DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

x-T

To: Civil Education

RESTRICTED

HEADQUARTERS
KINKI MIL GOVT REGION
APO 25 (Osaka, Honshu)

RFS/km

10 March 1949

000.1

SUBJECT: Local Elections

TO: Commanding General
I Corps
APO 301

1. Submitted herewith is a report on policies discussed and actions planned by military government teams in Kinki Military Government Region regarding local elections in Japan.

2. A conference of Legal-Government officers within Kinki Military Government Region was called for 24 February 1949, for the purpose of discussing Legal-Government problems. Prior to convening of the conference, this headquarters received a letter from Headquarters Eighth Army, file AGMG CI 091, subject; "Information Plan for Local Elections", dated 17 February 1949. It was therefore decided to add the Information Plan for Local Elections to the agenda. The conference convened at 1000 hours and adjourned at 1200 hours. Present were: Capt. Johnson (Hyogo MG Team), Capt. Proffer (Shiga MG Team), Lt. Goodale (Osaka MG Team), Major Moore (Nara MG Team), and M/Sgt. Lewis (Wakayama MG Team). Due to delayed receipt of the message, Kyoto Team was not represented; however, Capt. Hoagland was in Monday, 28 February, for the same discussion.

3. The following paragraphs pertain to comments and agreements reached during the conference relative to political parties and local elections.

a. The Communist Party is a legally recognized political party within Japan. It has the same status in the eyes of the law as other political parties; therefore military government in its official pronouncements must treat all recognized political parties alike, in order to avoid charges of discrimination. In the past it appears that too many of our activities against the Communist Party have been defensive, in that we tend to counteract an action they have already taken. On the theory that the best defense is a strong offense, we should vigorously push our own program and cooperate with political parties favorable to our theory of government in advising them on strategy and tactics.

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b. The January elections in Japan presented an excellent example of Communist strategy and tactics. This was reported in part in the Kinki Military Government Region Monthly Activities Report, a copy of which was sent to each team in addition to those forwarded to higher headquarters. It has been observed that the Communists nominate only one candidate to represent their party, whereas other parties frequently name three and sometimes more. By such vote splitting, the Communists get representation in government positions in a larger proportion than their ratio to the number of registered voters warrants. In such a situation, military government could point out to the party leaders, if they do not already know it, of what the final results may be expected to be. Whether or not they change their own party tactics is up to the Japanese.

c. Another practice sometimes occurring in local elections is caused by the situation which develops when there are two or three candidates in the early part of the campaign. As the campaign progresses and it becomes apparent who will be the likely winner, the opposing candidates withdraw from the race, leaving on ly one candidate. It is quite possible that the Oriental "face-saving" device is present in such deals, and further, there may be some "horse trading" going on whereby the less favored candidates bargain with the probable winner, e.g. "I'll withdraw if so and so receives an appointment to a certain government job." Military government should disco rage such practices and urge candidates to maintain their candidact through election day. Such deals on the part of a few candidates deprive the people of makein any choice when they enter the voting booth.

d. In instances where there is only one candidate for a vacancy, military government can use the same argument to encourage other persons to run, and if the sole candidate is a Communist or is Communist supported, military government should exert even more effort to have the other parties present candidates.

e. In all elections, military government should openly and actively encourage the maximum number of people to vote. We cannot tell them how to vote or for whom they should vote but every registered voter should be urged to take his ballot into the booth and make a choice. In other words, do all you can to urge major political parties to adopt a party strategy and plan to make each vote count its maximum. The same laws and practices legally available to the Communists are available to all other parties. They too must make use of them.

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Ltr, Hq Kinki Mil Govt Region, 000.1, subj: "Local Elections", dtd 10 Mar 49, cont'd.

4. The foregoing paragraphs have been summarized from notes taken during the conference. This is the first and only time they have been produced in this form; however, at the close of the conference, each representative copied the following notes to present (with his verbal report) to the team commander: The CI officer is to inaugurate a vigorous program, as outlined in Eighth Army letter (Information Plan for Local Elections) and carry on a continual progressive political education campaign as part of the Corps Adult Education Program to educate the public that:

a. In any election where there is only one party candidate, local leaders should take steps to encourage more candidates to run, because the people should have a choice to make when they enter the voting booth.

b. It is to the benefit of Japan and the Japanese to elect competent, honest officials who are favorable inclined to the type of government advocated by the occupying powers.

FOR THE COMMANDING OFFICER:

HARRY H. JACKSON
1st Lt., Inf.
Asst Adjutant

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

3 March 49

BASIC: Ltr. Kinki Mil Govt Region, dtd 3 Mar 49, subj: Improving the In-Service Training of Teachers.

5. It is desired that the inclosed report and suggestions made in this letter be made the basis of a conference with the prefectural authority or authorities responsible for in-service training and that the prefectural program be revised and improved in light of the attitudes revealed in the poll.

BY ORDER OF COLONEL O'MOHUNDRO:

Harry H Jackson

HARRY H. JACKSON
1st Lt. Inf
Asst Adjutant

1 Incl:
As indicated (1 copy)

KYOTO MG

1443

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 25 (Oseka, Honshu)

RSA/rtn

3 March 1949

000.8

SUBJECT: Improving the In-Service Training of Teachers

TO : Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

1. Inclosed is the first completed public opinion poll made by the Public Opinion Research Division attached to I Corps Military Government. The subject was "Attitudes of Teachers Toward In-Service Training". It is forwarded to you as a basis for improving your program.

2. The poll determined, among other things, that the teachers felt the need for in-service training, that they demanded a practical type of training, and that they desired to participate more fully in the class discussion of each training session. Note also the criticism concerning poor instruction and the inconvenient time of the classes.

3. One conclusion to be drawn from the poll would be that Civil Education should continue to emphasize as one of its top priorities a strong in-service training in each school, from primary through upper secondary school.

4. School Education Sections of prefectural secretariats should be urged to plan permanent programs,utilizing such materials as the new handbooks now reaching the schools, including:

Administration of Elementary Schools (Copies in the hands of the attendants to the recent conference at Ise-Yamada)
The Handbook of the New Lower Secondary School (probably only a few copies in hands of Ken Education Section)
Handbook for Teacher Consultants
Curriculum of Upper Secondary Schools

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ATTITUDES OF TEACHERS TOWARD IN-SERVICE TRAINING

In November 1947, a program of in-service training for all teachers and principals in Kyoto City was instituted by the Education Department of the Kyoto Prefectural Government. This training emphasized educational psychology and teaching methodology, including planning of class work, methods of presenting materials, and classroom techniques. The United States educational system was used as a model. Some classroom material was included for illustration. The in-service courses were repeated several times during the year.

To supplement this training a summer school course in education of approximately two weeks duration was begun at the suggestion of the Ministry of Education in August 1948. The courses covered the same general material as the inservice training, but differed somewhat in presentation. Summer school was held only once during the year. Attendance at summer school was compulsory for both teachers and principals.

At the end of the first full year of training it was considered advisable to determine the degree of interest of the teachers in the two types of training, the suggestions and criticisms they had, and the extent to which the programs had affected their attitudes and teaching methods.

At the request of the Civil Education Section, I Corps, a survey of teachers' attitudes was conducted from 16-20 December 1948. A cross section of 499 teachers and principals in the primary and secondary schools of Kyoto City was interviewed.

SUMMARY

In general the in-service training program for teachers in Kyoto seems to have been well received. The great majority of teachers reported that they think the program is necessary and they apparently consider the courses worthwhile enough so that most of them said they would be willing to attend even if training were not compulsory. Apparently one reason for the interest shown was the feeling held by a large majority that the main purpose of the training was the development of democratic educational methods. Another reason that seemed to be important was the fact that the majority seem to feel considerable doubt as to the adequacy of the education many teachers have received.

However, the in-service training had its critics also. Thirty-seven percent of the teachers had specific criticisms and suggestions

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concerning the materials used, and 48 percent criticized the procedures. The most widely voiced criticism of materials was the lack of practical examples to illustrate the material taught, while the major criticisms respecting procedures concerned the poor instructors and the inconvenient time of the classes.

Summer school was not as satisfactory to the teachers as in-service training. A plurality of the respondents reported that summer school was not as useful as the other type of training, and a far larger proportion had criticisms of the procedures and materials of summer school than of the in-service training. The chief criticisms of summer school material and methods were also the lack of practical examples, the poor instructors, and the poor choice of time, but in addition, a large number suggested that the class hours should be staggered so that the classes would not be so crowded.

An overwhelming majority feel that all teachers need these courses, although the majority would prefer to have attendance at summer and in-service training courses voluntary.

By far the most popular time proposed for the in-service courses is after school hours on week days. Since Wednesday afternoons are authorized periods for teacher study, they were often mentioned as a suitable time for classes.

A slight plurality feel that qualification for the higher teaching positions should be based upon an examination in materials of the type used in the in-service or summer school training programs. However, over one-third felt that examinations of this type are a bad basis for promotion. It is probable that the fear of losing seniority rights affected the answer to this question.

There is evidence of considerable change in the attitudes of teachers brought about by the training program. Before the end of the war, the main object of education was the development of unquestioning obdience to authority, ultimately, obedience to the Emperor. Now, however, the main aim of education is considered by a majority of teachers to be the guidance of students toward becoming good citizens. Large percentages also felt that education should build character and develop the individuality of the students.

There is reason to believe that punishment was the most widely used method of controlling unruly students in classrooms. Now, according to the statements of the teachers, punishment appears to be given rarely. A plurality of teachers report that they merely lecture or warn students who disturb the class, while one-fourth attempt to change the interest of the students. Whether the facts are as reported by the teachers or not, the responses to the

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questionnaire indicate that the teachers have at least become aware of more progressive methods of classroom management.

Over half of the teachers report that they give special lessons to students who differ from the general level of the class. Other methods of handling individual differences that were favored by fairly large percentages are the technique of varying the subject material and that of separating the class into groups according to ability.

Nearly all Kyoto teachers report that they like teaching and intend to continue in the profession. The chief reason given is that they like children and like to watch them develop. About half report that they took up teaching as a profession because they were temperamentally suited to it. One-third feel that education has a special mission which they wish to help carry out.

FINDINGS

Many of the positive pro-democratic answers on this survey seem to be supported by a suspiciously large proportion of the teachers. It is highly probable that the fact that the interviewees knew that this survey was supported by Military Government was responsible for some inflation of percentages favorable to the educational program. However, discounting the effect of this knowledge, it seems evident that the inservice teachers' training and summer school programs have been favorably received and have brought about changes in the attitudes and techniques of Kyoto teachers.

Although 21 percent of Kyoto teachers did not recognize the in-service teachers' training by its formal name, most of them knew the program when it was described to them. The training seemed to be generally acceptable, since an extremely high proportion, 93 percent, stated that they thought it was necessary. A large majority said that they would attend courses even if they were not compelled to do so.

One reason for the interest shown in the training was undoubtedly the feeling held by the majority that the program was instituted in order to change the educational system into a democratic one. Another reason may have been the feeling that many of the teachers were not generally qualified.

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1. Shin Kyoiku Kenkyu Kyogikai.

Question: Do you know the Shin Kyoiku Kenkyu Kyogikai?

Yes	79%
No	21

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Question: What do you think of the in-service teachers' training? Generally speaking do you think it is necessary or not?

Necessary	93%
Unnecessary	1
Other	3
Don't know	3

Question: Speaking frankly, would you attend these courses even if you were not compelled to do so?

Yes	82%
No	3
Depends upon the course content	13%
Other	2

Question: What do you think is the purpose of in-service teachers' training?

To change to democratic education	71%
To develop teachers' character, technique and education	23
Other	5
Don't know	2

Question: Do you feel that the teachers you know have enough education or not?

Generally qualified	38%
Many are not sufficiently qualified	40
Generally not qualified	17
Other	2
Don't know	3

Summer school was not as popular with the teachers as in-service training. A plurality felt that the in-service courses were more useful, and far larger percentages voiced suggestions and criticisms of summer school procedures and materials than of in-service training procedures and materials. Sixty-one percent criticized summer school materials as against 37 percent criticising in-service materials, and 77 percent made suggestions concerning summer school procedures as against 48 percent criticizing in-service training procedures.

The pattern of suggestions was the same in both types of training. The chief lack in the materials of each was felt to be the shortage of practical examples as illustrations. The major points emphasized in criticizing the procedures of each course were the need for better instructors and the poor arrangement of classes according to time and season. The latter was particularly important to those who criticized the summer school, because many felt that the summer season was too hot and ennervating for study. Critics of the summer

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school also suggested that the hours should be staggered and more space provided to prevent overcrowded classes. This was not a problem in in-service training becsuse each school held its own classes. Twenty-one percent requested more class discussion in in-service courses.

Question: Do you have any criticisms or suggestions to make concerning the material that was used in the last in-service training courses? (Summer school courses?)

	Summer School	2 In-service Training
Criticisms	66%	49%
No criticisms	34%	60%

Suggestions and Criticisms 2,3	Summer School	In-service Training
Use more practical examples	64%	49%
Raise grade of materials	15	8
Use most up-to-date materials	11	14
Give information, not personal opinion	11	0*
Separate the subjects into classes	8	5
Teach more subjects	7	5
Lower grade of materials	3	5
Prepare enough texts for everyone	0	5
Other	13	24

*Less than 0.5 percent.

Question: Do you have any criticisms or suggestions to make concerning the procedure used in the last in-service training courses? (Summer school courses?)

	Summer School	In-service Training
Criticisms	77%	48%
No criticisms	15	44
Does not apply	8	8

Suggestions and Criticisms 3	Summer School	In-service Training
Choose better instructors	38%	23%
Arrange at better time and season	34	23
Stagger time and place to prevent crowding	26	4
More class discussion	20	21
Separate class according to ability	10	6
Have demonstration classes	10	12
Transmission system unsatisfactory*	4	2
Compulsory attendence not good	3	0
Facilities and equipment poor	1	6
Other	16	25

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*"Transmission system" refers to the procedure of sending the instructors for these courses to universities to learn the techniques which they are to "transmit" to all the teacher-students. The teachers expressed a preference for direct instruction from experts in the field rather than through intermediaries.

An overwhelming majority felt that, even though the courses should be voluntary, all teachers need the training. Few felt that any teacher were well trained enough to be excused from classes.

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2. These percentages indicate only the proportion of people who thought of these criticisms off-hand. It is quite probable that many more would agree with at least some of the comments even though they did not happen to think of them at the moment. Therefore, these may be regarded as "salient" responses.
3. Since many of the respondents gave more than one response, percentages tally to more than 100.

Question: Which do you think would be better: compulsory or voluntary attendance?

Voluntary	64%
Compulsory	7
Ideally should be voluntary, but compulsory now	26
Either	1
Other	1
Cannot tell	1

Question: Do you think that all of the teachers should take the courses, or that some could be excused?

All should attend	92%
Some could be excused	6
Other	1
Don't know	1

The majority felt that the best time to hold these classes is after school hours on week-days. The Wednesday afternoon study period for teachers was often mentioned as a satisfactory time, while Saturday afternoon was a very poor second choice. It seems apparent that the extra travel-time required for special classes on Sundays or during the midterm vacations is a factor affecting the choice of time.

Question: From your experience, what do you think is the best time to hold these courses during the term?

After school hours on week days	68%
Saturday afternoon	17

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Any time	9%
During the school hours of the week	5
Sunday	0*
Other	1
Don't know	0*

* Less than 0.5 percent.

Only 42 percent felt that examinations on subject materials of the type used in these training schools should be used as a basis for qualifying teachers for higher teaching positions, while 37 percent felt that such examinations were a poor basis for promotion. Many of the teachers interviewed did not know exactly what such examinations included and were, therefore, skeptical of their value, while others were undoubtedly afraid of losing seniority rights under such a promotional system.

Question: It has been proposed that the appointment of teachers to the position of principal or head teacher should be based upon a qualifying examination of materials similar to those of the summer school and in-service training program. What do you think of this idea:

Good proposal	42%
Bad proposal	37
Depends on the contents of the examination	12
Makes no difference	4
Other	3
Don't know	2

The educational program for teachers seems to have brought about important changes in attitudes. The development of unquestioning obedience to authority which was the principal aim of education before the end of the War has been replaced by a more democratic concept of education. A majority of teachers now feel that the main object of education is the guidance of students toward becoming good citizens. Many also feel that their duty is to build up character and to develop individual differences. While the "guidance toward citizenship" and even the "development of character" might conceivably be more acceptable ways of restating the old authoritarian beliefs in the aim of education, the "development of individual differences" is a peculiarly democratic concept.

Question: What do you think is the main aim of education?

To lead students to become good citizens	62%
To build up character	44
To develop the individuality of students	25
To build a democratic peaceful country	4

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Other	7%
Cannot say clearly	2

According to many reports, physical punishment was a very common method of handling disobedient students before the end of the War. Today, however, teachers state that they seldom use punishment. Lecturing and warning the students are most often mentioned as methods of control, although one-fourth of the teachers say they try to direct the interest of the students to other subjects.

Question: How do you handle the students who talk and disturb the class when they should not?

