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108 Applicants for U.S.S.
72 Employed
23 Entered business at home

108 Applicants for high school
75 General education
15 Home-making
15 Commerce
3 Agriculture

3. Home Room:

Short time - 15 minutes after school every day
Long time - (40 minutes) 4th period every Saturday

Discussion on - Monday - "Program of this week"
Thesday - "Current Topics"
Wednesday - "Recreation"
Thursday - "Reports from each section"
Friday - Interview between a teacher and a student
Discussion in a small group (4 students)

4. P.T.A.:

¥35 per one member.

5. Library:

¥10 - donation per student every month
Number of books 1,000
They want to increase to 7,000

Desires from the teachers

1. They want to get American text-books at L.S.S.
2. They want to know Home Room activities in America
3. They want to get clerks employed (1 clerk per 500)
4. They want to go out of the prefecture to inspect other fine schools

My impression:

1. It is a good idea that 9 schools establish Experimental Schools' Association to study the way of new education.

2. The school has a good cooperation with the community to fulfil the desires of the people.

3. It is seldom that Home Room has a spedific subject to discuss on every day.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175813

Ikeda Upper Secondary School, Miyoshi-gun

Date of inspection: 25 March 1950

School statistics:

Number of students:		
General education	550	(303 boys, 247 girls)
Agriculture	205	(boys only)
Part-time school	180	
Number of teachers		
General education	26	(24 men, 2 women)
Agriculture	14	(men only)
Part-time school	17	(8 men, 9 women)

School administration:

1. In April 1949, Ikeda Upper Secondary School and Miyoshi Agricultural Upper Secondary School were combined and girl students from Tsujino Upper Secondary School were combined to this school according to the school district system. It is co-educational. However, agricultural course is in the separate school building 4 k.m. far.

2. In April 1950, besides general education course, agricultural course, they added the courses of commerce and Home-making.

3. New comer:

Full-time system

416 students were tested
348 applications were presented

152	General education
99	Commerce
36	Home-making
61	Agriculture

Pre-registration was made, and it is scheduled to gather all the new comers to school on 30 March 1950 in order to readjust their register.

4. Graduates:

General education		101
36	to high school	
6	to be employed	
59	to enter business at home or jobless	

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Agriculture 70

Applicants to go to higher school:

15	Liberal Arts Faculty, Tokushima University
5	Engineering Faculty, Tokushima University
5	Medical Faculty, Tokushima University
3	Literature Faculty of other universities
8	Jurisprudence Faculty of other universities

5. On that day they had no lesson in the afternoon

My opinion:

1. I do not know why half of the graduate are neither to be employed nor to go to higher school. Probably, I think proper vocational education was not given or teachers did not take care of their employment.

In future, I think it is necessary to emphasize on vocational education in cooperation with the community and home.

2. Facilities for co-education is not so good. Girl-students would have better facilities former rooms of Judo and Kendo were well repaired.

3. It seems the preparation for t e new comers were well done. On March 30, the new comers' names were published. Then new comers gathered to school to readjust their pre-registration. Then time-table was made. However the new teachers were not transferred yet.

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~~264~~

Inspection at Tokushima Board of Education Secretariat

7 April, 1950
by S. Matsuura
Translated by H. Seno

Date : 22 March, 1950

Place: Guidance Section, Administration Section, Research Section, Tokushima Board of Education Secretariat

Schedule of Teacher's In-service Training Course (Teacher's License Law)

The teachers who have to get the credit units according to article 7 of the law at the end of March, 1950 are 2,671 in number, and 2,616 at the end of 1951 including the applicants for the position of principal, and 2,727 at the end of March 1952, including the applicants for the position of principal whose working period less than 13 years.

Schedule in 1950:

The 1st term: (General Education)	From middle of may to July 21, 1950 (15 days) 6 hours per day (Saturday and Sunday)
The 2nd term: (professional course)	From the end of July to the end of August (24 days)
The 3rd term: (Professional special course)	From September to the end
Meeting place:	Secretariat and each local office shall have one meeting place, scheduled as follows: Hiwaša-cho, Tomioka-cho, Tokushima City, Banzai-cho, Kawashima-cho, Anabuki-cho, Ikeda-cho
Lecturers:	Professors of Tokushima University Teacher's consultants Capable teachers of Upper Secondary School

The above mentioned schedule was discussed and decided by Teachers' Union, Tokushima Teachers' Association and Administration Committee of Teacher's License Law.

