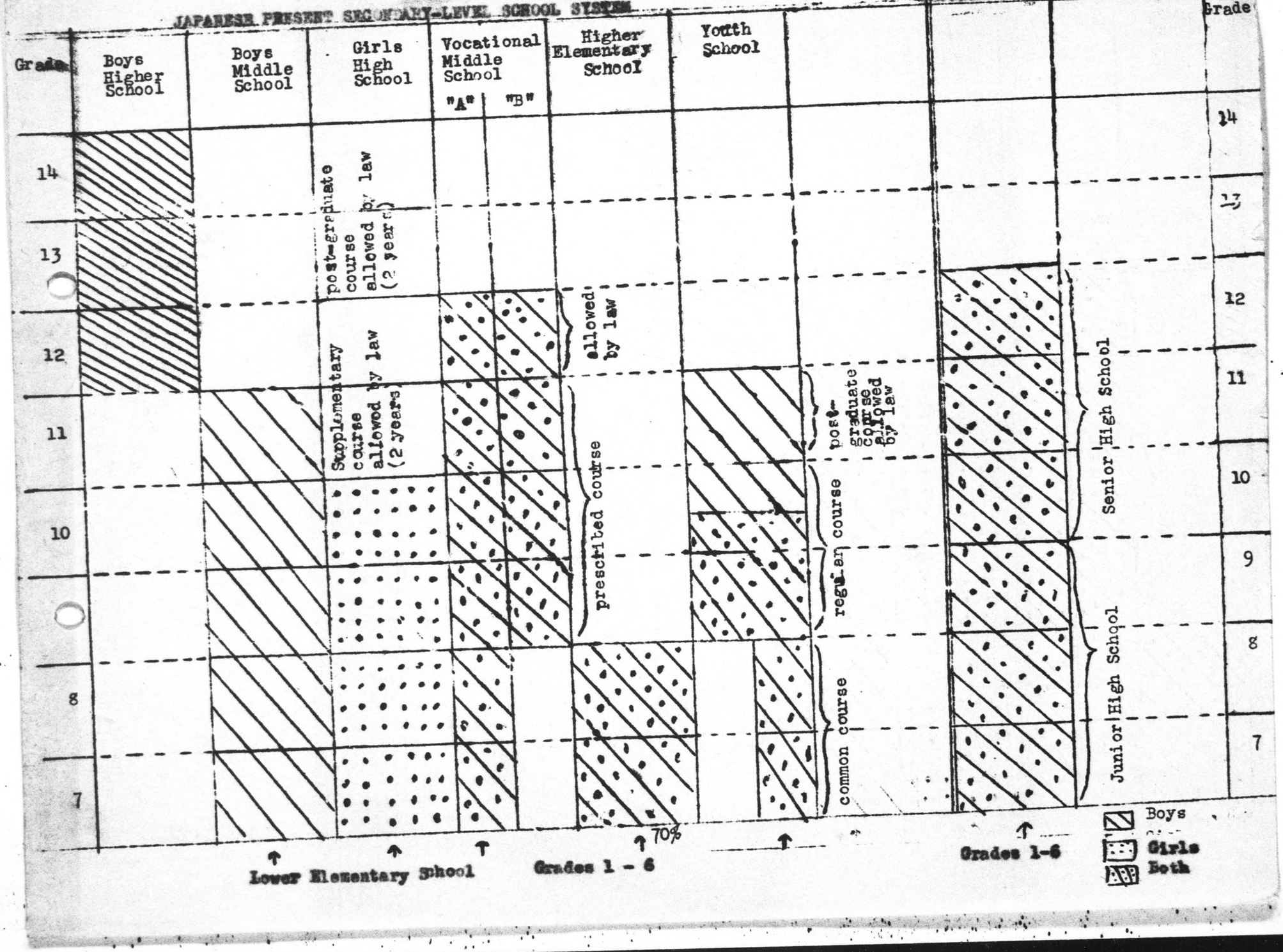
3. No smoking during class — only during breaks.