Lecture them	41%
Warn them	40
Redirect the interest of the students	25
Scold them	19
Let them correct each other	16
Keep the offenders standing	4
Let them do what they like	6
Praise the good students	2
Let them reflect on themselves	2
Slap the students in exceptional circumstances	0*
Other	5

* Less than 0.5 percent.

Over half of the teachers report that they handle individual differences in the classroom by giving special lessons to students who differ greatly in ability from the general level. About one-third state that they teach materials of varying difficulty according to student ability. Caution maust be used in accepting these as accurate percentages since the question wording implied that the teacher would make some provision for differences in ability, when, in fact, he might easily ignore such differences. However, the replies to the question give a general indication of tendencies.

Question: In the classroom, what provisions do you make for handling individual differences between students?

Give special lessons	56%
Teach materials of varying difficulty	31
Separate the class into groups according to ability	21
Separate the class into groups paying no attention to ability and let them compete with each other	16
Teach them on a standard teaching basis irrespective of individual pupil abitity	12
Other	5

The teachers were almost unanimous in their liking for their job. Ninety-seven percent said that they liked to teach. The reason

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given by most of them was that they liked children or liked to watch them develop. Slightly over half of the teachers said that they had taken up teaching as a profession because they were temperamentally suited to it. Others felt that education had a special mission which they wished to carry out.

Question: Do you like teaching children?

Like	97%
Neither like nor dislike	2
Dislike	1

Question: Why do you like it?

Like children	55%
Like to watch children develop	45
Can study myself	2
No special reason	11
Other	2
	115%

Question: What were the main reasons that led you to take up teaching as a profession?

Temperamentally suited to it	52%
Education has a special mission	30
Strong inducement by others	21
Comparatively good social position	16
Family condition (aside from economic reasons)	16
Preferred Normal School because of economic aid given	5
Recent economic pressures	5
More spare time	4
To escape military draft	2
Can study what I like	2
No special reason	2
Other	2

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HEADQUARTERS
KINKI MIL GOVT REGION
APO 25 (Osaka, Honshu)

319.1

21 February 1949

SUBJECT : Studies of Military Government Programs

TO : See Distribution

1. Reference letter, I Corps, subject as above, dated 10 February 1949, File AG 319.1 - BA.

2. Each Military Government Team within Kinki Region will make a study of various programs shown below and have reports of such studies reach this headquarters not later than dates shown below:

STUDIES	DATE DUE KINKI REGION HQS
ECONOMICS	
a. Fish and Vegetable Surveillance program (Blackmarket)	1 April 1949
b. Tax Laws & Collections	22 April
c. Inventory of Critical Materials (E.I.B.)	10 April 1949
d. Increased Agricultural Production (Fertilizer)	10 May
CIVIL INFORMATION	
a. Pref. Information Sections	15 March
b. Visual Aids Program	26 March
LEGAL AND GOVERNMENT	
a. Public Procurator's Office	15 March
b. Prisons	10 April
CIVIL EDUCATION	
a. Boards of Education	15 March
b. Social Organizations	26 May

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STUDIES	DATE DUE KINKI REGION HQS
PUBLIC HEALTH	
a. Insect and Rodent Control and Sanitation	5 March 1949
b. Health Centers	15 March
PUBLIC WELFARE	
a. Coordination of Disaster Plans	5 March
b. Community Chest	21 March

3. It should be emphasized to officials and other Japanese persons contacted in making this study, that this is a study only and in no wise effects any changes in present directives and policies.

4. Informal and direct communication is authorized between the various section heads in teams and their counterparts in this headquarters for the purpose of answering questions and working out problems which may arise in connection with these studies.

BY ORDER OF COLONEL O'MOHUNDRO:

/s/ George Minarik
Captain CE
Adjutant

DISTRIBUTION:
2 - Each team Kinki Region
2 - File

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2/18/49

HEADQUARTERS EIGHTH ARMY
United States Army
Military Government Section
APO 343

4 February 1949

FOR THE CIVIL INFORMATION OFFICER:

Transmittal: Copy of poster designating "Superior Shops," with explanatory letter from Price Board.

The national Federation of Women's Associations held its first national convention in Tokyo on 13 January. Their representatives decided to promote the anti-black market drive by the selection of model stores throughout the country. This will be done as follows:

Local women's associations decide by vote which stores are to be selected - all those which observe official prices, give correct weights, and offer courteous service. There is no limit to the number of stores in a district which may be chosen, as long as they abide by these three rules. Then the association gives the store a multi-colored poster, "Shufu no Mise" ("Housewives Store"), which is displayed prominently to attract women's trade.

The Federation of Women's Associations hopes that the program can be inaugurated in all prefectures on 15 February. The campaign will be of interest to economics and women's affairs officer

(Housewife's Assoc.)

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Mr Mac

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu) RSA/mth

AG 000.3- BA 27 January 1949

SUBJECT: Substitute Lecture in Legal and Government for Adult Education Course

TO: See Distribution

1. References:

a. Letter, Headquarters I Corps, file AG 000.3-BA, dated 23 December 1948, subject: "I Corps Plan for the Organization of Adult Education Course."

b. Radio, Headquarters I Corps, dated January 13, 1949.

2. Inclosed is a new Lecture III, Legal and Government, entitled "Characteristics of the New Civil Code which Alter the Family System," in English and Japanese. It is desired that Lecture III, Legal and Government be withdrawn from the subject course and the inclosed lecture substituted therefor.

3. The Japanese text for the new lecture is included in the handbook, "Democracy which Everyone can Understand, An Adult Education Course." (Dare Ni Mo Wakaru Minshu Shugi, Shakai Gakyu) now being published in Kyoto by Ishida Taiseisha, Marutamachi Ogawa Nishi-iru, Kyoto, at the cost of ¥ 15.00.

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

1 Incl:
Lect III, Legal & Govt
(Eng & Jap) (dup)

DISTRIBUTION:
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1- CO, Shizuoka MG Team

Adult Education

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Mr. Oswalt

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

GHMc/mo

24 January 1949

AG 000.8 - BA

SUBJECT: Handbook for Pupil Guidance in the Upper and Lower Secondary Schools

TO : See Distribution

1. Attached is the major portion of the book, "Pupil Guidance in the Upper and Lower Secondary Schools," the second such book to be added this month to the professional library of the civil education section. These books are English translations of basic materials currently being produced at Ministry of Education level for the reorganization of the secondary school system in all Japan.

2. The materials should be thoroughly understood by all members of the civil education section and used as the basis for discussions with Board of Education, prefectural and city officials, and teachers, as well as a basis for in-service training of teachers with courses to be outlined at a prefectural or regional level.

3. A third book should be available during the month. It is the "Curriculum of the Upper Secondary Schools." It will be a basis for the regional conferences held by SCAP, CI&E, and follow-up work by the civil education officer in every prefecture and, where possible, in every school.

4. These materials are not directive but are for the purpose of helping the civil education officers understand what the Japanese are doing and the directions SCAP CI&E and the Ministry of Education are currently going.

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

1 Incl:
Book (dup)

DISTRIBUTION:
2 ea MG Region & Team
I Corps Z/R
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HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

RSA/ay

000.8

25 JAN 1949

SUBJECT: Further Informational Materials on School Boards

TO : Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

1. Enclosed in English and Japanese are further informational materials on school boards including (a) "Basic Concepts on School Boards", prepared for one of the recent School Board conferences, (b) "A Good Creed for School Board Members", prepared by Shiga Military Government Team and accepted by the school boards there, and (c) "Relation of the School Board to Employee Organizations in the United States", an excellent guide for school boards in their dealings with teachers' associations and teachers' unions.

2. These materials are informational and not directive in nature.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

Incls:
As indicated.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Yajima-san
file this copy

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

AA/yy

014

11 JAN 1949

SUBJECT: Tentative Outline for Women's Training Course

TO: Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

Enclosed for your information and use is the "Tentative Outline for Women's Training Course," presented at the Civil Education Conference, January 7, 1949.

BY ORDER OF COLONEL BURNS:

J. D. ENGLEHARDT
Capt., AGD
Adjutant

1 Incl:
As indicated.

See Women's Education File

04632

1425 KD

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

RECEIVED
12 JAN 1949
AG 353 - Ba

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

WBK/ea

SUBJECT: SCAP, CI&E Information Centers

JAN 11 1949

TO : Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Kyoto Military Government Team, APO 301

INTER-OFFICE
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Your File
Read. Initial & return for Central Files

1. References:

a. SCAPIN 4401-A, 23 August 1947

b. SCAPIN 5083, 30 December 1947

c. Memorandum, CI&E Section, GHQ, SCAP (inclosed).

2. It is desired that military government teams exercise surveillance over the furnishing of the facilities and services required by the references cited in paragraph 1, above. Particular attention should be given to the requirement for heating to 60 degrees F. GHQ, SCAP has advised that necessary funds have been appropriated by the Japanese Government for this purpose, and are available to the proper prefectural authorities.

3. Subject to availability, it is also desired that appropriate military government assistance be extended to the librarians in such matters as administrative transportation, local publicity, personnel services such as PX privileges, etc. It is considered that close cooperation between the teams and the libraries will materially enhance both the usefulness of the libraries to the Japanese people and the progress of the civil information and civil education programs of the teams.

BY COMMAND OF MAJOR GENERAL SWING:

Wilder A. Johnson.

WILDER A. JOHNSON
Capt., A.G.D.
Asst. Adj. Gen.

4 Incls:
Memo, 16 May 1948, Kobe
Memo, 22 May 1948, Osaka
Memo, 24 October 1947, Osaka
Memo, 21 May 1948, Kyoto

See Visual - Audio Education

1627 K1.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Adult Ed.

Attn: Mr Oswalt

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

AA/AV

8 JAN 1949

014

SUBJECT: Report on Training Course for Leaders in Youth and Adult Education

TO : Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

1. Reference is made to letter, Headquarters I Corps, file AG 014-BA, dated 10 November 1948, subject: "Training Course for Leaders in Youth and Adult Education."

2. It is desired that Civil Education Officers meet with the prefectural delegates to the training course in order to evaluate the course. The CE Officer should emphasize that, to be worthwhile the evaluation should not be a superficia approval or disapproval, but a serious effort to consider the following points:

a. Was the conference subject matter applicable to Japanese problems and situations?

b. What material was most valuable?

c. What, if any, additions or changes would have increased the value of the course?

d. What plans have delegates made to apply the material and techniques presented at the conference to their local situation? What have they done?

3. A summary of the critique by the delegates as well as a constructive evaluation by the CE Officer of each region will be submitted to this headquarter

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

1366 AT

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

I Corps
~~Kobe~~ Letter (C)
Jan 49

(C)

This headquarters will issue orders directing attendance I Corps Civil Education conference from 5 through 8 January 1949 by all Civil Education officers and assistants on each team. Conference will be held at New Osaka Hotel, Osaka, where all attendants will also be billeted. Representatives to arrive in Osaka for the opening session at 0900 on 5 January. Conference topics will include board of education, the secretariat, budget, secondary education handbooks, inservice training, higher education, pupil personnel relationships, guidance techniques, the current superintendents course, adult education, and the school plant. Any specific question in these fields should be forwarded to this Headquarters by 14 December. Overall purpose of the conference is to prepare civil education officers for the changes coming about at the beginning of the new school year, and to acquaint them with the background and purposes of the new handbooks. Report names of conferees to civil education section, I Corps by 20 December 1948.

BURNS

Received in MC 8 Dec 1948

Place changed to Kyoto Hotel

INTER-OFFICE
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Adj.
Econ.
Labor.
P.H.
C.E. Cs
L. & E.
P.W.
C.Info.

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Attigue wants you to call him.

George - Be sure to introduce me to Fucci (?) from Nagasaki. He wants to talk to me. Plizz

I C C R P S

Civil Education Officers' Conference

on

Backgrounds for Planning in Civil Education

Kyoto Hotel

5 - 8 January, 1949

Wednesday		January 5, 1949
0900 - 0915	Education's Part in Military Government	Col. J. J. Burns SMGO, I Corps
0915 - 1000	Handbook on the New Lower Secondary School Characteristics of the New Lower and Upper Secondary Schools	Miss B. Hollingshead Secondary School Advisor CI&E, SCAP
1000 - 1015	The Lower Secondary Schools of Gifu Prefecture	Mr. W. A. Gustafson CE Officer, Gifu MG Team
1015 - 1100	Questions and Discussion	Mr. R. S. Anderson, Chairman CE Officer, Kinki MG Region
1100 - 1145	Proposed Higher Education Law and the Chartering Committee	Dr. W. C. Eells Higher Education Advisor CI&E, SCAP
11[redacted] - 1200	Higher Education Planning in the Tokai-Hokuriku Region	Mr. E. R. Johnson CE Officer, Tokai-Hokuriku MG Region
1200 - 1230	Questions and Discussion	Mr. E.R. Johnson, Chairman
1400 - 1500	An Evaluation of the First Superintendents', Teacher Consultants' & Education Professors' Training Course and Major Learnings	Dr. P. E. Webb Administrator, Institute for Educational Leadership
1500 - 1530	Reports from Students in the Courses	Miss Iada, Osaka Teacher Consultant Mr. Doi, Nara Superintendent Mr. Nagai, Kyoto Education Professor
1530 - 1600	Handbook for Teacher Consultants	Miss B. Hollingshead Secondary School Advisor CI&E, SCAP
1600 - 1630	Questions and Discussion	Mr. R. Schmolze, Chairman CE Officer, Kyushu MG Region

Thursday		January 6, 1949
0830 - 0930	A Functional Psychological Approach to Guidance Techniques	Dr. A. T. Jersild Instructor, I.F.E.L.
0930 - 0945	A Team Experience in Guidance	Mr. Paul S. Anderson CE Officer, Osaka MG Team
0945 - 1045	Handbook on Pupil Guidance in Upper and Lower Secondary Schools	Miss B. Hollingshead Secondary School Advisor CI&E, SCAP
1045 - 1100	Recess	
1100 - 1200	Questions and Discussion	Mr. P. Anderson, Chairman
1330 - 1430	Planning, Construction, and Upkeep of School Plants	Mr. R. B. Farnsworth Elementary Education Advisor CI&E, SCAP
1430 - 1445	A Team Experience in School Planning	Mr. G. Kawaguchi CE Officer, Shiga MG Team
1445 - 1530	Questions and Discussion	Mr. R. Anderson, Chairman
1530 - 1615	Improving Monthly Activities Reports	Mr. R. Bowers Asst CE Officer, Eighth Army

* * * * * * * * * * *

Friday		January 7, 1949
0830 - 0930	Pupil Personnel Relationships and Accounting	Dr. A. C. Heck Instructor, I.F.E.L.
0930 - 1000	A Team Experience in Teacher and Pupil Accounting	Mr. E. R. Cades CE Officer, Kyoto MG Team
1000 - 1030	Questions and Discussion	Dr. G. McClellan, Chairman Asst CE Officer, Kinki MG Region
1030 - 1045	Recess	
1045 - 1145	Handbooks on Organization and Administration of Upper Secondary Schools and Curriculum of Upper Secondary Schools	Miss B. Hollingshead Secondary School Advisor CI&E, SCAP
1145 - 1200	Questions and Discussion	Dr. G. McClellan, Chairman Asst CE Officer, Kinki MG Region

1330 - 1430	Adult Education Organizations and the New Social Education Law	Mr. J. Nelson Adult Education Advisor CI&E, SCAP
1430 - 1450	A Team Experience in Adult Education	Mr. S. A. Lyman CE Officer, Fukuoka MG Team
1450 - 1510	A Regional Experience in Adult Education	Miss L. Hoskins Asst CE Officer Tokai-Hokuriku MG Region
1510 - 1530	The I Corps Adult Education Course	Mr. R. S. Anderson CE Officer, Kinki M G Region
1530 - 1600	Girl Scouting	Miss M. Twohy International Representative of Girl Scouts
1600 - 1630	Questions and Discussion	Miss A. Aderton, Chairman Asst CE Officer, Kinki MG Reg

Saturday — January 8, 1949

0800 - 1100	a. The Board and the Secretariat b. Budget Procedures (1) National & Local Finance and Tax Structure c. Projected Laws Relating to Education (1) Education Public Service Law (2) Certification Law (3) Local Public Service Law (4) National Standards Law (5) Ministry of Education Reorganization Law	Dr. A. K. Loomis School Administration and Finance Advisor, CI&E, SCAP
1100 - 1200	Summary of Conference	SCAP Panel Mr. R. S. Anderson, Chairman

I C O R P S

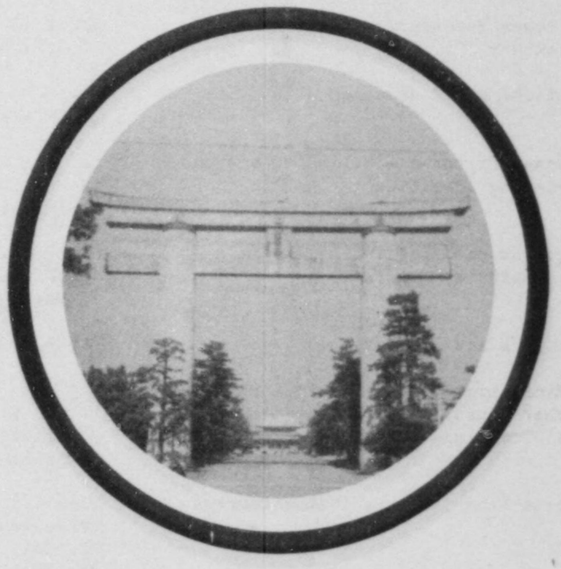
Civil Education Officers' Conference

on

Backgrounds for Planning in Civil Education

Kyoto Hotel

5 - 8 January 1949



Kyoto Japan

5 - 8 January

1949

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

A-8
Social Eq

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

RSA/mth

AG 000.8 - BA

28 December 1945

SUBJECT: I Corps Plan for the Organization of Adult Education Course

TO: See Distribution

1. Purposes and Description of Adult Education Course

a. In order to educate the masses of people in democracy so that they will understand their rights and responsibilities as citizens of the new Japan, and so that they will become a force for democracy, this headquarters has prepared for widespread use in every prefecture of I Corps plans and outlines for a course of study on the "Principles and Processes of Democracy." The course is designed to be a very simple presentation and discussion of the reasons for democracy, aimed at the little man, the farmer and the fisherman in the towns and villages, not yet reached by schools or conferences.

b. The course is planned to meet two periods a week, each period to extend one to one-and-a-half hours and the total course to cover approximately 20 periods. Each period should be an entity in itself so that people may join the course at any time, and receive the full benefit from those classes which they attend. The scope of the course should include the democratic reforms in each of the six fields of specialty in military government: Legal and Government (6 lessons), Economics and Labor (4 lessons), Public Health (3 lessons), Public Welfare (2 lessons), Civil Education (3 lessons), and Civil Information (1 lesson). Suggested lesson outlines in each field, prepared at I Corps Headquarters, are enclosed as a guide in setting up the course. Prepared lectures and film analyses in English and Japanese are enclosed.

c. The team's responsibility will be to suggest sites throughout the prefecture for the course and to assist in the training of the discussion leaders for it. A strong publicity program should be stimulated by military government to get the largest possible participation of citizens as leaders and participants. It is anticipated that the program will require several hundred courses in different localities in each prefecture and the training of an equal number of discussion leaders.