From April 1950, 5 days' system shall be carried out at every school throughout Tokushima Prefecture which is likely very advantageous for this schedule.

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Standard Achievement Test:

The candidates for Upper Secondary School were gathered to the school which had the top number of candidates and tested.

Date: 27, 28 February

No. of pupils, examined:

Full-time	5,704
Part-time	1,774

Subject: All required subjects, but all combined with.

Who made the questions: Committee (3 professors, 17 upper secondary school teachers, all teacher's consultants)

Each school marked and classified the examination papers. However, each upper secondary school abolished the fixed number system and planned to take in all able pupils as possible. Therefore, there might be no candidate who could not enter the school they had desired. At present, application is being made. On March 30, 1950, the names admitted shall be announced. So their marks shall be announced later.

Education Research Report:

Research Section printed the "Education Research Report" and is distributing it to each school now. The contents are as follows:

1. Materials to study 5 day system.

Merits and defects of 5 day system, the result at the experimental school and public opinion on it are explained.

2. Result of reorganization of Upper Secondary School, Published in August 1949

Present condition of school facilities after reorganization. The result of school district system. Transfer of teachers due to reorganization. Opinions of teachers on reorganization.

3. Present condition of Lower Secondary School (School building, class-rooms), published in September, 1949

Class-rooms (actually being used). School building under construction. Schedule of construction schedule during 1950. Unfinished construction at the end of 1950 and its reason.

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4. Counter measure for the pupils who never come to school or long-absent, published in October 1949.

5. Capacity of Upper Secondary School in 1950

6. Average expenses per one student at Upper Secondary School.

Average expenses per month

Full-time -	a boy	¥1,430
	a girl	¥1,235
Part-time -	a boy	¥ 823
	a girl	¥ 751

Expenses for club activities, pocket money, transportation, books, stationary, etc.

7. Employment, promotion of the graduates from secondary school in 1950, published in January, 1950

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Report of Kagawa Upper Secondary School

10 March 1950

by S. Matsuura
Translated by H. Seno

Date inspected: 9 March 1950

Place: Kagawa Upper Secondary School, Ichinomiya-mura, Kagawa-gun, Kagawa-Ken

Met with: Principal and a teacher

School circumstances:

1. Number of students -- 550 (men 267, women 283)
2. Number of classes -- 14 (General course 6)
(Agricultural course 4)
(Agricultural Engineering course 2)
(Home-making course 2)

3. Attached Part-time Upper Secondary School:

Number of students -- 276 (men 227, women 49)

	1st grade	2nd grade	3rd grade	4th grade	Home-making	Total
Main school	55	18	17	16		106
Shionoe branch sch.	10	13	0	0	18	41
Kawahigashi	20	11	0	0	11	42
Kawanishi	34	29	0	0	20	83
Total	123	71	17	16	49	276

4. Number of teachers -- 30 (men 23, women 7)
-- 16 (men 11, women 5) - part time schools
Besides, 14 part-time teachers are working in this school.

5. School building

Kagawa Agricultural Upper Secondary School and Kagawa Girls' Upper Secondary School were combined and using both school-buildings. One ridge (of a roof) and four rooms are empty unused. In addition, the former dormitory, dinning room, bath-room, and kitchen, totaling 3 ridges of roof are left unused. These buildingshad belonged to the Kagawa Youth Normal School, but now it is not clarified to which they belong, Prefectural government or the university. It is desirable these empty class rooms shall be used soon in proper way.

6. Playground

It is large enough for the number of students. Gymnastic hall is under construction.

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7. Agricultural laboratory

Paddy field 3.5 acre, field 2,0 acre.

8. Dormitory

17 girls are lodging. There is no other agricultural course in Shozu-gun, so some students have to stay at the dormitory.

Library

There are 2,000 books . A full-time clerk (60 years of age) is employed for supervision. Every student pays ¥20 per month for purchasing books.