4. Student stands to ask question. Instructor will repeat the question.

DECLASSIFIED E.O. 12065 SECTION 3-402/NND 963

JAPANESE PRESENT SECONDARY-LEVEL SCHOOL SYSTEM

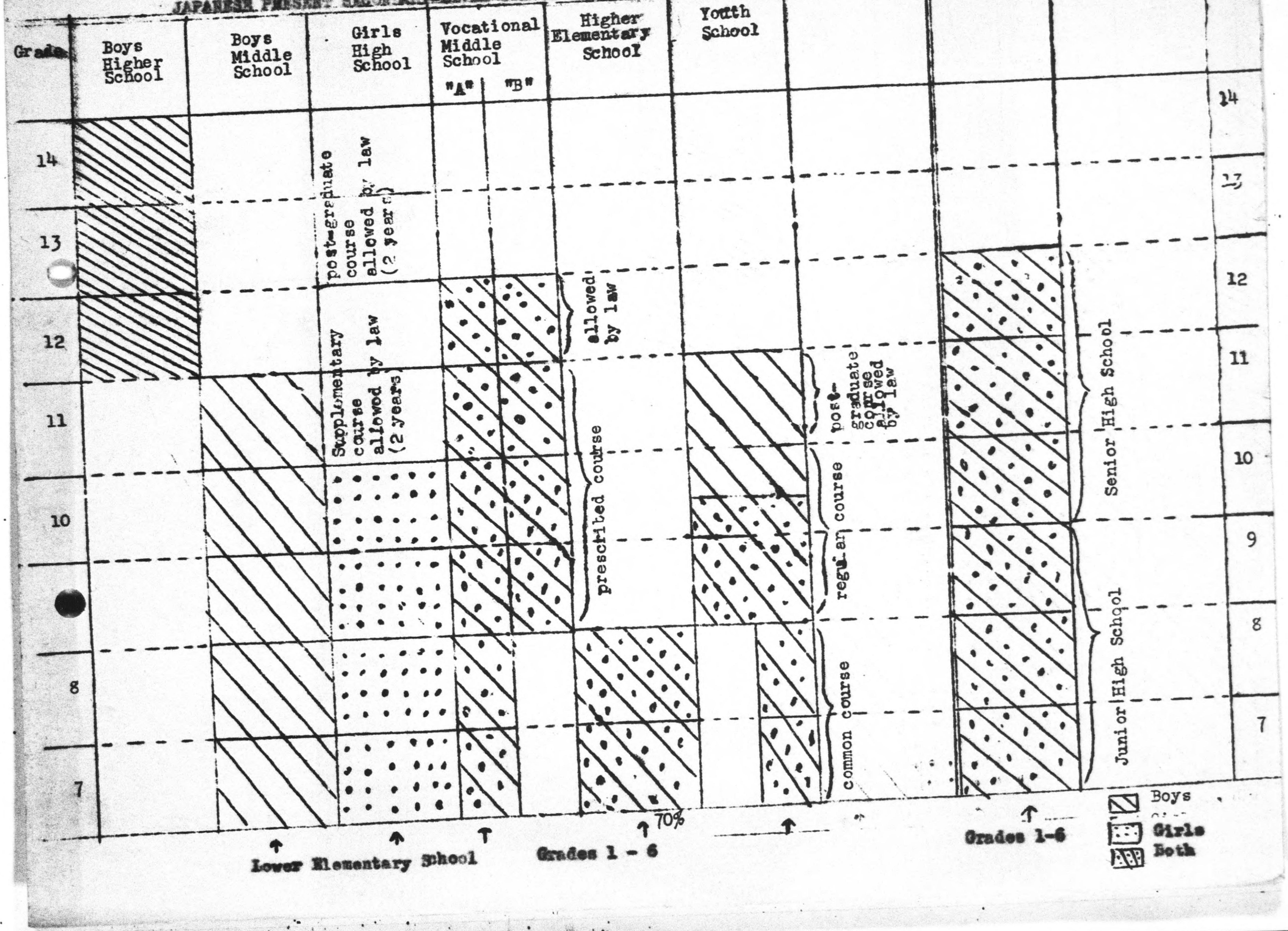
SYSTEM USED IN MANY SECONDARY SCHOOLS IN U.S.