2. Administration

a. Under the supervision of the newly-elected prefectural School Board, the Social Education Section of the prefectural education department should be responsible for the planning and administration of the course.

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This will include financial controls, selection of sites and their maintenance, selection and training of speakers and discussion leaders, publicity and information. To assist in the latter it is suggested that the School board set up an advisory "Adult Education Council." Members should be representative men and women in the six specialized fields selected from organizations already interested in this type of adult education such as the following:

Local Autonomy Dissemination Associations
Citizens' Public Halls
Civil Liberties Unions
Parent-Teachers Associations
Coordinating Councils
Teachers Unions
Other Unions

b. This Council should be advisory to the School Board on such matters as application of the outline to local needs, community reaction to it, evaluation of the results, and encouragement of participation by community leaders as discussion leaders.

3. Finance

a. The adult education course should make use of Ministry of Education subsidies granted to prefectures for holding Shakai Gakyu, or community classes for adults, and any other community funds for adult education which are available. Ordinarily, it should not tap the regular school budget. Where necessary, supplementary budgets may have to be approved by prefecture or local assemblies. However, costs should be kept to a minimum; volunteer services should be used for all supervision, training, and instruction; and already-established facilities (such as schools, Citizens' Public halls, etc) should be used as classrooms wherever possible.

4. Discussion Leaders

a. Since the success of the whole course depends on the skill of the discussion leaders, the section chiefs in military government, under the chairmanship of the civil education officer, should plan with the Social Education Section a training program for discussion leaders throughout the entire prefecture. It is suggested that as a means of preparing discussion leaders for their job the Social Education Section set up a demonstration course in the capitol to which they will be invited for at least one session to observe techniques of conducting the course before they begin their local courses. These leaders should be selected from school teachers at any level, recently trained youth and adult group leaders, (from Mr. Typer's Youth

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

BASIC: Ltr, hq I Corps, subj: "I Corps Plan for the Organization of Adult Education Course," dated 16 December 1948, cont'd

Leadership Course and others), or from other interested citizens who are willing to volunteer their services and who know discussion techniques. The discussion leader can then call in to assist him in giving the course local specialists who can serve as consultants to give the major presentations and answer questions. It is hoped that the classes can be held down to 30-50 persons to permit active participation by all. If groups promise to be larger, they might all be subdivided into discussion groups of 30 or so after the major presentation and showing of film.

5. Method of Presentation

a. As per attached suggested lesson outlines, each class should begin with a short, simple presentation of the major problems in a specific field by the discussion leader or specialist-consultant. The consultant should be especially warned to key his presentation roughly to a 14-year old intelligence. This should last from 15 to 20 minutes. When possible it should be followed by a 20-30 minute motion picture, film strip, radio drama, kamishibai, a locally presented skit, or a panel discussion to illustrate the problems under consideration. All resources of the prefectural film library should be placed at the disposal of this program. Open discussions should then follow under a trained discussion leader for 20 to 30 minutes, consisting of challenging questions on both major presentation and the film or skit used to illustrate the subject. The leader should summarize at the end, the major learnings in the field, together with outstanding conclusions reached in the discussion. This discussion period should be made the most important part of the meeting and should be carefully planned to achieve the greatest possible participation and learning. Suggested lesson outlines, together with talks to be given in the major presentation, and lists and analyses of films to be used, are enclosed.

6. Timing

a. The course should be started at the earliest practicable date depending on the local situation. Target date, weather permitting, should be about 1 February 1949. Throughout the prefecture there should be staggered beginnings for the course and varied sequences of lessons to make fullest possible use of film or film-strip materials. Careful course planning and preparation of discussion leaders in the early lessons should have been accomplished before the course is allowed to begin.

7. Suggested Sites for Course

a. Every lower secondary school and active citizens' public hall are recommended as appropriate sites for the course. The exact places should be selected by the Social Education Section and the list forwarded to this headquarters by 10 January 1949.

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8. Discussion Techniques

a. Suggest use of panel, forum, town hall, and other discussion techniques at all meetings. See description of panel technique in English and Japanese sent out from this headquarters in CI&E News Letter, dated 24 June 1946. Recommend that MG bring this to the attention of the Social Education Section as a basis for the training of all discussion leaders.

9. Reports

a. Starting with the February reporting period, teams will include in Annex E of the Monthly Activities Report figures on (1) the total number of sites where course is held, (2) total number of sessions held during the month, and (3) total attendance at all sessions (sum of attendants at different meetings, e.g., a class of 20 people meeting 8 times would equal total attendance of 160.

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

Incls: Introductory lecture, with questions, and
19 lesson outlines, major
presentations, and film
analyses (all in English
and Japanese).
Info Program Adult Educ Course

DISTRIBUTION:
2 ea MG Reg & Teams
I Corps Z/R
2 AG Rec, I Corps

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Kimiki

13 Jan 49

Note

Reference: Ltr, this Headquarters, dated 28 December 1948, subject: I Corps Plan for the organization of Adult Education Course. At Recent I Corps Civil Education conference, Kyoto, it was suggested that the entire Japanese text be primted in book form at one place, for sale to all prefectures. The Ishida Taiseisha Printing Company Marutamachi Ogawa Nishi, Kyoto , will produce 10,000 copies at fifteen yen each. Please inform your school board so that orders may be made immediately if desired.

Burns

Received in MC 13 Jan 49

Pref & City Bds. have ordered 5,000 copies. MC

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

A-6.

HEADQUARTERS
KINKI MIL GOVT REGION
(APO 301, Kyoto, Honshu)

RSA/ckw

000.8

31 DEC 1946

SUBJECT: Try-out Schools Planning Conference, Kinki Area

TO: Commanding Officer, Kyoto Military Government Team, APO 713
Commanding Officer, Fukui Military Government Team, APO 713
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 660
Commanding Officer, Wakayama Military Government Team, APO 660

1. This headquarters is sponsoring a "try-out school" planning conference for schools of the elementary level in the Kinki Region to be held on 15-16 January 1947 at Kyoto.

2. Conference leaders are to be Dr. Verna Carley of the U. S. Office of Education and presently with SCAP CI&E, Dr. Helen Heffernan, formerly in charge of all elementary education in California and now adviser in the same field with SCAP CI&E, and Dr. Yukichi Shitahodo, professor of education of the Kyoto Imperial University.

3. Physical arrangements for the conference are being made by Kyoto Imperial University and the Education Section of the Kyoto-Fu. Housing will be provided for a nominal fee at a semi-public hostel for teachers, called the Minsei Kyokai. Fuel, and incidental food (Fukushoku) will be supplied by the prefecture, but each conference participant should be instructed to bring his own staple food ration for two days. Travel expenses will be born by the individual school for its representative.

4. For the purposes of setting up a try-out or demonstration school in your prefecture, it is recommended that you select one primary school, the administration and faculty of which are most like to be willing to make changes in their curriculum and teaching techniques. The selection of the try-out school should not be based upon the excellence of its facilities, i.e. its superior plant, but upon the evidence of willingness on the part of the administration and faculty to make democratic change, and their resourcefulness in already initiating such reforms. It is suggested that you select several progressive schools, ask each to submit a list of

(1)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

reforms, accomplished and projected, then select as your "try-out school" the one indicating greatest resourcefulness. One possibility, though by no means always the best, is the primary school attached to the prefectural normal school. It is often an experimental school already committed to introducing changes in teaching materials and techniques. In any case, in making the selection, look for the following evidences of democratic education.

a. Are the teachers using methods that require participation on the part of pupils?

b. Are the teachers showing resourcefulness in the use of other than textbook materials?

c. Does the emphasis in the school seem to be upon the needs, interests, and abilities of the individual student?

d. Does there seem to be a sincere desire to make democratic changes?

5. After you have selected the primary school, it is recommended that you send to the try-out school planning conference at Kyoto three people: (1) an administrator of the school selected, either the principal or head teacher, whoever shows the greater disposition to cooperate, (2) a capable, enthusiastic, aggressive, younger teacher who can lead in the program of reform, (3) a professor of the local normal school who will work with the above two and guide their actions. This man must be very carefully selected. The recommendation of the principal of the primary school selected should carry considerable weight in the selection. He should be a man who is progressive and who is an outstanding educational leader in the prefecture. He should not be the typical conservative normal school teacher. These three people are to arrive in Kyoto on the morning of 15 January by 9 o'clock. They will report to CI&E Division, Military Government Section, Headquarters I Corps, Daiken Building.

6. In anticipation of the conference, it is requested that the principal of the school you select submit to you for transmission to CI&E Division, Military Government Section, I Corps, before 10 January, an analysis of his school set-up, to include the following:

a. Curriculum.

b. Names and short histories of each member of the faculty and administration.

c. Teaching load and participation of the faculty in the school administration.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

JAN 2 1947

Ltr, Hq Kinki Mil Govt Region, 000.8, subj: "Try-out Schools Planning Conference, Kinki Area", dtd , cont'd.

d. Number of faculty meetings held and subjects discussed.

e. Teachers' organizations to which the teachers belong.

(1) Names

(2) Number belonging

(3) Leaders

f. Schedule of classes.

g. Average school day for a student.

h. Present state of facilities and equipment of the school.

i. Plans already made for reorganization by the administration.

j. Special problems already faced in reorganization or anticipated in any program of reform.

BY ORDER OF COLONEL PARTRIDGE:

William H Giltner

WILLIAM H. GILTNER
Capt, CAC
Administrative Officer

23676

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

CG, I Corps, APO 301

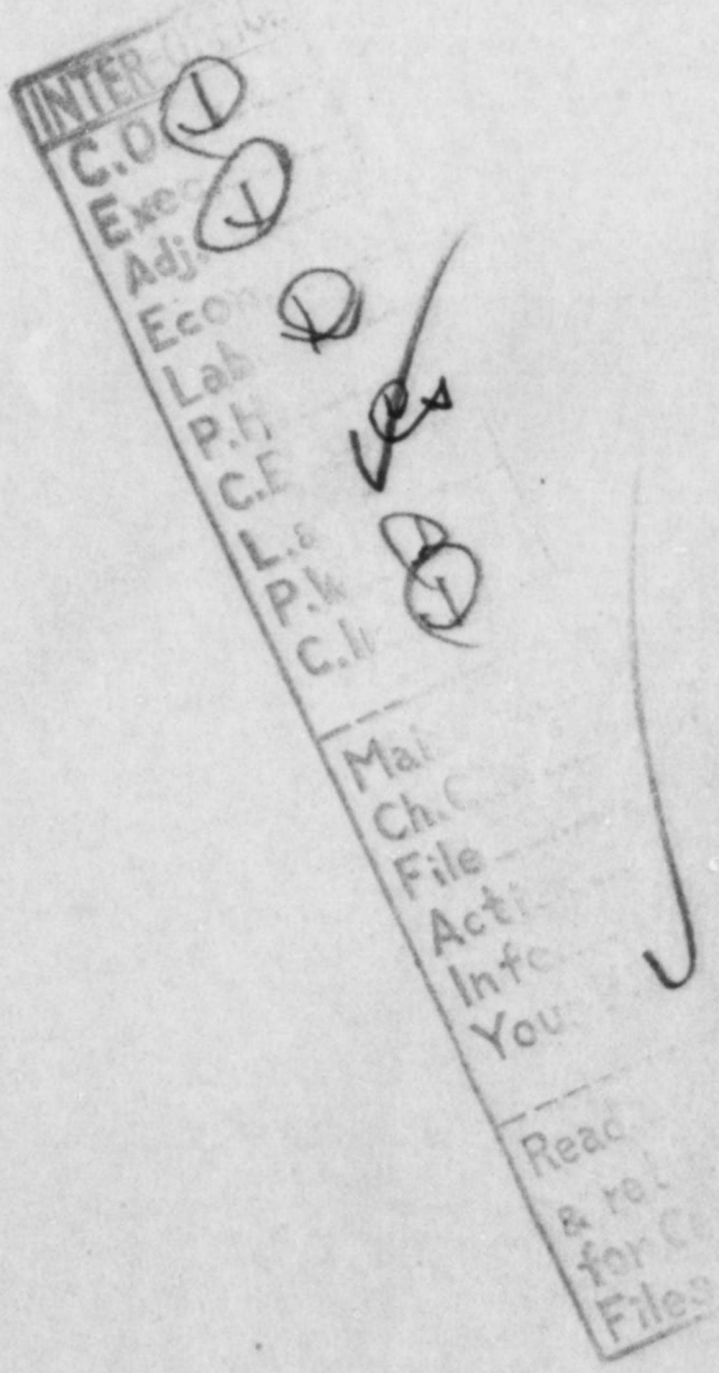
ICBA 237

CITE ICBA - 239 Confirming telephone conversation, 30 October 1948. Reference: radio, this headquarters, CITE ICBA 237, subject; "Minor Workers Drive". Paragraph four, cited radio, amended to read quote desire continuing surveillance by military government of the enforcement of the law". Delete repeat delete remainder of paragraph four of cited radio.

SWING

Oct 30 1948

Received in this office Nov 2, 1948



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Received in this office 30 Oct 1948

Wonsevicd

CITE ICBA 237

1. References:

a. Labor Standards Law Offical Gazette dated 31 October 1947;
b. Letter Headquarters Eighth Army dated 4 October 1948;
c. CIE Bulletin Supplement 5 dated 13 October 1948.

2. It is desired that military government strongly support nation-wide drive 1-10 November 1948, for education of the public in provisions of the labor standards law for the protection of minor workers. This headquarters has observed illegal use of child labor in many factories, large and small, and desires that labor, welfare, civil information, and civil education sections of military government cooperate in guiding and assisting responsible Japanese official, the women and minors chief in her publicity campaign against it. Since her budget is small, local publicity media should be encouraged to contribute free newspaper space, radio time, public address systems, and the use of auditoriums for public meetings. Citizens groups, parent teachers associations, unions, school student bodies should be urged to meet and consider the problem. It should also be integrated into the social studies program in each school.

3. It is suggested that the governor be encouraged to make a statement on the nature, provisions, and importance of the law during the week. Suggested statement for the governor will follow by mail.

4. It is desired that team commanders encourage public procurators to prosecute during the drive at least one prominent employer who has flagrantly violated the child labor provisions of the law. Further desire that following the drive there be continuing surveillance by military government of the enforcement of the law.