10. Activities of a student association.

It is already organized, but their activities are not good enough yet. They have Home Room period for fifteen minutes at lunch time every day, one hours long time Home Room at the 3rd period of every Wednesday and the general meeting at the 4th period.

Petition box is made so that the students can put their petitions in it.

11. Home Project system

Home Project is being carried out for the students of the 1st year grade, and the applicants higher than the 2nd year grade

	Kind	Region	Name of Student
a.	Orchard	Yamauchi-mura, Ayauta-gun	Washibe
b.	Poultry raising	Danshi-mura, Kagawa-gun	Yamasaki
c.	Vegetables	Tahi-mura, Kagawa-gun	Yamasaki
d.	Pig raising	Enza-mura, Kagawa-gun	Tokuda
e.	Flowers raising	" "	Takemoto
f.	Increase of rice and barley	Yusa-mura, Kagawa-gun	Konishi
g.	Soy bean	Bussho-zan-cho	Chujo
h.	Mash-room	Yusa-mura, Kagawa-gun	Nagao

Some students feed rabbits and sell them to get tuition fee, while some students grow chrysanthemum in the field of 2 acres to make money ¥2,000

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What school wishes:

1. Recently most farmers use the newest farming machines, but there is none of them at school. So the graduates of this school can not lead the people in using these machines. Therefore the school authorities want to prepare these machines at school so that the students can be trained and be skiful in handling them.

2. School district system is established and it is desirable to have No difference of school equipments and quality of teachers among the schools. However, as a matter of fact district allowance is not given to teachers here, although it is near the city. It is one of the reasons that this school can not get good teachers.

We hope the better treatment for teachers.

My impressions:

1. The former gun vocational school (Agriculture and Home-making Course -- co-educational) had promoted to the prefectural agricultural school (boys only), while a new girls' upper secondary school had been established. And then now these schools were combined again. So co-educational is comparatively going on satisfactorily.

2. Teachers are giving lectures at the classes, but never study or try on getting the unit by student activities.

3. The use of the library is not going on satisfactorily.

4. The student association is not so active.

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Report Regarding Investigation of the Experimental Schools in Kochi Prefecture

29 December 1949
by S. Matsuura

Date investigated: 16, 17 Dec. 1949

Place: Secretariat of the Kochi Board of Education, Showa Primary School of Kochi city and Asakura Lower Secondary School of Kochi city

Names of the designated experimental schools and some of their emphasizing subjects besides the general school administration are:

A. Elementary school

1. Aki-gun,	None Elementary School,	School library
2. Aki-gun,	Yasuda Elementary School,	Curriculum
3. Nagaoka-gun,	Oshino Elementary School,	Culture of sentiments
4. Nagaoka-gun,	Motoyama Elementary School,	Curriculum
5. Agawa-gun,	Moriyama Elementary School,	~~Study subjects~~ Course of study centralizing, social science
6. Agawa-gun,	Mitsuse First Elementary School,	Culture of sentiments
7. Takaoka-gun,	Shiwa Elementary School,	Living activity
8. Takaoka-gun,	Nii Elementary School,	Evaluation of effects of study.
9. Hata-gun,	Banyo Elementary School,	Measuring intelligence
10. Hata-gun,	Oshima Elementary School,	Curriculum
11. Kami-gun,	Yasu Elementary School,	Curriculum
12. Kami-gun,	Birafu Elementary School,	School library
13. Kochi city,	Otemae Elementary School,	School administration
14. Kochi city,	Showa Elementary School,	School library, education for exceptional children
15. Kochi city,	Ikku Elementary School,	Course of study for elementary schools

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SCHOOL: Misaki-mura Primary School DATE: 12 June 1947

I. B. 2. What percentage of student applicants is rejected? None

What system is used in the rejection of applicants?

No system

3. What percentage of the enrolled students were absent during the last month? 6 %

What were the main causes of absence?

1. Pupils coming to school from distant districts lack umbrellas and raincoats.
2. There are few pupils (12 or 13 pupils) who cannot afford to buy school equipment and clothes.
3. Common cold.

4. (Private Schools)
   a. What is the tuition fee?

   b. When was this school last inspected by Japanese officials?

C. Comments and suggestions:

The Welfare Department will be notified that some pupils cannot afford sufficient clothing and school equipment.