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDB No.

JAPANESE PRESENT SECONDARY-LEVEL SCHOOL SYSTEM

SYSTEM USED IN MANY SECONDARY SCHOOLS IN U.S.



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [redacted]

1. Critique
1. Questions

2. Team commanders can help CE Officers in dealing with the Teachers Union
   a- their demands on governors
   b- their demands on Bds of Educ

3. Demands of Koreans for public support of their schools.
   a- complete support (as illegal)
   b- Korean classroom with Korean Teacher in each public school (This is illegal).
   c. Loans from prefectural boards. (We are not sure of its legality - Lort Iea, SCAP says its illegal - Recommend that Bds of Educ be advised & turn down all such request)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

4. Lunch rooms

a. If the Japanese want this program to continue, they will have to furnish part of the food locally -

b. Check distribution of food by prefectural officials. Let them to let a dietician help in the breakdown of the food & the schools. Also recipes should be sent to the schools.

5. Universities Law

a. National School Establishment Law approves the Charters of Colleges & Universities recommended by the Chartering Committee

b. University Bill -
Now being drafted
deals with control of Universities

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(2)

IO philosophy and IO

5. It is legal for the doctrines of any political parties, including communism, to be taught in the public schools. However, no activities for or against any specific political party may be taken.

a. A teacher may be a communist, however.

b. To remove a teacher guilty of teaching communism:

(1) For all public schools except those controlled by the cities:

The governor appoints a "disciplinary committee" as provided in Article 31 of Cabinet Order 19, "Enforcement Provisions of the Local Autonomy Law" (page 4 of the Official Gazette, Extra No. 1, 3 May 47). If the committee recommends dismissal, the governor can take final action.

(2) In city schools, the mayor takes the same action as outlined above for the governor. The mayor can take final action on these cases.

6. Teachers are screened only for militaristic & ultra-nationalistic teachings and writings — They are not screened out for inefficiency.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 79-3-12

EIGHTH ARMY MILITARY GOVERNMENT

ORIENTATION SCHOOL

DUTIES OF THE TEAM CIVIL EDUCATION OFFICER

1. Mission of Civil Education

The mission of civil education is to assist and guide the Japanese in the democratization, reorganization and decentralization of the school system so as to insure that all boys and girls have an equal educational opportunity; to assist and guide youth and adults in the attainment of greater personal, vocational, and civic efficiency; and to exercise surveillance in the fields of religion, arts, and monuments.

2. Line of Authority

a. The team's authority for action derives from Eighth Army in the form of "Operational Directives" and official letters which are based upon SCAP policy. SCAP instructions go to the Japanese in the form of SCAPINS. The Japanese prefectural officials get their instructions from the Ministry of Education in the form of directives, memoranda, etc. Since these Ministry of Education releases are considered authoritative by the Japanese, Military Government should guard carefully against issuing instructions which are to the contrary. Any differences of opinion as to meaning should be clarified through channels.

Operational Policy

b. From the beginning, Occupation policy has been based upon the principle that the reform of Japanese society should be accomplished by the Japanese people themselves; that SCAP should not impose a blueprint; and that

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the function of General Headquarters and the Army of Occupation was not to govern Japan, but to supervise the efforts of the Japanese people to reform themselves and their society. This policy rests upon the belief that within the Japanese people an honest desire exists to build a democratic society capable of directing itself in reconstruction and reform to create a Japan worthy of a position of dignity in the community of nations. That this faith was justified tends to be demonstrated by the reforms effected in Japanese education by the Japanese themselves during the two years and a half since the beginning of the Occupation.