SWING

Oct 28, 1948

INTERNAL OFFICE
C.O. 1
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Labor 1
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P.W. 1
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

RSA/mth

337

23 OCT 1948

SUBJECT: Kinki Regional Education Conference

TO: Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Wakayama Military Government Team, APO 25

1. The second joint Regional Education Conference will be held in Kobe on the 12th and 13th November 1948.

Starting Time: 1000, 12 November 1948

Place: New Hyogo Military Government Team Headquarters, Chamber of Commerce Building

Participants: All Civil Education Officers and Assistant Civil Education Officers, Kinki Region

Representatives of Education Section, Prefectural Government

2. The agenda for the conference will be:

a. Purposes, Procedures and Policy for School Boards.
This will be a presentation of a plan and materials for in-service training of school boards by the Kinki Region CE Officer.

b. New Developments in School Reorganization.
This will be a 10 minutes presentation by the Japanese Education Chief of each prefecture covering the present status of school reorganization in his prefecture.

c. The Responsibility of the Military Government Officer in the Field of Religion.
This will be a summary of the findings of Dr. Seamens, Religions Section, CI&E, SCAP, on his visit to Kinki Region.

3. Travel orders will be issued from this headquarters for all American participants. It will be the responsibility, however, of each civil education officer to invite his opposite number in the Japanese Education system. This will most often be the School Education Chief but may be instead a Chief

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Inspector or the Department Chief, whoever works most closely with military government and shows the clearest disposition to cooperate. The local CE Officer will inform him of his responsibility to make the 10 minute report on school reorganization, mentioned in paragraph 2-b, above.

4. Billeting arrangements have been made by the Hyogo Military Government Team for all civil education officers. The Japanese participants are to report to Mr. Onga, Education Chief in Hyogo Kencho, for their billets. There will be a slight charge for their billets. The Japanese participants should bring their own staple foods but supplementary rations will be provided by Hyogo prefecture.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

SSOKI.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

III-h 00

(Copy)

22 October 1948

From Mr. Scott, L&G, KMGR

I am calling on instructions from Col. Rittgers about Article 8 of the Diet Law No. 25 reported in Official Gazette 298 dated 31 March 1947 which makes it illegal to teach the tenets of any particular party or to use the classroom for the propogation of party belief.

It is desired that the appropriate school officials be informed of this policy and further that the Japanese officials will inform any teacher tea ching Communism in the schools that the teaching of Communism ~~xxxx~~ will either be stopped or that the teacher will be fired.

CHH

Not to be passed on in writing.

GHQ

Diet Law 25
Art 8 Pol. Ed: The pol knowl nec. for intel. citizenship shall be valued in ed. The schools prescribed by law shall refrain from pol. educ or other pol activ. for or against any specific political party.

Jap Constn
Art 23 Academic freedom is guaranteed.

(Passed on to Lt Amans 8:45 AM 26 Oct

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

The principles of Communism, or Marxism, as a form of political government may be explained objectively in the same fashion as monarchy, ~~democracy~~, fascism, nazism, etc. are.

But any attempt to indoctrinate, or present partisan political issues will fall within the intent of this memo.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

O D

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Crypto Policy

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

JBM/ay

333.5

22 OCT 1945

SUBJECT: Investigation of Purge Procedures

TO : Commanding Officer
Kyoto Military Government Team
APO 301

1. Reference: SCAPIN 212, 30 October 1945.

2. It has come to the attention of this headquarters that there may have been violations of SCAPIN 212 in the purge of professors at Otani University, Higashi-Honganji, Kyoto.

3. It is desired that a thorough investigation be made of purge procedures used at Otani University, and that the wartime background of present faculty members be ascertained to initiate further purge action if necessary.

4. No publicity will be given this matter.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Vocational Ed

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

AA/ay

312

21 OCT 1948

SUBJECT: General Plan for the Project Method of Education in Homemaking

TO : Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

1. Attached is a copy of the general plan for the project method of education in homemaking as formulated by the visiting Women's Vocational Education Expert, SCAP.

2. This plan is to be put into effect in 12 demonstration centers, and 14 high schools throughout Japan, four of which are in the I Corps zone of responsibility; i.e., Gifu, Mie, Nara and Miyazaki (See CI&E Bulletin Vol II, No. 8, page 2, dtd 29 Sept 1948).

3. It is urged that the plan be a basis for discussion with and assistance to school principals and domestic science teachers by the Civil Education Officer.

BY ORDER OF COLONEL BURNS:

1 Incl:
As indicated (one copy)

J. E. ENGLEHARDT
Captain, AGD
Adjutant

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

I Oct 1948

CITE DX 99408 MCL
CITE DX 99399 MCL

CITE ICBA - 217 Reference board of education election 5 Oct. Candidates will not be screened as to eligibility for public service prior to election therefore questionnaires of candidates will not be available for inspection on election day. Successful candiates will be screened after election day. New subject. The American Consul General, Yokohama advises that in his opinion the elections for members of education boards are political elections within the meaning of section 401 (e) Of the nationality act of 1940, and therefore any person claiming american citizenship will expatriate himself from such citizenship by voting in those elections. It is desired that this information be disseminated to military government teams.

SWING

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

RSA/mth

27 September 1948

AG 014- BA

SUBJECT: Statement for the Governor on School Board Election

TO: See Distribution

1. The inclosed statement on the school board election, together with Japanese translation, has been prepared by this headquarters as a suggested radio talk to be delivered by the Governor of your prefecture just before the election, or printed in the local newspaper in case there is no radio station, or both.

2. It is couched in general terms; so you may wish to amend the script somewhat in order to suit the needs of the local situation, or in order to reinforce more directly your own information appeals.

3. It should be offered to the Governor as a suggestion rather than as a requirement, but the statement has the approval of and is recommended by the Senior Military Government Officer, I Corps.

INTER-OFFICE
C.O.
Exec
A.G.

BY COMMAND OF MAJOR GENERAL SWING:

Education C's received in this office 4 November

C. C. CARTER, WO-USA
Colonel, AGD
Adjutant General

1 Incl:
Statement for the Governor
on School Board Election
(Jap & Eng.)

DISTRIBUTION:
2 ea MG Reg & Teams, 1 Corps Z/R
2 AG Sec, I Corps
2 CE Div, MG Sect

your file

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Incl 3

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS I CORPS
APO 301 (Kyoto, honshu)

RSA/mth

27 September 1948

AG 014- BA

SUBJECT: Transmittal of Information Guidance Materials

TO: See Distribution

1. The enclosed materials were prepared by Civil Education Officers of Shikoku Military Government Region and are for your information and guidance in your civil education activities.

2. Since there is no copyright on these materials, you are at liberty to reproduce them, or write directly to C E Officer of Shikoku Military Government Region, APO 1050, for means of securing additional copies.

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

5 Incls:
1. Bd of Educ Law Index
2. By-laws of Democratic Organization (Jap & Eng)
3. Discussion- A technique of Democracy (Jap & Eng)
4. Girl Scouts (Jap & Eng)

DISTRIBUTION:
2 ea MG Reg & Teams
I Corps Z/R
3 MG Rec, I Corps
2 CE Div, MG

See Soc. Ed. Sec.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SEP 27
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HEADQUARTERS I CORPS
APO 301, (Kyoto, Honshu)

AG 370.091 - D 24 September 1948

SUBJECT: Surveillance of School Board Elections

TO : See Distribution

1. Local Japanese governments throughout Japan will hold School Board Elections on 5 October 1948. Election activity will vary in different prefectures for the reason that in some instances only a prefectural school board will be elected while in other cases both prefectural and city school boards will be elected.

2. This headquarters has been directed to give surveillance to these elections in accordance with the plan outlined in Operational Directive Number 22, Headquarters Eighth Army, 1947, modified to suit these particular elections.

3. It is desired that the Commanding General, 25th Infantry Division, furnish surveillance teams to local military government teams in accordance with the following table:

MIL GOVT TEAM TO BE FURNISHED TEAMS	NUMBER OF TEAMS	REPORTING DATE
Osaka	30*	2 Oct
Hyogo	25*	4 Oct
Kyoto	12*	3 Oct
Nara	12*	1 Oct
Wakayama	15*	2 Oct
Fukui	8	1 Oct
Shiga	10	4 Oct
Aichi	14*	4 Oct
Gifu	6	4 Oct
Mie	14*	3 Oct
Toyama	5	4 Oct
Ishikawa (Kanazawa)	12*	3 Oct

*May be reduced by 10% if necessary to prevent the taking of vehicles from dead storage. If such a reduction is necessary, it is desired that the appropriate Military Government team commander be informed in advance.

4. A surveillance team consists of the following personnel and equipment:

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

One (1) officer or one (1) noncommissioned officer of the first three grades.

One (1) driver.

One (1) interpreter (may also be driver)

Necessary transportation (¼-ton or 3/4 - ton truck)

5. Divisions will as far as possible furnish interpreters for these teams. In the event interpreters are not available in sufficient numbers to properly constitute all teams, appropriate adjustments will be effected through direct contact with the military government team commander concerned.

6. Details:

a. Billets will be furnished by the military government teams concerned by using existing procured facilities or by the use of "On Limits" hotels.

b. Rations, gas and oil, and other supplies will be furnished as mutually agreed upon by military government teams and units concerned.

c. Teams will return to home stations on or about 7 October.

8. Direct communication between military government teams and tactical units concerned is authorized for the purpose of coordinating this surveillance.

BY COMMAND OF MAJOR GENERAL SWING:

W. N. HORNISH CWO-USAF
for Lt Col AGD
Asst Adjutant General

DISTRIBUTION:

5 - 25th Inf Div
1 ea to teams listed in par 3
2 - Kinki Mil Govt Reg
2 - Tokai-Hokuriku Mil Govt Reg
2 ea to G-1, G-2, G-3, G-4
Sections, this Hq

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SEP 12

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P.W.			
C. Info.			

1 Corps Copy forwarded

10 Sept 46

Many thanks for the use

Hanlon

Secret.

CO KINKI MIL GOVT REGION APO 301

CO WAKAYAMA MIL GOVT TEAM APO 25
CO KYOTO MIL GOVT TEAM APO 301
CO FUKUI MIL GOVT TEAM APO 301
CO SHIGA MIL GOVT TEAM APO 25
CO HYOGO MIL GOVT TEAM APO 317
CO NARA MIL GOV T TEAM APO 25

UNCLASSIFIED

ROUTINE

X

MILITARY GOVERNMENT WILL MAINTAIN SURVEILLANCE OF SCHOOL BOARD ELECTIONS TO BE HELD FIVE OCTOBER AND SUBMIT ABLE MODIFIED REPORT IN ACCORDANCE WITH OPERATIONAL DIRECTIVE TWO TWO C/A ONE NINE FOUR SEVEN PD NOTIFY THIS HEADQUARTERS NOT LATER THAN ONE EIGHT SEPTEMBER OF THE FOLLOWING ITEMS CLN ~~PAREN~~ ABLE ~~PAREN~~ MINIMUM NUMBER OF SURVEILLANCE TEAMS DESIRED FROM TACTICAL FORCES ~~PAREN~~ BAKER ~~PAREN~~ DESIRED DATE OF ARRIVAL AT AND EXPECTED DATE OF DEPARTURE FROM YOUR HEADQUARTERS ~~PAREN~~ CHARLIE ~~PAREN~~ MAXIMUM NUMBER OF INTERPRETERS AVAILABLE TO YOUR HEADQUARTERS ~~PAREN~~ DOG ~~PAREN~~ ARE QUARTERS AND RATIONS AVAILABLE QUESTION EACH SURVEILLANCE TEAM IS EXPECTED TO CONSIST OF ONE OFFICER OR ENLISTED MAN OF FIRST THREE GRADES C/A ONE DRIVER C/A ONE INTERPRETER AND TRANPORTATION PD END

BURNS

Major Shelton writing answer—
Asking for 12 additional teams,
& to be supplied from here.

07652

SEP 10 1948 04 19

OFFICIAL:

UNCLASSIFIED

J. E. ENGLEHART
Captain, AGD
Adjutent

BA

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

REA/bbk

4 September 1948

AG 000.8 - BA

SEP 4 - 1948

SUBJECT: Training Courses for Youth Leaders

TO : Commanding Officer, Kyushu Military Government Region, APO 929
Commanding Officer, Tokai-Hokuriku Military Government Region, APO 710
Commanding Officer, Fukui Military Government Team, APO 301
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25
Commanding Officer, Nara Military Government Team, APO 25

1. As announced at the June conference of CI&E in Kyoto, a number of American youth leaders are coming to Japan to conduct training courses for Japanese youth leaders. It will be noted that in the Japanese plan, (see Incl 1) the committee to select attendants is composed of the representatives of the old federated groups, but that Mil Govt is to advise in the selection. It is suggested that Mil Govt have the names of some of the promising youth from independent organizations ready for the selection committee, and that, wherever possible, old-line youth leaders, with a military background, be eliminated from the list. The criterion should be: Is the candidate adjustable, flexible, willing to learn? Is he capable of understanding the meaning of democracy and operating democratically?

2. Inasmuch as the deadline for submission of the list of candidates for the national course is 10 September, it is recommended that the Civil Education officer confer immediately with the committee, if he has not already done so, for the selection of the best possible youth leaders of future Japan.

BY COMMAND OF MAJOR GENERAL SWING:

See I Corps

Charlie Ramsey
C. W. O. U.S.A.
Asst. Adj Gen

1 Incl:
Trans. of Hatsu Sha No. 224, dtd 15 Aug 48.

Nov 26 - Dec 2

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

TRANSLATION OF HATSU SHA NO. 224, dated 15 Aug 1948

SUBJECT: Main points of Training Courses for Youth Leaders. (One to be held in Tokyo for representatives from all Japan, and following that a series to be held regionally throughout Japan)

1. Date and place to be held

Region	Date	Period	Place
a. To be trained in Tokyo from all over Japan:	From 1st Oct to 12 Oct	12 days	Tokyo (Yokuon Hall)
b. To be held at different places in Japan:			
1. Chubu	17-23 Nov	7 days	Nagoya (undecided)
2. Kinki	26 Nov-2 Dec	7 days	Kyoto (undecided)
3. Kyushu	12-18 Dec	7 days	Fukuoka (undecided)

Note: Schedule may be changed a little bit to suit instructor's conveniences.

2. Qualification and number of leaders who take the training course.

(1) To be held in Tokyo by representatives chosen from all over Japan.

A. Youth Groups (These groups are referred to as typical interest groups organized and administered democratically.)

(a) Bloc groups (geographic)
(b) Youth Groups of same trades
(c) Youth Section of Labor Union
(d) Junior Red Cross
(e) Youth Cultural Groups
(f) Other groups organized by youth
(g) Any one who is engaged in youth education or who in future has desire to engage in youth education as a member of School Board of Education or through other means.

76 Members will be chosen among the candidates who come under the above-mentioned categories by the selection committee of the respective prefectures. (The allotted number to each prefecture is given on the list inclosed to this notice.)

(Deadline Postponed ten-days.)

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B. Representatives chosen among employees of Citizens' Public Halls and Leaders of Women's Groups.
(Number and methods of selection will be notified later).

(2) To be held at regions

A. Youth Groups (Same as (1) A)

1.	Chubu	90	
2.	Kinki	70	The allotted number to each prefecture is given on separate list, inclosed.
3.	Kyushu	72	

B. Same as (1) B. (Number and method of selection will be notified later).

3. How to select attendants

The selection of attendants including both local and central training courses will be done through setting up of a selection committee in each prefecture. The selection committee is composed of;

Yokohida Seinan-Gun (a) Chief of the prefectural federation of geographic youth groups or the equivalent. -1

Watanabe-Women's Union (b) Representative of typical women groups in the prefecture -1

Nakano (c) Representatives from YMCA, Boy Scout, etc. which do not belong to the (a) (b) groups -1

Shegematsu-professor (d) Chairman of Social Education Committee in the prefecture -1

Amano. (e) Chief of the Social Education Section of the prefecture.

Note: Ask officers of MG Teams to be advisers and ask for their cooperation. Chief of the Social Education Section will take care to set up and hold the committee meeting and the chairman of the committee will be decided by voting among committee members.

4. List of Attendants

Attendants should be selected as soon as possible and will be reported to the Chief of Social Education Bureau of Ministry of Education 20 days prior to the opening of the training course by quick delivery according to the form given on attached paper.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

5. Training Schedule

(1) Attendants are to live in the same quarters.

(2) The daily schedule will be given more fully after American instructors arrive, but the following is the over-all picture:

7.00	Get up
8.00 - 9.30-	Lectures by American instructors, questions and answers, discussion (attended by all)
9.40 - 12.00-	Study and discussion by smaller groups Subject: Youth program, how to choose and train leaders, administration, leadership, committees, responsibilities and duties of officials; and other problems concerning group administration
13.00 - 13.50-	Recreation Theory of Recreation given by leaders and actual recreation
14.00 - 15.30-	Questions and answers and discussion guided by Japanese instructors.
15.40 - 16.30-	Indoor and outdoor games. How to hold meetings Leading in Reading (How to read books) Drama, Kamishibai (Paper show) Dance, Music. Study of how to debate
19.00 - 20.50-	Free study or round-table discussion
21.00 -	Bed time

Note: a. During the "Free Study" period, individual attendants will study separately or several in a group from the various materials concerning youth education.

b. Set aside one day during the course period for field trip or hiking or outdoor study.

c. The detailed program will be decided later.

Note: As to the administration of this training course a close contact with the M.G. officers is desirable at all times.