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B. Lower Secondary School

1.	Aki-gun,	None Lower Secondary School,	Social science & vocational education
2.	Aki-gun,	Iogi Lower Secondary School,	Special education activity
3.	Nagaoka-gun,	Ogo Lower Secondary School,	School library
4.	Tosa-gun,	Mori Lower Secondary School,	Students' activity
5.	Agawa-gun,	Morogi Lower Secondary School,	Social science
6.	Agawa-gun,	Konotani Lower Secondary School,	Student's self-government activities
7.	Takaoka-gun,	Besshi Lower Secondary School,	School library
8.	Takaoka-gun,	Takaoka Lower Secondary School,	Social science
9.	Hata-gun,	Shimizu Lower Secondary School,	Vocational education
10.	Hata-gun,	Yamano Lower Secondary School,	Student's self-government activity
11.	Kami-gun,	Yasu Lower Secondary School,	Student's self-government activity
12.	Kami-gun,	Yamada Lower Secondary School,	Course of study of lower secondary school
13.	Kochi-city,	Asakura Lower Secondary School,	Homemaking
14.	Kochi city,	Misato Lower Secondary School,	Students' self-government activity.

C. Upper secondary schools

Experimental schools are not designated yet. Designation is being delayed because of reorganization and setting up of attendance districts.

General notes regarding designation of experimental schools

1. Each district education office recommended two each of elementary schools and lower secondary schools. The prefecture designated the schools in June, 1949. The term of experimental schools is scheduled to be three years.

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SCHOOL: Misaki-mura Primary School DATE: 12 June 1947

II. FACULTY AND TEACHER-TRAINING

		YES	NO
A. 1.	Are any of the old teacher's manuals in use?	*	X
2.	Have new teachers' manuals been received?	X	*
3.	Has the "Guide to New Education in Japan been received?	X	*

B. 1. What type of in-service training is being received?

The teachers have meetings once a month in order to make a study on new education. Also the teachers have meetings once every week to make a study on school curriculum.

2. What type of teachers' meetings are there?

1. Morning Teachers' Meeting - administrative

a. How often are these meetings held? **Every morning**

b. What is their purpose?

To make out necessary plans for the day

3. What teachers' organizations are represented in the faculty?

1. Hata-gun Teachers' Union, Inan Branch.
2. Hata-gun Educational Association, Inan Branch.

C. Comments and suggestions:

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2. The subjects for the schools to put emphasis were chosen by the schools themselves and were not instructed by the prefecture.

3. The prefecture will subsidize 3,000 yen to per experimental school for expense to research and make announcements.

4. All experimental schools will make announcement meeting once a year. At these meetings all teachers of elementary schools within same district of experimental school giving announcement will attend. The same for the lower secondary schools. Four schools gave announcement meetings. The remaining schools will hold announcement meetings next year.

5. Beside the above mentioned experimental school designated by the Guidance Section of the prefecture, there are experimental schools of physical education designated by the former physical education section and designated community class and PTA, both designated by the Social Education.

a. Designated schools of physical education

1. Aki-gun, Muroto-cho Daini Lower Secondary School
2. Aki-gun, Shiina Elementary School
3. Kami-gun, Yamakita Elementary School
4. Tosa, Nagaoka-gun, Miwa Lower Secondary School
5. Tosa, Nagaoka-gun, Miwa Elementary School
6. Agawa-gun, Hirooka Lower Secondary School
7. Takaoka-gun, Usa Lower Secondary School
8. Hata-gun, Sukumo Lower Secondary School
9. Hata-gun, Wada Elementary School
10. Kochi city, Showa Lower Secondary School
11. Kochi city, Asahi Elementary School

Among the schools listed above, the six schools in Aki-gun, Tosa-gun, Nagaoka-gun and Kochi city held announcement meetings. The remaining five schools are planning to hold the meeting sometime during Jan. to Mar. next year. There will be demonstration classes, announcements of research, discussions and others at these meetings. All the teachers of the near-by schools will attend these meetings.

Subsidy per school for research and announcement is 3,000 yen.