3. Present Civil Education Program

The present civil education program includes: five required school inspections per month; spot checks of schools for specific purposes; re-inspection of schools to check on the extent of improvement in deficiencies found in previous inspections; adult education; work with youth organizations, Boy Scouts and Girl Scouts; establishment of the 6-3-3 system; in-service training of teachers; organization and reorganization of temporary conference groups; and surveillance in the field of teacher screening and religion.

4. Civil Education Activities

In addition activities of civil education personnel include: liaison with the education section of the prefectural government; conferences with representatives of teachers' unions, principals, local government officials, youth leaders, leaders of women's affairs, etc; interviews with key individuals; lectures on certain occasion; publicity, in cooperation with civil information section of the team; special investigations; liaison with other sections of the team; and making required and special reports to higher headquarters.

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5. School Inspections

The school inspection may involve any or all of the following activities:

a. Filling in the school inspection form.

b. Examining the school plant.

c. Visiting classes.

d. Interviewing teachers and pupils.

e. Speaking to the student body.

f. Holding a post-inspection conference of teachers and principal.

g. Making on-the-spot- corrections.

h. Reporting deficiencies to prefectural education officials.

i. Follow-up to determine the extent of improvement of noted deficiencies and to offer further suggestions for improvement.

Many teams have adopted the commendable custom of taking along with them on school inspections various Japanese officials, including the village headman and the education chief of the district. Such practice offers a good opportunity to demonstrate the meaning of an inspection and to point out to responsible persons the physical and professional needs of the schools.

The inspection should be made by the CE officer himself, never by an untrained assistant. It is not difficult to imagine the reaction on the part of Japanese educators when a person with very little training and no conception of teaching methods and techniques poses as an expert on education by inspecting schools.

However, assistants might well be employed to spot-check schools for specific purposes, such as the sanitation of lunch rooms, the distribution of window glass, or the distribution of batteries.

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6. In-service Training of Teachers

Since one of the paramount weaknesses of the present program of education in Japan is the lack of properly qualified Japanese education personnel, the in-service training program is rightly placed high on the list of Military Government priorities.

This program usually began with the formation of prefecture-wide in-service training committees. Organization started in each local community with a committee composed of representatives from local teachers unions, local principals' associations, members of the prefectural department, and representatives from the normal schools. An ideal committee might consist of an equal number of teachers, principals, prefectural officials, and normal school personnel. Representatives of the local committees make up the gun committees. Representatives from the gun committees make up the prefectural committee.

The program itself involves demonstration classes, try-out schools, inter-school visitation for observation, conferences, summer workshops (usually at the normal schools), study groups on the local, guh, and prefectural levels, and study groups in the local schools. These latter may be on the grade or subject field level.

It is the task of civil education to stimulate, guide and assist. This can be done by the various means enumerated above under "activities". It is wise to enlist the help of teachers' unions representatives, since we are trying to get the union to work for the professional improvement of teachers.

7. School Lunches

A properly administered school lunch program is an objective of the

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occupation. This demands assistance and guidance on the part of civil education. This program is also of concern to the welfare section and the public health section of military government teams, and the three sections should work closely together in this field. The Japanese government has issued instructions to the prefectural governors concerning school lunches. The first of these, "Concerning the Encouragement and Treatment of the School Lunch Program" was released 11 December 1946; the second, "Treatment of Canned Goods for the School Lunch", 10 January 1947.

English translations of both were distributed to teams.

This program has not made satisfactory progress. According to a summary made from 230 school inspection reports for the month of June, less than 45% of the primary schools inspected and practically none of the secondary schools has any sort of school lunch program. But one CE officer reported that the children had gained weight steadily since the introduction of school lunches into the school.

8. Reorganization of the Secondary Schools

The reorganization was practically completed in April of this year, but there are still many irregularities which the team CE officer must try to straighten out. These include: an equal opportunity for boys and girls; giving precedents to senior high schools over the lower secondary schools; many private schools have not met the minimum requirements of the education law. Under this law every secondary school, whether public or private, must apply to the governor for recognition and charter. This is the provision in the law which caused the trouble with the Korean schools.