Incl: 1

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

1st List

Expected Number of Attendants

Name of Region	Name of Pref.	To be Trained in Tokyo	To be in region		Total
Chubu	Niigata Pref.	2	11		13
	Toyama "	1	7		8
	Ishikawa "	1	7		8
	Fukui "	1	6		7
	Yamanashi"	1	7		8
	Nagano "	2	10	90	12
	Gifu "	2	9		11
	Shizuoka "	2	10		12
	Aichi "	3	14		17
	Mie "	1	9		10
Kinki	Shiga "	1	9		10
	Kyoto "	2	12		14
	Osaka "	3	16		19
	Hyogo "	2	15	70	17
	Nara "	1	8		9
	Wakayama "	1	10		11
Kyushu	Fukuoka P"	3	16		19
	Saga "	1	7		8
	Nagasaki "	2	10		12
	Kumamoto "	2	11	72	13
	Oita "	1	9		10
	Miyazaki "	1	8		9
	Kagoshima"	2	11		13
	Total	76	502		578

Note; Prepare one or two substitutes for each prefecture taking accidents into consideration.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Hatsusha No. 224 20 Aug 48

Local Ed

Program of Training Course for Leaders in Juvenile and Youth Education

1. Date and Place:

region	date	period	place
On the national level	Oct. 1-Oct.12	12 days	(Yokuonkan) Tokyo
On the local level			
Hokkaido	Oct.18-Oct.24	7 days	Sapporo
Tohoku	Oct.27-Nov.2	"	Sendai
Kanto	Nov. 9--Nov.15	"	(Yokuonkan) Tokyo
Chubu	Nov.17-Nov.23	"	Nagoya
Kinki	Nov.26-Dec. 2	"	Kyoto
Chugoku & Shikoku	Dec. 4-Dec.10	"	Kure
Kyushu	Dec.12-Dec.18	"	Fukuoka

(Some change may be made in the program if requested by lecturers.)

2. Qualifications and Number of Participants

(1) On the national level:

1) Outstanding juvenile and youth associations democratically organized by boys and girls having similar interest.

(a) Regional youth associations on the local levels.

(b) Youth associations in different circles

(c) Labor union youth divisions

(d) Red Cross Juveniles

(e) Juvenile and youth cultural organizations

(f) Other groups of boys and girls

(g) Those who are engaged in juvenile and youth education at present and those who wish to do so through the Boards of Education in the future

Those who are related with above mentioned organizations and recommended by the local recommending committees.

Total 76 persons

(Detail of number and Prefectures will be listed in list no. 1.)

(h) YMCA 4 persons

(i) YWCA 2 persons

(j) Boy Scout 4 persons

(k) Girl Scout 2 persons

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Those who are related with above mentioned organizations and directly recommended by respective organizations.

Total 12 persons

2) CPH delegates and Women's association leaders.

(Their number and selective procedure will be notified later)

(2) On the local levels:

1) Those related with juvenile and youth organizations

Hokkaido	50	persons
Tohoku	60	"
Kanto	85	"
Chubu	90	"
Kinki	70	"
Chugoku, Shikoku	75	"
Kyushu	72	"
Total	502	"

(Detail of number and Prefectures will be listed in List No. 1.)

2) CPH delegates and women's association leaders

(Their number and selective procedure will be notified later)

3. How to select participants:

Local recommending committees are to be formed to recommend participants both for national and local levels.

Local recommending committees will be composed of:

(a) Representative of local youth association federation or next to such — 1 person

(b) Representative of local women's association federation or next to such — 1 person

(c) Representative of YMCA, Boy Scout, and juvenile and youth organizations other than (a) and (b) — 1 person

(d) Chairman of local Social Education Committee — 1 person

(e) Social Education Section chief of local governments — 1 person

Total 5 persons

A consultant from each Military Gov't team will be asked to cooperate.

4. Participants must be selected at once and a report made according to form provided in Annex No. 2 and sent by express mail to Mombusho Social Education Bureau Director 20 days in advance of the scheduled date of the conference.

5. Schedule of the program:

1) All participants are to stay in one big dormitory.

2) Schedules will be decided upon arrival of American lecturers; for the time being the general plan is as follows.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

(Annex 1.)

Number of authorized attendants

District	Prefecture	No. of Attendants of Tokyo Course	No. of Attendants of each District Course
Hokkaido		3	50
Tohoku			60
	Aomori	1	8
	Iwate	1	8
	Miyagi	2	12
	Akita	1	8
	Yamagata	1	9
	Fukushima	2	15
Kanto			85
	Ibaragi	2	12
	Tochigi	2	9
	Gunma	2	9
	Saitama	2	12
	Chiba	2	12
	Tokyo	4	19
	Kanagawa	2	12
Chyubu			90
	Niigata	2	11
	Toyama	1	7
	Ishikawa	1	7
	Fukui	1	6
	Yamanashi	1	7
	Nagano	2	10
	Gifu	2	9
	Shizuoka	2	10
	Aichi	3	14
	Mie	1	9
Kinki			70
	Shiga	1	9
	Kyoto	2	12
	Osaka	3	16
	Hyogo	2	15
	Nara	1	8
	Wakayama	1	10
Chyugoku, Shikoku			75
	Tottori	1	7
	Shimane	1	7
	Okayama	2	11
	Hiroshima	2	13
	Yamaguchi	1	8
	Tokushima	1	7
	Kagawa	1	7
	Ehime	1	8
	Kochi	1	7
Kyushu			72
	Fukuoka	3	16
	Saga	1	7
	Nagasaki	2	10
	Kumamoto	2	11
	Oita	1	9
	Miyazaki	1	8
	Kagoshima	2	11
	Total	76	502

Remarks; Each Prefecture must reserve one or two persons to fill vacancies which may happen owing to circumstances.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

7:00 a.m.	Rise
8:00-9:30	Lectures by American Lecturers, questions and answers, discussion. (all members).
9:40-12:00	Study and discussion by groups; program planning, selection and education of group leaders, responsibilites of committee members and officers, and other problems concerning management of organizations. (in groups)
13:00-13:50	Recreation. (Theory and demonstration by recreation leaders)
14:00-15:30	Lectures by Japanese lecturers, questions and answers, discussion.
15:40-16:30	Indoor and outdoor games, how to conduct a meeting book reading, play, kamishibai, dance, music, discussing procedure.
19:00-20:50	Free study or talks.
21:00-	Retire

N.B.

1) For free hours various reference materials concerning juvenile and youth education will be exhibited so that participants may have individual or joint study.

2) A hiking, picnic or visit will be made during the training course period.

3) Program will be decided in detail shortly.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

(Annex 2)

Attendant's Application

Address

Name

Age

Sex

A sketch of attendant's life	Organizations to which he belongs and his official status in them.	Occupation

Remarks: Enter every detail concerning the organization, such as years of service in it.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Date 26 August 1948

To : Prefectural Governors
From : Vice-Minister of Education

You are requested to take charge of matters concerning the Training Course for Leaders in Juvenile and Youth Education as notified by Hatsusha No. 224 dated 20 August according to the following data in connection with the qualifications, number, and selective procedure for CPH delegates and Women's association leaders:

I. Qualifications and number of participants (CPH delegates and Representatives of Women's Organizations)

1. On the national level
   1) CPH delegates
   Representatives of outstanding CPH's officially awarded in 1947 — 12 persons
   (Names of above CPH's are listed in Annex No. 1.)

   2) Representatives of Women's Organizations — 15 persons
   Representatives of Women's Organizations in Tokyo including not more than four from residential organizations. Others must come from other local and national organizations.

2. On the local levels
   1) CPH delegates
   Best qualified Representative of CPH's in the Prefecture — 1 person
   Hokkaido — 9 persons
   (CPH's represented on the national level are not to be included.)

   2) Women's Organizations leaders
   Representatives of Women's Organizations in the cities where this Training Course is conducted.
   From each city — 5 persons
   Including one from a residential organization and four from other local groups.

II. How to select participants
1. CPH's
   1) Standards for recommending CPH's (Excluding those on the national level)
      a) CPH's functioning for the good of the inhabitants for more than 6 months as a local community institution run by, and for the benefit of, all the members of the community.
      b) CPH's whose affairs have been elected by a majority vote of the members.
      c) CPH's carrying out regular or permanent programs for the benefit of the community which have contributed to the democratization of the community through the discussion of new laws and by practicing democratic procedures in all meetings.
      d) CPH's being used by more than 30% of the people of the community who are participating in the CPH programs and activities.
      e) The CPH must not be controlled by a specific individual, organization or federation.

   2) Standards for recommending CPH delegates (I 1 and I 2 are governed by these standards.)
      a) Persons engaged in CPH activities enthusiastically for at least 3 months.
      b) Persons elected in a general assembly with a quorum by a majority vote.
      c) Those under the age of 35.
      d) Those who were educated in regular schools for at least 9 yea

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

2. Women's Organizations
(Both on the national and local levels are governed by these standards.)

1) Standards for recommending women's organizations
   a) Women's organizations not controlled directly or indirectly by local governments. (They must not be recipients of a subsidy from the Prefecture.)
   b) Women's organizations whose officers have been elected by a majority vote.
   c) Women's groups carrying out regular or permanent programs planned and adopted by all members.
   d) Women's groups autonomously organized and whose members are women having a similar interest.

2) Standards for recommending women's organization delegates
   a) Those who have interest and ardour in women's association activities.
   b) Those elected by a majority vote of all members.
   c) Those who can devote their time to group activities.
   d) Those under the age of 40.
   e) Those who can reach the place within an hour and half. (Leaders of Women's Organizations are not to lodge together.)

III. Order of recommendation

1. Prefectural governments will select CPH's and Women's Organizations according to the standards above mentioned (I (1) and 2 (1)), and notify the respective groups.
2. CPH's and Women's Organizations, upon receipt of notification, will select those best qualified according to the standards above mentioned (1 (2) and 2 (2)), and make a report to Social Education Section chief in the respective Prefecture, submitting simultaneously a list of the names of the participants.
3. Prefectural governments will submit the lists to the director of Social Education Bureau, Ministry of Education, 20 days in advance of the date set for this Training Course.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

(Annex No. 1)

Officially Commended Outstanding Citizens Public Hall and Those Having Honorable Mention

Outstanding C.P.H.	Location
Odate-machi C.P.H.	Odate-machi, Kita Akita-gun Akita Prefecture
Denka-mura C.P.H.	Denka-mura, Niu-gun, Fukui Prefecture
Yodo-mura C.P.H.	Yodo-mura, Onsen-gun, Ehime Prefecture
Hokuto-mura C.P.H.	Hokuto-mura, Higashiusuki-gun, Miyazaki Prefecture

Honorable Mention C.P.H.	
Toma-Komai-machi C.P.H.	Tomakomai-machi, Hokkaido
Daiho-mura C.P.H.	Daiho-mura, Makabe-gun, Ibaraki Prefecture
Kawasaki-city Suga C.P.H.	Suga, Kawasaki city, Kanagawa Prefecture
Tsumagome C.P.H.	Azuma-mura, Nishi Chikuma-gun, Nagano Prefecture
Akiyo-mura C.P.H.	Akiyo-mura, Doki-gun, Gifu Prefecture
Hisatsune-mura C.P.H.	Hisatsune-mura, Nomi-gun, Ishikawa Prefecture
Otsu C.P.H.	Hashimoto-machi, Otsu-city, Shiga Prefecture
Shonai-mura C.P.H.	Shonai-mura, Kaho-gun, Fukuoka Prefecture

(Annex No. 2)

Attendant's Application

Address		
Name		
Age		
Sex		
A sketch of attendant's life	Organizations to which he belongs and his official status in them	Occupation

Remarks: Enter every detail concerning the organizations, such as years of service in it.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

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VC Policy

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TO UAPEJ/KYUSHU MG REGION

NR3/TOKAI HOKURIKU MG REGION

UAPEL/NARA MG TEAM

UAPEL/OSAKA MG TEAM

UAPEL/SHIGA MG TEAM

UAPEL/WAKAYAMA MG TEAM

QKN/TOKUSHIMA MG TEAM

QKN/HYOGO MG TEAM

QKN/KYOTO MG TEAM

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CITE ICDA - 168 THIS HEADQUARTERS HAS RECOMMENDED TO EIGHTH ARMY THE EXTENSION OF THE DEADLINE DATES INVOLVED IN THE SCHOOL BOARD ELECTIONS CMA BECAUSE OF THE IMPORTANCE OF THIS PROGRAM TO THE DEMOCRATIZATION AND DECENTRALIZATION OF SCHOOL CONTROL AND BECAUSE OF THE INSUFFICIENT TIME ALLOWED TO INFORM THE PEOPLE OF THEIR RIGHTS AND RESPONSIBILITIES PD PENDING ACTUAL EXTENSION OF THE DEADLINE CMA YOU AND THE JAPANESE IN YOUR PREFECTURE ARE TO PROCEED PAREN ONE PAREN AS THOUGH THE DEADLINE FOR NOTIFICATION BY SMALL CITIES CMA TOWNS CMA AND VILLAGES WHICH HAVE LOWER SECONDARY SCHOOLS OF INTENT TO ELECT BOARD WERE EXTENDED ONE FIVE SEPTEMBER CMA AND PAREN TWO PAREN AS

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

THOUGH THE DEADLINE FOR SUBMISSION TO TOKYO OF SCREENING QUESTIONNAIRES BY PREFECTURAL BOARD CANDIDATES WERE EXTENDED TO ONE OCTOBER PD THE DEADLINE FOR SUBMISSION OF SCREENING QUESTIONNAIRES BY CANDIDATES FOR LOCAL CITY CHA TOWN CHA AND VILLAGE BOARDS IS TO BE DETERMINED BY THE PREFECTURAL GOVERNOR AND THE CANDIDATE IS THEN TO BE SCREENED BY THE PREFECTURAL TEACHERS SCREENING COMMITTEE PD NOTIFICATION OF THE ABOVE WILL BE MADE AS SOON AS POSSIBLE TO THE JAPANESE AUTHORITIES AND INFORMATION MEDIA END

CFN: ICDA - 188

27/0538Z

TOS V AF NR 24 RR RR 27Ø615Z -MH- ALL & CUL

TORUV FU NR 24 R R R R R 27Ø615Z (G) AND OUT

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

AA/ay

337

25 AUG 19

SUBJECT: Regional Education Conference for Labor Women

TO : See Distribution

1. A two day conference for representative labor women of Kinki Region will be held September 2nd and 3rd, 1948, in the Chamber of Commerce building, Osaka City. The conference will be sponsored by the Civil Education Division, Kinki Region.

2. Purposes:

a. To train a representative group of working women in the methods of group discussion and group participation.

b. To acquaint conference delegates with laws, resources and problems particularly applicable to working women.

c. To lead labor women to take positive action for the education in citizenship of women union members.

d. To encourage labor women to consider themselves as members of the union rather than of a women's section.

3. Delegates:

a. Prefectural delegates for the conference should include two women representatives from the Women's Sections of each of the seven major unions:

Sodomei
Sanbetsu
Teachers Union
Govt Communications Workers
Govt Administration Office Workers
Govt Railway Workers
Textile Workers

AUG 25

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The Labor Officer will inform the union officers of the invitation to send two women members to the conference and they in turn should notify the Labor Officer of the names of the elected delegates. It is suggested that at least one of the two union delegates be a non-officer of the Women's Section.

b. It is desired that the Labor Officer and Civil Education Officer of each team attend the conference. Each Labor Officer should attend one of the seven discussion groups in an advisory capacity.

c. In order that every delegate will have a chance to participate, attendance has been limited. However, in some prefectures, there may be labor unions with large women's sections other than those listed above. These unions also may send delegates if the Labor Officer decides attendance is warranted. Names of these additional unions should be sent to Miss A. Aderton, Assistant CE Officer, Kinki Military Government Region, Headquarters I Corps, APO 301.

d. In addition, it is suggested that the Labor Officer in each prefecture invite the following people to attend:

Chief, Women's and Minors' Bureau (and additional women field representatives of the Bureau, if any).
Chief, Labor Standards Section
Chief, Labor Section
Chief, Labor Administration Office, or the Head of the Educational Section of the Labor Administration Office.
Women Inspectors, Labor Standards Section
Women Members of the Social Education Section

The total delegation for each prefecture will thus be approximately 20 people.

4. Preparation: It is requested that the Labor Officer and CE Officer hold a preliminary meeting with the delegates from their prefectures. At that time they will go over the agenda of the conference and will have the delegates elect the following women representatives;

1 - Evaluation Committee Member -
1 - Panel Discussion Participant -
1 - Discussion Group Chairman -
1 - Discussion Group Secretary -

a. It should be made clear to the delegates that this is a training conference primarily for women. On the whole, women in labor unions have been silent, and little effort has been made to include them in the organization. This conference will try to assist and encourage them to take part in the organization as a whole. The men delegates should be aware of the necessity of such education for women union members and should encourage participation.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

25 AUG 1948

b. Listed on the agenda for the second day are roundtable discussion groups. Each delegate should choose one of the groups to attend. It is hoped that each prefecture will be represented in each of the discussion groups so that they will be fairly equal in size, so that there will be region-wide representation in the group reports, and so that the prefectural delegation will take back to the prefecture, for discussion and action, materials and conclusions on each of the discussion topics.

c. Each delegate should wear a tag listing his or her name, union affiliation, prefecture, and the number of the discussion group which he or she will attend. Each delegate should do preliminary study for the conference and it is suggested that the Labor Officer and the prefectural Labor officials provide the delegates with relevant material. Twenty-five copies of the agenda for the conference in Japanese are enclosed. No further copies will be available so that it is requested that each delegate bring his copy with him.