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SCHOOL: Misaki-cura Primary School DATE: 12 June 1947

III. CLASSROOM PROCEDURE

		YES	NO
A. 1.	Do the students seem usually to respond with memorized answers and recitations?	*	X
2.	Is a discussion of current events a part of the present teaching program?	X	*

B. 1. How do the teachers encourage class discussion and participation?

Question and answer method is used in most of the classes. The teachers encourage class discussion, but since the pupils are not accustomed to the new education method, the results have not been favorable so far.

2. What teaching aids are used?

Slides?	Yes, but out of order.
Radio?	Yes.
Phonograph?	No.
Newspapers?	Yes.
What others?	Film projector, Organ, Maps.

C. Comments and suggestions:

Special class room teaching aids are needed.
Teachers were give specific instructions.

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b. Designated community class

There are two designated community classes of ~~twon~~ town and village in each gun. (16 classes for the entire prefecture) These classes are run by town and village authorities with cooperation of elementary and lower secondary schools. Community classes are the main activities of Citizen Public Halls, The prefecture subsidizes 2,800 yen annually to these designated towns and villages.

c. Designated PTA

Two schools in each gun and city (19 schools throughout the prefecture) are designated as model PTAs. They each receive about 3,000 yen to 4,000 yen annually as subsidies.

Situation of the Kochi-shi Showa Elementary School, an experimental school

This school which escaped the air raid is located in the eastern suburbs of Kochi city. It consists of 1,524 students, 34 teachers and 30 classes. The main occupation of this community is commerce, followed by agriculture and industry. The school is quite well equiped. In June 1949 this school was designated as the experimental school emphasizing school library and education of exceptional children.

A. School library.

At present the school library consists of approximately 1,000 books. The budget for this year is 400,000 yen. The policies taken to improve the library are:

1. Receive contributions of old books, magazines and newspaper from the parents of the community. Among them add those worthy of using to the library, and sell others as waste to purchase new books.

2. To enrich the library the school receives 10,000 yen from the Kochi city and 100,000 yen from the P.T.A.

3. A full time clerk librarian who will take care of the books, keep accounting and guide book reading will be hired from this month.

4. The present school administration plan centralized on school library is:

Make curriculum centralized on school library
Make index card of the books available at the school library
Form book reading circle and guide book reading.
Investigate reading ability, such as New Chinese Character, speed in reading, ability to comprehend the contents
Investigate reading situation at home - names of books, magazines & newspapers, number of books read.
Make a survey of child's reading during winter vacation.

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SCHOOL: Misaki-mura Primary School DATE: 12 June 1947

IV. TEXTBOOKS AND CURRICULA

		YES	NO
A. 1.	Is any instruction being given in the following courses?		
	a. Morals.	*	
	b. Japanese History.		X
	c. Geography		X
	d. Aviation.		X
2.	Has the school received new textbooks?	*	
			X
			X
B. 1.	If religious instruction is being given, what type of instruction is it?		

None

2. What types of group athletics form any part of the physical training program?

1. Volley ball
2. Games

3. What type of student publications does this school have?

None

4. What student organizations does the school have?

Class council (a self-governing body) in each class above 4th grade.

5. How are the student officers elected?

Officers are elected by class members.

C. Comments and suggestions:

No new textbooks have been received except some copies in national language, science and arithmetic. The school is not teaching Japanese history and geography due to the late arrival of social course textbooks. Classes in these subjects will begin as soon as a few more pupils obtain books.

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B. Special class for exceptional children

As an experiment, exceptional children a re being taught in a separate class from April this year. In brief the situation is as follows:

1. Conducted a basic survey of the exceptional children.

   Environment at home, record of child growth.
   Friends associating.
   Physical condition - test on physical strength and test by medical science.
   School attendance record.
   Living conditions of neighbors.
   Investigation of individual character - intelligence test, school marks, record of activity.

2. After consulting with the parents of 121 children whose child's intelligence index is under 65, formed the following class.