5. As Osaka is the conference location, there will be no necessity for the delegates to stay overnight with the attending expenses of lodging and meals. Delegates should bring their lunch with them each day. In view of the small budget for travel allowed, for example, to the Women's and Minors' Bureau, it is hoped that the Labor and Civil Education Officers will be able to arrange for priority travel for Japanese delegates. Delegates should report to the Japanese Information Desk in Osaka Station for direction to the Chamber of Commerce building.

6. Follow-up: A strong suggestion should be made in the preliminary meeting by the Labor and Civil Education Officers that a follow-up conference be organized by the delegates in their prefecture as soon as possible after the Osaka conference, and that, in turn, the prefectural conferences be followed by union meetings. The Women's and Minor's Bureau Chief in each prefecture will be the logical liaison person for such follow-up work.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

2 Incls:
1. Agenda for the conference (Eng & Jap)
2. Directional map of Osaka City.

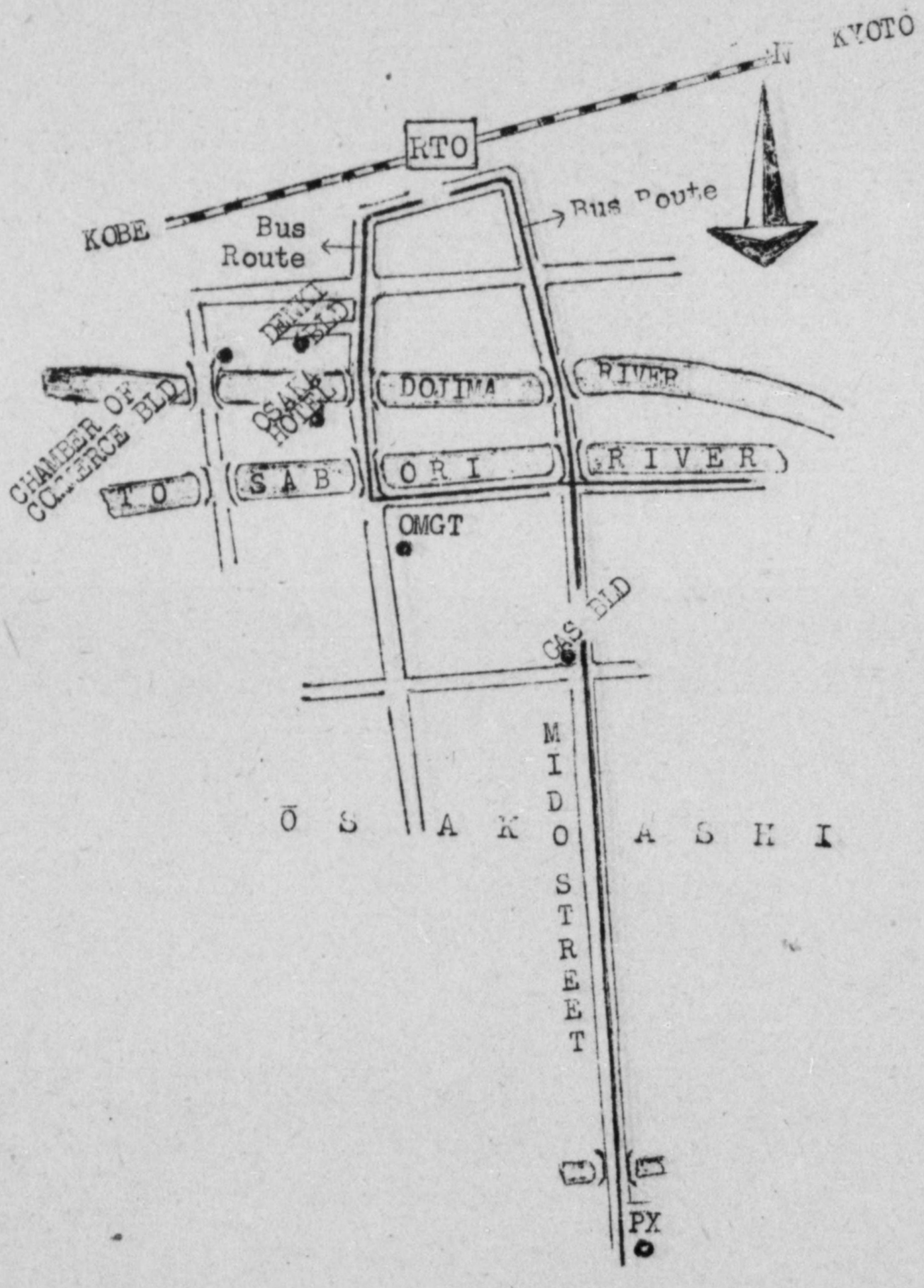
DISTRIBUTION:
3 ea Teams, Kinki Region
(ATTN: CE Officer & Labor Officer)
1 - File
3 - CE Div, MG Sec.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Map of Osaka City for Military Government Personnel.

1. Personnel planning to remain overnight in Osaka will present their orders at 25th Division Headquarters. Directions to Headquarters may be obtained at the R.T.O. Personnel probably will be billeted at the Gas Building.

2. Military Government personnel will Mess at the Denki Building.



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Regional Education Conference for Labor Women

Place: Chamber of Commerce Building, Osaka City

Time : September 2 - 3, 1948

A G E N D A

Sept. 2 1948

0930 - 1000	Introductory Speeches	Governor of Osaka Colonel Craig, Commanding Officer, Osaka MG Team
	Purposes of the Conference	Miss Aileen Aderton, Asst Civil Education Officer Kinki Mil Govt Region
1000 - 1100	Women's Function in Japanese Trade Unions	Miss Mead Smith ESS/ Labor, SCAP
1100 - 1115	Recess	
1115 - 1215	Application of the Labor Standards Law to Women and Minors	Mrs. S. Tanino Women's & Minors Bureau, Tokyo
1215 - 1300	Lunch	
1300 - 1400	Questions & Discussion	Miss Smith and Mrs. Tanino
1400 - 1500	Symposium:	
	What to Expect from Labor Education	Chiefs(3), Regional Labor Union Education Section Chiefs(3), Labor Administration Section (Education Section)
	Chairman:	Mr. Shiotani, Chief, Osaka Labor Standards Bureau
1500 - 1505	Recess	
1505 - 1530	Questions & Discussion from the floor on Labor Education.	
1530 - 1600	Skit on Labor Education	Takarazuka & Makino actors.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Sept. 3 1948

A G E N D A

0930 - 0945	Introduction of prefectural representatives of the Women's & Minor's Bureau	
0945 - 1100	Organization and Operation of the Women's & Minor's Bureau	Mrs. Tanino Women's & Minor's Bureau, Tokyo
1100 - 1105	Recess	
1105 - 1215	Panel Discussion : Equal Pay	7 women delegates
	Questions and Discussion — Chairman:	Mrs. Kanimasa Women's & Minor's Bureau, Osaka
1215 - 1300	Lunch	
1300 - 1315	Discussion of the Purposes of Round Tables	Miss A. Aderton Asst CE Officer Kinki M.G. Region
1315 - 1415	Round Table Discussions: Constructive Functions of a Women's Section of an Union	Delegates
	// 1. Education for Intelligent Participation in Unions. // 2. Improved Working Conditions for Women. / 3. Cost of Living and Home Management. // 4. Dormitory Life. /// 5. Other Off-Job Problems & Recreation. // 6. Relationship of Working Women to the Community. // 7. Role of Women's & Minor's Bureau in Labor Education.	
1415 - 1430	Recess (Secretaries of discussion groups will organize notes for presentation to the conference)	
1430 - 1530	Summaries of the Discussion Groups	Group Secretaries
1530 - 1545	Report of the Evaluation Committee	
1545 - 1600	Summary of the Conference	Mr. William Moran ESS/Labor, Kinki M.G. Region

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

21 Aug 48

1 Corps Policy

Basic Information for News Conference
on Election of Members of Boards of Education

PSA

OF MEMBER OF THE LOCAL OR PREFECTURAL ASSEMBLY PD IT IS NOT EXPECTED THAT IT WILL TAKE THE FULL DASH TIME OF THE MEMBERS CMA OR THAT IT WILL BE A SERIOUS HANDICAP TO PROFESSIONAL PEOPLE IN CARRYING ON THEIR JOBS PD INTERESTED AND ABLE PEOPLE OF ALL CLASSES WHO FULFILL THE ABOVE QUALIFICATIONS SHOULD RUN FOR THE BOARD EVEN THOUGH THEY ALREADY HAVE FULL DASH TIME JOBS PD WOMENS ORGANIZATIONS AND PETER TARE ABLE GROUPS SHOULD MEET IMMEDIATELY AND GET OUT PETITIONS FOR COMPETENT PEOPLE TO REPRESENT ~~TIME~~ THEM PD IT IS RECOMMENDED THAT THEY THINK PARTICULARLY OF NOMINATING ABLE WOMEN PD THE SUCCESS OR DEMOCRATIZATION OF THE SCHOOLS DEPENDS UPON THE ELECTION OF GOOD SCHOOL BOARDS PD THE SUCCESS OF SCHOOL BOARDS DEPENDS UPON THE CALIBER OF BOARD MEMBERS PD THE BEST QUALIFIED PERSONS MUST COME FORTH NOW AND MAKE THEMSELVES AVAILABLE FOR ELECTION PD END

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Lt Col, INF
Executive Officer

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Sec School Bd.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

3:00

CG, I CORPS, APO 301

UNCLASSIFIED

CO, KYUSHU MIL GOVT REGION, APO 929
CO, TOKAI-HOKURIKU MIL GOVT REGION, APO 710
CO, HYOGO MIL GOVT TEAM, APO 317
CO, KYOTO MIL GOVT TEAM, APO 301
CO, OSAKA MIL GOVT TEAM, APO 25
CO, NARA MIL GOVT TEAM, APO 25
CO, WAKAYAMA MIL GOVT TEAM, APO 25

PRIORITY

X

CITE ICBA - 150 FOLLOWING INFORMATION IS BASIS FOR NEWS CONFERENCE WHICH SHOULD BE HELD MONDAY CMA TWO THREE AUGUST AND ATTENDED BY NEWSPAPER REPORTERS AND EDITORIALISTS CMA RADIO REPRESENTATIVES CMA PREFECTURAL EDUCATION SECTION CHIEF CMA GOVERNOR OR VICE GOVERNOR CMA AND REPRESENTATIVES OF PETER TARE ABLE AND WOMENS ORGANIZATIONS PD PREFECTURE DASH WIDE DISSEMINATION IS REQUESTED PD RELEASE IN NAME OF JAPANESE PD DO NOT REPEAT NOT QUOTE MILITARY GOVERNMENT PD MESSAGE FOLLOWS CLN ELECTION FOR THE SCHOOL BOARDS WILL BE HELD OCTOBER FIVE THROUGHOUT THE ENTIRE NATION PD AT THAT TIME ALL PREFECTURES AND THE FIVE BIG CITIES WILL ELECT SCHOOL BOARDS PD PREFECTURAL BOARDS WILL HAVE SEVEN MEMBERS AND LOCAL BOARDS WILL HAVE FIVE MEMBERS PD CANDIDATES FOR PREFECTURAL AND BIG CITIES SCHOOL BOARDS MUST SEND IN THEIR SCREENING QUESTIONNAIRE TO THE MINISTRY OF EDUCATION BEFORE SEPTEMBER ONE FIVE CMA ACCORDING TO NEW HATSUTEKI SIX NINE CMA RATHER THAN AUGUST TWO FIVE CMA PAREN HATSUTEKI SIX FIVE PAREN WHICH HAS BEEN AMENDED PD THEY MAY PRESENT THEM TO THE GOVERNOR WHO IS THEN RESPONSIBLE TO GET THEM INTO THE MAILS TWO DAYS BEFORE THE DEADLINE PD ANY CITY CMA TOWN CMA OR VILLAGE OUTSIDE OF THE BIG FIVE CITIES

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WHICH HAS A LOWER SECONDARY SCHOOL MAY HAVE A SCHOOL BOARD THIS YEAR IF IT PASSES A RESOLUTION TO THAT EFFECT IN ITS LOCAL ASSEMBLY AND REPORTS ITS INTENTION TO THE PREFECTURAL GOVERNOR BEFORE WEDNESDAY CMA AUGUST TWO FIVE PD THE CANDIDATES FOR SUCH SMALLER CITY CMA TOWN AND VILLAGE BOARDS WILL ALSO HAVE TO SUBMIT THEIR SCREENING QUESTIONNAIRES TO THE PREFECTURAL GOVERNOR AGAINST A DEADLINE WHICH EACH GOVERNOR DECIDES UPON CMA AND THE CANDIDATES WILL HAVE TO BE SCREENED BY THE PREFECTURAL TEACHERS SCREENING COMMITTEE PD ACCORDING TO THE SCHOOL BOARDS LAW BOARDS IN SUCH CITIES CMA TOWNS AND VILLAGES MUST BE FORMED NOT LATER THAN ONE NOVEMBER ONE NINE FIVE NAUGHT PD THEY MUST PASS A RESOLUTION OF THE LOCAL ASSEMBLY AND REPORT SUCH RESOLUTION TO THE PREFECTURAL GOVERNOR NINE NAUGHT DAYS BEFORE ELECTION CMA WHICH SHALL BE HELD ON OCTOBER FIVE OF THE YEAR BEFORE THE SCHOOL BOARD IS TO BE ESTABLISHED PD IT IS RECOMMENDED THAT CITIES CMA TOWNS AND VILLAGES WHO WISH TO HAVE SCHOOL BOARDS BEFORE ONE NINE FIVE NAUGHT MEET IMMEDIATELY CMA PASS A RESOLUTION TO THAT EFFECT AND INFORM THE GOVERNOR PD THEN LOCAL CITIZENS GROUPS SHOULD STIR THEMSELVES IMMEDIATELY TO NOMINATE THE BEST POSSIBLE CANDIDATES FOR THE LOCAL BOARDS PD THE MEMBERS OF THE SCHOOL BOARD CMA SHOULD BE REPRESENTATIVE OF ALL

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MAJOR SEGMENTS OF THE COMMUNITY INCLUDING VARIOUS PROFESSIONAL AND OCCUPATIONAL GROUPS PD SO THAT THE BOARD SHALL MIRROR THE IDEALS AND ATTITUDE OF THE ENTIRE COMMUNITY CMA IT MIGHT INCLUDE FOR EXAMPLE CMA A DOCTOR CMA A LAWYER CMA A FARMER CMA A BUSINESSMAN CMA A MEMBER OF SOME TRADE OR CRAFT CMA AND A PROFESSIONAL EDUCATOR NOT EMPLOYED BY THE PUBLIC SCHOOLS PD EACH BOARD SHOULD INCLUDE ONE OR MORE WOMEN PD IF ON THE OTHER HAND CMA THE SCHOOL BOARD SHOULD BE COMPOSED EXCLUSIVELY OF PEOPLE FROM ONE GROUP CMA SUCH AS TEACHERS OR BUSINESSMEN CMA THE WHOLE PURPOSE OF EDUCATIONAL DECENTRALIZATION WOULD BE DEFEATED PD THE SCHOOLS BELONG TO THE WHOLE POPULATION PD THEY ARE PUBLIC PROPERTY AND THEIR CONTROL SHOULD BE TRULY REPRESENTATIVE PD ONE OF THE MAJOR RESPONSIBILITIES OF THE SCHOOL BOARD WILL BE TO WORK OUT A BUDGET PD ONLY IF THE BOARD IS REPRESENTATIVE OF THE TAXPAYERS CMA WILL IT BE ABLE TO WORK OUT AN ADEQUATE SCHOOL BUDGET PD INASMUCH AS THE SCHOOL BOARD HAS THE AUTHORITY TO DO BUSINESS WITH THE TEACHERS CMA IT IS NOT WISE THAT IT SHOULD BE MADE UP EXCLUSIVELY OR PREDOMINANTLY OF TEACHERS PD IN ADDITION TO THEIR LEGAL REQUIREMENTS CMA MEMBER OF THE SCHOOL BOARDS SHOULD CLN PAREN ABLE PAREN BE INTERESTED IN SCHOOLS AND CHILDREN SMCLN PAREN BAKER PAREN HAVE AN UNDERSTANDING OF THE NEW EDUCATION AND

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WILLINGNESS TO PROMOTE REFORM SMCLN PAREN CHARLIE PAREN UNDERSTAND THE FINANCIAL STATUS OF THE SCHOOLS AND OF THE COMMUNITY SMCLN PAREN DOG PAREN BE ABLE TO DISCUSS SCHOOL AFFAIRS IN A PRACTICAL MANNER SMCLN PAREN EASY PAREN HAVE SOME FORMAL SCHOOLING SO THAT THEY CAN READ AND WRITE INTELLIGENTLY SMCLN PAREN FOX PAREN BE TAXPAYERS SMCLN PAREN GEORGE PAREN BE PERSONS OF GOOD MORAL QUALIFICATIONS WHO HAVE THE RESPECT OF THE COMMUNITY SMCLN PAREN HOW PAREN HAVE COMMUNITY PRIDE CMA PARTICULARLY IN THE SCHOOLS SMCLN PAREN ITEM PAREN BE NOT IDENTIFIED CLOSELY AS LEADERS OF ANY POLITICAL OR OTHER PRESSURE GROUPS SMCLN PAREN JIG PAREN HAVE THE TIME AND ENERGY TO ATTEND ALL MEETINGS SMCLN PAREN KING PAREN BE COOPERATIVE INDIVIDUALS CMA NEITHER RUBBER STAMPS WITH NO INITIATIVE OR INDEPENDENCE CMA OR HEADSTRONG PERSONS WHO WISH TO DOMINATE THE SCHOOL BOARD SMCLN PAREN LOVE PAREN BE SCREENED BY THE PROPER SCREENING AUTHORITIES CMA THE PREFECTURAL SCREENING BOARD OR THE NATIONAL SCREENING BOARD PD THE SCHOOL BOARD SHOULD NOT REPEAT NOT BE CONSIDERED AS A MEANS OF LIVELIHOOD OR A STEPPING STONE TOWARD POLITICAL OFFICE PD IT SHOULD BE CONSIDERED A PART DASH TIME PUBLIC SERVICE WHICH IS LARGELY ADVISORY IN NATURE PD IT SHOULD BE A POSITION OF HONOR AND RESPONSIBILITY IN THE COMMUNITY WITH STATUS EQUAL TO THAT

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

GHM/ys

AG 000.8 - BA

18 August 1948

SUBJECT: Five-day School Week in The Public Schools of Japan

TO: See Distribution

1. Attached discussion from Kanto Military Government Region is for your information and application, if desirable in your prefecture.

2. The five-day school week as outlined, is in operation in Shiga Prefecture.

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

1 Incl:
Discussion on 5-day
school week

DISTRIBUTION:
2 ea MG Reg & Team
I Corps, Z/R
3 AG Rec, I Corps
3 CE Div, MG Sect

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HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

Kinki Policy

AG/ae/

18 AUG 1948

SUBJECT: Difference Between Women's & Minors' Bureau Field Representatives and Labor Standards Women Inspectors

TO : See Distribution

1. Attached is a memorandum received from SCAP on the difference between the Women's and Minors' Bureau field representatives and the labor Standards Women Inspectors. There has been some misunderstanding in the past on this point and this memorandum should serve to clarify the relative positions of the two sections.

2. Point No. 5 (Type of Guidance from MG) is of particular importance to Civil Education personnel. The words "Women's Affairs Officer", should be amended to read "Civil Education Officer."

3. The Women's and Minors' Bureau representatives have primarily an educational function, not only for working women and minors, but also for the public in general. It is for this reason that Civil Education Officers are encouraged to support and assist the Women's and Minors' Bureau field representatives in their prefecture. They can be of help to CE Officers as liaison with women's groups, and of assistance in the education of adult groups in the fields of government and labor. The Women's and Minors' Bureau is an entirely new concept in Japan, and it is to be anticipated that it will encounter difficulties in carrying out its functions. Therefore, it is of particular importance that CE use the Bureau and its representatives as fully as possible so that its position may be strengthened, its purposes clarified, and its usefulness extended.

BY ORDER OF COLONEL KOWAISKI:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

1 Incl:
As indicated (1 copy)

DISTRIBUTION:
2 ea Kinki Teams
1 - File

Education for Workers
Women's and Minors' Affairs

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

~~Copy for files~~ Conferences

RSA/tn

337

13 August 1948

SUBJECT: Kinki Regional Educational Conference

TO : Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Fukui Military Government Team, APO 301
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team , APO 25

1. A Regional Educational Conference to be held jointly with civil education officers and their Japanese opposite numbers in the prefectural education system will be held August 22nd and 23rd, 1948, on the top of Mt Koya, Wakayama Prefecture.

2. The agenda for the conference will be the School Board Law, which was passed by the Diet on 15 July 1948, School Reorganization, and Teacher Reeducation.

3. The purposes are (1) to bring together the education officers and their opposite Japanese education officials for a free discussion of current problems; especially to clear up confusion surrounding the School Board Law; (2) to bring the different prefectures of Kinki together for a consideration of common problems so as to weld the prefectures into a regional entity; and so as to achieve a regional approach to regional problems.

4. Travel orders will be issued from this headquarters for the Civil Education Officers. It will be the responsibility, however, of each CE Officer to invite his opposite number in the Japanese education system. This will most often be the School Education Chief but maybe instead a Chief Inspector or an Education Department Chief, whoever works most closely with Military Government and shows the clearest disposition to cooperate.

5. Adequate housing arrangements, Japanese style, are being provided by the temple at the top of the mountain; bedding will be provided but each officer may, at his own option, bring an extra blanket and an air mattress, if he has one. C or K Rations should be brought for at least 5 meals. The

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Ltr, Kinki Mil Govt Region, 337, subj: "Kinki Regional Educational Conference", dtd 13 Aug 46.

Japanese participants should bring their own rations since Army rations cannot be legally provided Japanese nationals.

6. Mt Koya was chosen because it is one of the country's beauty spots and it is also cool and pleasant at this season of the year. The housing facilities are adequate for a Japanese-American conference and make it possible for us to get together with the Japanese educators in a clean, comfortable atmosphere. We want to stress the principle of good fellowship, and urge everyone to come prepared for a good time.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Captain, AGD
Adjutant

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

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Letter O ~~Corfo~~ policy
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Ltr, Hq Kinki Mil Govt Region, 000.8, subj: "Magazine "Kyoiku Jiho" - (Education Review)", dtd 13 AUG 1946 cont'd.

Questions & Answers ..... Research Div. Educ. Dept

On Start of New Textbook System (Part II) .. Educ Dept

On Distribution of Paper for Educational Use ..... Mr. Shoji Kawabara, Tokyo Br., Educ Equipment Sect, Ed Min.

Revision of the Bill for Board of Education ..... Educ Dept

Fundamental Survey on Educational Reform ... Educ Dept

3. The enclosed magazine is forwarded for your information and whatever use is deemed appropriate.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Capt., AGD
Adjutant

1 Incl:
As indicated (one copy)

Enclosure — shelves.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

RSA/mk

13 AUG 1948

000.6

SUBJECT: Magazine "Kyoiku Jiho" - (Education Review)

TO : Commanding Officer, Fukui Military Government Team, APO 301
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25

1. The enclosed magazine, "Kyoiku Jiho," is published by a Japanese education, research agency with the guidance and assistance of the Tokyo Military Government Civil Education Officer. It contains pertinent articles applicable to school and community problems, and it has proved extremely useful in providing joint Military Government - Japanese leadership. The articles have been cleared by SCAP and may be reproduced.

2. The table of contents follows:

Adult Education in Japan	Mr. J. Nelson Adult Ed. Off, CIAE, SCAP
In-Service Training of Teachers ...	Capt P. T. Dupel Ed Off, Tokyo MG Team
Citizen's Public Hall	1st Lt W. J. Heaser, Jr Asst Ed Off, Tokyo MG Team
Women's Problems in Tokyo	Mrs. J. B. Smith Women's Affairs Off, Tokyo MG Team
Youth Problems in Tokyo	Mr. J. K. Kobayashi Ed Off, Tokyo MG Team
Discussion on Textbooks	Textbook Sect, Ministry of Education

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Ltr, Hq Kinki Mil Govt Region, 000.8, subj: "Magazine "Kyoiku Jiho" - (Education Review)", dtd 13 AUG 1948 cont'd.

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J. E. ENGLEHARDT
Capt., AGD
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)
MILITARY GOVERNMENT SECTION

RSA/mo

7 August 1948

MEMORANDUM:

SCHOOL REORGANIZATION

1. A Summary of I Corps Experience.

a. The I Corps Military Government Plan for 1 July - 30 September retains school reorganization as one of the top priorities, second only to teacher reeducation, since the full complement of inspections are not required during August. The Ministry of Education had set last April 1st as the time for the abolition of the old middle and girl's high schools and required that precedence be given to the lower middle school. Several prefectures turned all old middle grade schools into upper secondary, and added a few youth schools for good measure, ending with more new upper secondary schools than they needed. Some made honest efforts to care for lower secondary schools, but lacked understanding of how to do so.

b. Major attention to revision before schools open in September should go to reduction in number of upper secondary schools, increase in independent lower secondary schools, and careful 6-3-3 division, if that is applicable in your prefecture. At least three prefectures have started total reorganization since the June conference, going in the direction of independent lower secondary schools; comprehensive, districted, coeducational upper secondary schools; all to be in effect 1 September. One of the three, with 13,000 upper secondary school pupils, had room for from 35,000 - 50,000 pupils in present buildings, but wanted to retain all of them and leave lower secondary schools in gyms and primary schools. They needed guidance from the CE Officer in budgeting, scheduling, and use of buildings and facilities to best advantage.

c. Before the opening of school in September plans for necessary shifts in buildings and teachers should be carried out. Even placement of ninth-grade teachers should be scrutinized. Several prefectures are leaving pupils where they now are, in upper secondary schools, but making a nearby lower-secondary-school principal responsible for ninth-grade teachers and the courses they teach, so they will be part of the lower secondary school 1st April, 1949, rather than permanently part of the upper secondary system.

d. The enclosed charts, made up of the best figures you were able to offer for the current situation, should be suggestive. Compare your prefecture with one of similar population and see how you've done.

Incl 3

See I Corps Policies

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Osaka, I Corps,' largest prefecture in population, has 112 independent lower secondary schools out of 204; 54 coeducational upper secondary schools, 32 of them comprehensive, 22 vocational; districting and increasing comprehensive curricula continue. Oita, of the Intermediate group, has 74 independent lower secondary schools, 23 coeducational upper secondary schools, 16 of them comprehensive, using extra buildings where necessary. Shiga, average minor prefecture, expects to lose four more of its 18 upper secondary schools to lower secondary by September. Shiga feels that coeducational, comprehensive upper schools are generally most practical for real education.

e. Missing figures would be appreciated, as well as revised figures as they change.

BY ORDER OF COLONEL BURNS:

1 Incl:
Charts on school
pupil population

J. E. ENGLEHARDT
Capt., AGD
Administrative Officer

DISTRIBUTION:
2 ea MG Region & Team
I Corps Z/R
3 AG Rec, I Corps
2 CE Civ, MG Sect

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO. 775013

PUPIL POPULATION

	Population	Primary	Lower Secondary	Upper Secondary	Old Kotogakko	Normal School	Technical Colleges	Universities	Others	Total
KINKI	Ken Population									
FUKUI	726,304	96,234	40,193	9,643		626	886			
HYOGO	3,056,018	386,265	142,422	42,405		(total higher 7,529)				
KYOTO	1,738,820	219,107	71,041	42,365	3,926	869	4,998	12,697	12,971	
NARA	779,889	96,826	48,776	12,124		1,361		931		
OSAKA	3,335,515	416,107	120,758	41,907	1,761	3,498	5,844	3,973		
SHIGA	857,902	117,601	47,272	16,227		745	932			
WAKAYAMA	960,021	129,664	57,780	13,527	431	840	830	143	262	
TOKAI HOKURIKU										
AICHI	3,123,140	427,985	155,071	49,909	1,220	3,285	2,210	7,176		
GIFU	1,493,550	212,217	87,135	16,625		837	2,288		116	
SHIZUOKA	927,173	119,060	50,452	12,296	1,232	1,355	900	1,493		
MIE	1,416,286	195,725	90,210	17,474		1,116		481		
TOYAMA	979,058	132,022	55,088	12,722	816	952	388	660		
KYUSHU										
FUKUOKA	3,177,330	418,914	150,650	79,840	982	2,123	2,941	3,476	5,559	
KAGOSHIMA	1,746,472	268,914	109,841	39,195	1,117	1,500	1,963		830	
KUMAMOTO	1,767,513	242,158	109,714	19,830	1,126	1,087	2,856	434	230	
MIYAZAKI	1,025,430	153,636	64,395	12,174		1,002	319		625	
NAGASAKI	1,531,207	217,424	84,041	14,467	137	1,154	211	238	1,702	
OITA	1,233,683	188,827	73,190	16,700		1,163	568		140	
SAGA	917,336	131,397	51,299	21,069	772	935				
TOTAL	30,792,647	4,150,063	1,609,328	344,195	13,520	24,448	28,134	39,231	22,435	

Incl 1

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TEACHERS AND PRINCIPALS

KINKI	Primary	Lower Secondary	Upper Secondary	Old Kotogakko	Normal Schools	Technical Colleges	Univer-sities	Others	Total
	Principals Teachers	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
FUKUI	244 2,851	76 1,518	13 579		58	71			
HYOGO	624 10,018	220 5,181	2,495		(total higher 471)				
KYOTO	373 6,126	219 3,533	83 1,542	178	97	181	1,236	702	
NARA	269 2,616	150 1,363	31 608		127		91		
OSAKA	479 10,402	204 4,413	49 3,468	82	314	403	341		
SHIGA	210 3,120	73 2,309	18 887		68	85			
WAKAYAMA	356 2,715	191 1,666	21 538	20	72	66	26	16	
TOKAI HOKURIKU									
AICHI	10,545	5,254	3,266	54	275	115	320	317	
GIFU	472 2,703	290 2,552	54 1,210		146	201		12	
ISHIKAWA	370 3,676	228 1,875	30 701	46	69	45	31	22	
MIE	425 4,948	282 3,323	24 875		101		83		
TOYAMA	322 3,629	105 1,719	48	47	79	31		38	
TOTAL	67,503	36,744	1,654	509	1,515	2,244	4,055	1,107	

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TEACHERS AND PRINCIPALS

KYUSHU	Primary	Lower Secondary	Upper Secondary	Old Kotogakko	Normal Schools	Technical Colleges	Universities	Others	Total
	Principals Teachers	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
FUKUOKA	570 10,493	269 5,277	138 3,325	55	157	271	325	211	
KAGOSHIMA	503 6,116	217 3,801	51 1,050	52	93	159		34	
KUMAMOTO	492 5,944	305 3,908	44 1,465	53	79	174	39	17	
MIYAZAKI	268 3,957	123 2,583	16 726		83	30		67	
NAGASAKI	360 4,998	247 2,782	40 832	16	141	17	50	138	
OITA	361 4,971	258 2,825	23 1,092		71	30		19	
SAGA	165 3,094	134 2,102	30 1,017	29	89				
	42,292	24,831	9,849	205	713	681	414	486	
TOTAL	109,795	61,575	11,503	536	2,018	2,577	2,762	891	

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NUMBER OF SCHOOLS

	11 3 Yr. U.S.S. General	12 3 Yr. U.S.S. Vec.	13 3 Yrs. U.S.S. Compre- nensive	14 Branch U.S.S.	15 Total U.S.S. 11,12,13, 14	16 U.S.S. with Co-ed.	17 U.S.S. Boys & Girls in Same Bldg.	18 Distrib... U.S.S.	19 Old Kotogakko	20 Old Dai- gaku
KINKI										
FUKUI	0	0	13		13	13	0	13		
HYOGO	30	17	16		63	40				
KYOTO	44	34	2		80	8	3	0	6	6
NARA	5		11		16	6	1	16		2
OSAKA	0	22	32		54	54	0	54	2	3
SHIGA	0	2	16		18	16	0	16		0
WAKAYAMA	8	1	12		21	20	0	21	2	2
TOKAI HOKURIKU										
AICHI	58	41	11		110	22	5	0	1	2
GIFU	29	27	1		57	2	6	0		
ISHIKAWA	15	7	6		28	2	14	0	1	1
MIE	11	4	11		26	18	3	0		1
TOYAMA	21	18	9		48	1	10	0	1	
KYUSHU										
FUKUOKA	85	48	16		149	7	0		2	1
KAGOSHIMA	31	31	15		77	19		51	1	
KUMAMOTO	18	9	5		32	14	0	0	1	1
MIYAZAKI			16		16	16		16		
NAGASAKI	21	12	7		40	7		0	1	1
OITA		7	16		23	23				
SAGA	18	8	2		28		0		1	
TOTAL	394	288	217		899	299	42	187	19	20

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NUMBER OF SCHOOLS

	1	2	3	4	5	6	7	8	9	10
	6 Yr.P.S. with No attached S.S.	Branch P.S.	Total P.S. 1-2-4	3 Yr. L.S.S. in P.S.	3 Yr. L.S.S in Own Bldg.	3 Yr. L.S.S. in U.S.S.	Other L.S.S. Placement	Branch L.S.S.	Total L.S.S. 4,5,6,8,10	6 Yr. S.S.
KINKI										
FUKUI	96	162	412	154	18	5	9th Gr-12	29	206	0
HYOGO	331	0	625	291	61	20		120	492	0
KYOTO	261	71	456	124	71	24	0	25	244	0
NARA		25		144	6	21	0	9	201	21
OSAKA	409	0	477	68	112	9	9th Gr-47	15	204	0
SHIGA	157	54	264	53	16	4	0	68	141	0
WAKAYAMA	182	82	418	154	37	0	0	0	191	0
TOKAI HOKURIKU										
AICHI	354	42	597	201	90	0	0	114	434	29
GIFU	115	173	539	251	39			119	409	0
ISHIKAWA	169	83	453	201	27		0	41	284	15
MIE	192	55	467	220	59		0	41	321	0
TOYAMA	178	67	329	84	17	5	9th Gr-42	61	167	0
KYUSHU										
FUKUOKA	301	41	599	177	81	13	7&8 Gr-38 9 Gr.-100	46	355	38
KAGOSHIMA	248	40	404	116	99	2	40?	65	282	0
KUMAMOTO	270	95	587	222	38	32	0	58	361	11
MIYAZAKI	230	66	335	39	81	0	9 Gr.-16	50	170	0
NAGASAKI	270	122	479	187	56	4	0	23	270	0
OITA	191	103	464	170	74	11	9 Gr.-20	4	259	0
SAGA	58	59	238	121	11	2	23	2	141	5
TOTAL	4,092	1,340	8,143	2,977	993	153		890	5,132	119

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NUMBER OF SCHOOLS

	21 Normal Schools	22 Technical Colleges	23 Misc. Higher Schools	24 Total Higher Schools 19,20,21,22,23	25 Ed. Budget % of Ken Budget
KINKI					
FUKUI	2	1		3	32.6
HYOGO				10	
KYOTO	1	5	21	39	39
NARA	3				29.7
OSAKA	2	9	13	40	32
SHIGA	2			5	43
WAKAYAMA	2	3	2	11	32.8
TOKAI HOKURIKU					
AICHI	4	2	12	21	37
GIFU	2	5	1	8	31.8
ISHIKAWA	3	1	3	9	44
MIE	2			3	37.4
TOYAMA	2	1	2	6	31.8
KYUSHU					
FUKUOKA	3	5	9	20	47
KAGOSHIMA	2	4		9	51.8
KUMAMOTO	2	5	1	10	47.8
MIYAZAKI	2	1	2	5	48
NAGASAKI	2	1	6	11	35
OITA	2	1	1	4	38
SAGA	2			3	35
TOTAL	41	45	77	217	693.7

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NUMBER OF ORGANIZATIONS

	New type PTA				Dem. Student Govt				CPH	
	Pri.	L.S.S.	U.S.S.	TOTAL	Pri.	L.S.S.	U.S.S.	TOTAL		
KINKI										
FUKUI	155	108	8	271	250	177	13	440	113	
HYOGO										
KYOTO	1			1	250	180	80	510	22	
NARA	311?	151?	31?	493?	311?	151?	31?	493?	21	
OSAKA	431	203	54	688	477	204	49	730	44	
SHIGA	210	73	18	301	210	73	18	301	6	
WAKAYAMA	343	183	10	536	356	191	21	568	70	
TOKAI HOKURIKU										
AICHI	643	313	121	1,077	662	324	121	1,107	96	
GIFU	472?	290?	58?	820?	472?	290?	58?	820?	112?	
ISHIKAWA	337	206	17	560	370	228	30	628	92	
MIE	416	274	48	738					6	No really democratic S.G.
TOYAMA	283	82	33	398	322	105	48	475	16	
KYUSHU										
FUKUOKA	278	137	20	435	424	187	141	752	245	
KAGOSHIMA	498	217	47	762	17	10	13	40	91	S.G. count based on quality
KUMAMOTO	449	253	46	748	449	253	45	747	145	
MIYAZAKI	266	124	9	399	14	13	2	29	48	S.G. & C.P.H. count based on quality
NAGASAKI	214	55	15	284	285	210	56	551	56	
OITA	34	27	4	65	52	23	4	89	9	PTA, SG., & CPH count based on quality
SAGA	113	91	8	212	35	27	6	68	36	
TOTAL	4,671	2,346	458	7,475	4,173	2,215	647	7,035	1,116	

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1 Corps policy file

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)
MILITARY GOVERNMENT SECTION

7 August 1948

SUBJECT: Transmittal of Memoranda

TO : See Distribution

The enclosed memoranda concerning the Civil Information and Education mission are forwarded for your information and whatever action is deemed appropriate.

BY ORDER OF COLONEL BURNS

3 Incls:
1. Memorandum, SCAP Suggestions on College and University Reorganization.
2. Memorandum, Teacher Reeducation
3. Memorandum, School Reorganization

J. E. ENGLEHARDT
Captain, AGD
Administrative Officer

DISTRIBUTION:
2 ea MG Region & Team
I Corps Z/R
3 AG Rec, I Corps
2 CE Div, MG Sect

See I Corps Policies

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)
MILITARY GOVERNMENT SECTION

GHM/mo

7 August 1948

MEMORANDUM:

FOR : See Distribution

SCAP SUGGESTIONS ON COLLEGE AND UNIVERSITY REORGANIZATION

Enclosed are current SCAP suggestions on college and university reorganization. Some of the ideas may change, but most are likely to remain after Ministry of Education consideration.

BY ORDER OF COLONEL BURNS:

J. E. INGLEHARDT
Capt., AGD
Administrative Officer

2 Incls:
1. Org. of Nat'l Univ in Japan
2. Suggested faculty organization

DISTRIBUTION:
2 ea MG Region & Team
I Corps Z/R
3 AG Rec, I Corps
2 CE Div, MG Sect

See I Corps Policies

Incl 1

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

RECOMMENDED GUIDING PRINCIPLES FOR ORGANIZATION OF NATIONAL UNIVERSITIES IN JAPAN

1. At least one multiple-faculty national university should be established in each prefecture.

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

3. Separate faculties of humanities (jinbunka), social sciences (shakaika), literature (bunka), natural science (rika), etc., should not be authorized in new universities. They should be combined in a single faculty of liberal arts. Other special faculties should be thought of primarily in terms of professional fields such as medicine, law, engineering, education, dentistry, pharmacy, agriculture, etc.

4. In general, for economy and educational efficiency, it is desirable to have all faculties located in a single city in prefecture. In many prefectures, however, it may be preferable from geographical considerations or because of existing facilities, to have branches established in different cities. In such cases the minimum offering in any branch should be a two-year curriculum (faculty) of liberal arts. Students may terminate their formal education at the close of such a curriculum, or may transfer to other faculties of the university. A branch may offer such other curricula of varying length (teacher preparation, engineering, agriculture, etc.) as circumstances may warrant.

5. A university in any prefecture should not have branches in another prefecture.

6. Each university, in addition to four-year curricula leading to the gakushi degree, may offer one-, two-, or three year courses of study fitted to special needs in various professional and semi-professional fields.

7. Youth normal schools, as such, should be completely eliminated, but it may be desirable in some cases to make use of their plants and equipment in a reorganized university.

8. When only a single university is located in a prefecture, it should bear the name of the prefecture, not of a particular city.

9. The total higher educational needs of the people of a prefecture will be better met if public institutions (prefectural or municipal) are united with the proposed national university in the prefecture. Such union should be encouraged immediately, provided the prefecture or municipality will agree to continue the same amount of financial support for a two-, or three-year period of financial adjustment.

10. There is no need for separate institutions for training separate types of teachers, nor for special teacher-training divisions or institutes

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in professional schools, such as engineering, agriculture, etc. Professional training in education for students preparing as teachers in such fields should be furnished by a single central university faculty of education.

11. Reorganization should be on a voluntary basis. Any existing institution, if it wishes, should be permitted to remain as it is for the present in accordance with Article 98 of the School Education Law provided no additional governmental funds are requested by it for independent reorganization.

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SUGGESTED FACULTY ORGANIZATION

Faculties of Liberal Arts and Education in Multiple-Faculty University

I. Faculty of Liberal Arts

Departments or chairs - elementary courses to be given in each field, advanced courses sufficient for a major in several fields if not in all of them.

1.	Philosophy	Humanities
2.	English Literature	
3.	Japanese Literature	
4.	Chinese Literature	
5.	Fine Arts	
6.	History	Social Sciences
7.	Economics	
8.	Sociology	
9.	Government	
10.	Mathematics	Natural Sciences
11.	Physics	
12.	Chemistry	
13.	Biology	
14.	Astronomy	
15.	Physical Education	

II. Faculty of Education

Important fields of study. Two or more of these fields may be combined in one chair. Quality of professors is more important than number of chairs. Normally there should be at least six chairs, however, in a faculty of education.

1. History and Philosophy of Education
2. Educational Psychology
3. Educational Sociology
4. Elementary Education (Principal of Attached Elementary School)
5. Secondary Education (Principal of Attached Secondary School)
6. Higher Education
7. Educational Administration
8. Educational Supervision
9. Curriculum Organization
10. Educational and Vocational Guidance
11. Educational Measurement
12. Adult Education
13. Methods of Teaching Language and Literature
14. " " " Social Studies
15. " " " Natural Sciences
16. " " " Vocational Subjects
17. Student Practice Teaching

Incl 2

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)
MILITARY GOVERNMENT SECTION

RSA/yy

7 August 1948

MEMORANDUM:

TEACHER REEDUCATION

1. Reference:

a. Letter, Kinki Military Government Region, subject: "Standard Operating Procedure for Teachers Conference," dated 17 May 1947 with inclosure of SOP in English and Japanese.

b. Annex E, I Corps Military Government Plan, 30 June 1948 to 30 September 1948, Priority No. 2, Page 2, Teacher Reeducation.

2. The summer courses are not required by the Ministry for all teachers, but may be so required locally. The Ministry suggests that all teachers who did not go last summer should attend this year, courses being similar. Not all courses need be completed during the summer, although first recommendations were for 65 - 70 hour courses over a ten-day period.

3. It is suggested that ninth-grade teachers should take lower secondary training even though teaching in upper-secondary buildings.

4. In order to implement the priority job of guaranteeing an effective overall in-service training of teachers and principals, the CE Officers should have called in the school administrators responsible for the summer and fall sessions in normal schools and universities, together with the school education chief and get the whole program underway. It is suggested that the invitations be printed in the prefectural Gazette with a follow-up program of information through the prefectural newspapers and the teachers unions. The education official of your prefecture has a draft program of the normal school summer courses which requires 65 - 70 hours of training to qualify as official nationally sponsored courses.

5. The prefectural courses are given in detail for lower secondary school teachers and must consist of 3 separate sections; (a) fundamental theory of the new education, 20 hours, (b) educational psychology, 20 hours, (c) and curriculum methods of teaching, 30 hours, making a total of 70 hours. Similar courses are to be organized for the other two levels running at least 65 hours.

Incl 2

See I Corps policies

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6. A detailed program has been worked out for social studies and this is in the hands of the prefectural education officials. However, programs for music, mathematics, science, etc., will have to be devised locally, based, however, upon the pattern of the social studies program. An important part of the summer course as given in normal schools is demonstration classes. The demonstration classes should be scattered throughout the two weeks course and should include the theory of guidance, unit construction, detailed activities in the course of working of a unit and the principles of educational psychology and methods of carrying on faculty study groups.

7. The psychology course for two weeks in the summer session will place emphasis on understanding the behavior of children and will use the demonstration school as a laboratory to illustrate the principles of understanding behavior which are being studied in class. The instructor will assist the class in planning observations in the demonstration school and in evaluating what is seen. The curriculum course must also be closely related to the demonstration classes. The instructors in curriculum and the demonstration teacher should plan their work together so that the relation between the two courses will be obvious to the students. The instructor in curriculum should be able to prepare the students for the demonstration classes by foretelling the general content and leading the class to predict the children's reactions. Evaluations should be made through class discussions of the different phases of curriculum, adjustments to individual differences of children, class organization, room arrangements, and teacher pupil relations. It will be necessary for the instructors to observe the demonstration class with the students. The orientation course will deal with general principles of education, new educational publications, and new education laws and will not necessarily be closely connected with the Demonstration School.

8. If there is more than one institution of higher education in your prefecture, the various schools should divide up the responsibility of giving summer and fall courses, each giving the type of course it is best fitted to give. Normal schools should probably give courses in social studies, English, administration, and guidance (for principals and headteachers) - all in elementary education. University should specialize, if possible, on science, English, music, and mathematics. As an example, Doshisha University in Kyoto which has a strong music course and is noted for its English Department and Social Welfare Departments, will specialize during the summer in these 3 fields offering 2 week course in each. Basic texts for the courses can be Educational Psychology Vols I and II, and The Handbook on In-Service Training for Secondary Teachers, and the course of study in the different subject matter fields.

9. Further information on the national planning and the extent of financial assistance for the summer and fall courses will probably be available from the school education chief. The budget has been allotted and must last for the fiscal year. The CE Officer should work closely with him during the next week, should consider the basic planning for the [illegible]

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reeducation courses; should suggest that each institution be responsible for carrying out the details of the respective courses of study and finally should encourage the education chief to offer the courses in the earliest possible issue of the prefectural Gazette.

10. One contribution that the CE Officer can make to the attractiveness of the summer and fall course is to urge that proper provision be made for daily recreation, and that a specific program of such be set up. Constant use can be made of the projectors and films in the audio-visual aids collection. It is suggested that physical recreation, particularly square dancing, if not already a part of the prefectural physical education program, be introduced at this time.

11. Plans should be worked out with the normal schools and the higher institutions offering courses to give, upon successful completion of the course, 2 semester hours of credit for the 70 class hours and 20 hours of required study time. If teachers unions object, records can be kept by prefecture or normal school for credit to be assigned later. If sufficient planned recreation takes place, an extra hour of credit may well be offered in this field. In other words, the recreation credit should be meaningful to the program handled by teachers in the schools.

12. Program scheduling: A varied program should be arranged to keep the teachers alert and free from fatigue. For instance, physical programs should come after lectures, outdoor programs should follow indoor discussion, recreational programs after concentrated study, etc., social hours with friendly discussion, and possibly athletics are also of value.

13. Exhibits of teaching materials (American Textbooks), teaching aids, classroom projects in practical and fine arts, and group work and other extra-curricula activities all serve to vitalize a program. Use materials of try-out and other excellent schools, wherever possible.

BY ORDER OF COLONEL BURNS:

J. E. ENGLEHARDT
Capt., AGD
Administrative Officer

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HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

AA/lm

4 AUG 1948

312

SUBJECT: Questionnaire on Business and Professional Women

TO : Commanding Officer, Kyoto Military Government Team, APO 301
Commanding Officer, Fukui Military Government Team, APO 713
Commanding Officer, Hyogo Military Government Team, APO 317
Commanding Officer, Osaka Military Government Team, APO 25
Commanding Officer, Shiga Military Government Team, APO 25
Commanding Officer, Nara Military Government Team, APO 25
Commanding Officer, Wakayama Military Government Team, APO 25
ATTN: CE Officers

1. If women are fully to realize the rights granted them under the New Constitution, they must take an active part in public life. They must be encouraged to participate.

2. To gain a current picture of the women who are now holding positions of responsibility in the prefecture, answers to the attached questionnaire are requested. These women should be used in a positive program of education for all women.

BY ORDER OF COLONEL BURNS:

1 Incl:
As indicated.

J. E. HEDLEHARIT
Capt., AGD
Adjutant

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1. Name the Japanese women advisors to the Civil Education Section.
2. Does the Social Education Section of the prefecture and the city have women staff members? If so, list by name and responsibility.
3. List by name the women's colleges in the prefecture.
4. How many girls' upper secondary schools are there in the prefecture?
5. Is the prefecture represented by women in the National Diet? List by name, party, and whrther they are inthe House of Representatives or the House of Counsillors.
6. How many women are members of the prefectural assembly? List by name and party.
7. How many women are members of city assemblies?
8. How mant women are members of city and village assemblies?
9. Name the Women's and Minors' Bureau field Chief.
10. Name the Women's and Minors' Bureau field representatives.
11. Name the women inspectors ofthe Labor Standards Bureau.
12. Is there a JACA chapter inthe prefecture? Give the location, and the name ot the president.
13. Is there a branch of the Fujin Minshu Kurabu (Wimen's Democratic Club Club) in the prefecture? Gibe the location, andthe name of the president.
14. Are there women radio broadcasters in the prefecture? If so, with what programs are they identified?
15. Are there women newspaper reporters in tne prefecture? If so, list name and newspapers.
16. Does any newspaper in the prefecture carry a column particularly for women? If so, how often.
17. List the labor unions with women's sections.
18. Are women representatives among the officers of labor unions? List organizations and nmaes of offices.
19. Name women who are school principals, specifying the type of school.
20. How many women who are school inspectors are there intthe prefecture? What percentage are they of the total nember of inspectors?
21. How many PTAs are there in the prefecture? How many PTAs have women officers? What offices do they hold?

(over)