3. A class consisting of 10 children - eight fourth graders and two second graders.

4. Each teacher is responsible for studying one problem related to education of exceptional children. The problems are as follows:

   School administration based on child difference .
   Guiding children who have habits of stealing.
   Growth of sketching .
   Relation between physical strength test and intelligence test.
   Ways of expression and exceptional children (rhythmical movement, etc).
   Study of intelligence test.
   Hindrance which prevent exceptional children from studying.
   Relation between drama and study.
   Health education of exceptional children.
   Mathmatics and exceptional children.
   Investigation of stimulation to exceptional children and its reaction.
   Education to meet individual character

The announcement meeting of the above research and experimental problems will be held around 3, 4 March 1950.

Situation of the experimental school, the Asakura Lower Secondary School

The school is the newly established lower secondary school located in the western outskirts of Kochi city. Its building is the former military barrack. This school was designated as an experimental school in June 1949 and is planning to study the homemaking course. There are 428 students, 16 teachers (12 men 4 women) and 9 classes. About 70% of the occupation of this community is agriculture. The people of this district have no intention to study and improve family living - homemaking. The school plans to investigate the actual living conditions at homes, improve kitchens, make healthier homes and guide home economics.

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SCHOOL: Misaki-mura Primary School DATE: 12 June 1947

V. MILITARISM AND ULTRA-NATIONALISM

		YES	NO
A. 1.	Are classes being given in: a. Judo, (Jujitsu)	*	X
	b. Kendo, (Fighting with wooden swords,	*	X
	c. Naginata, (Longhandled sword fighting for girls)	*	X
	d. Karate. (Fighting with bare hand)	*	X
2.	Is military training or drill being given?	*	X
3.	Have all arms and equipment for military training been turned in by the school?	X	*
4.	Are former military and naval school students causing any dissension?	*	X
5.	Is more than 10% of the student body composed of students who attended formal naval and military academics for more than one year?	*	X

B. 1. What Imperial Rescripts are read to or by the students?

None

2. How many teachers have been screened so far? All of the teachers.

a. How many were automatically purged? None
b. How many were found unacceptable? None

3. List the teachers currently teaching who were found unacceptable and ho have not yet been replaced?

None

C. Comments and suggestions:

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The schools at present plans to do the following things

1. Investigate actual living condition of families

2. Equip necessary articles for the home making course. Bought pans, dishes, buckets, cooking stove (konro) for the homemaking room and sewing machine and board for the sewing room. The expense of 13,000 yen were paid by the PTA, Kochi city and the prefecture, 7,000 yen, 3,000 yen and 3,000 yen respectively.

3. The announcement meeting of the home making course will be held around the end of January or at the beginning of February, next year.

Impression regarding investigation of the experimental schools in Kochi prefecture

1. The experimental schools in Kochi prefecture were designated in June 1949. Only half a year has elapsed and so they are still in the state of beginning.

2. The Showa Elementary School, the experimental school, is prepared and is researching but their research has not reached the point of announcing yet.

3. The Asakura Lower Secondary School is not quite prepared for study. The school is poorly equiped too. Felt lack of cooperation of teachers other than the homemaking teachers.

4. Subsidy for research and announcement from the prefecture is too small. The school and also the Guidance Section of the prefecture are wishing for an increase.

5. Because of the above reasons at present the teachers of the near-by schools do not visit this school frequently for reference.

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SCHOOL: Misaki-mura Primary School DATE: 12 June 1947

VI. PHYSICAL PLANT AND EQUIPMENT

A. How much more building space is needed for efficient operation?

The school building covers an area of approximately 800 sq. yds., 3 classrooms, which were destroyed by the earthquake, need to be reconstructed for efficient operation. Also special classrooms are needed.

B. What further requirement does the school have for athletic space and facilities?

An athletic space which the school has at present covers an area of approximately 300 sq. yds., is sufficient for the present.

C. Is there an operating library? **Yes.**

1. How many volumes does it have? **100 volumes(monthly magazines)**

2. Are current newspapers and magazines on file? **Yes.**

3. Can books be checked out for home use? **Yes.**

D. What additional classroom equipment is needed?

No additional classroom equipment is needed. Desks and chairs are sufficient for the present, but few chairs need repairing.

E. What additional laboratory equipment is needed?

Labratory equipment was destroyed during the war.

F. What is the physical condition of the buildings and equipment?

The school building is in fair condition, 3 classrooms being completely destroyed by the earthquake.

G. Comments and suggestions:

Primary schools need very little laboratory equip,ent. Too much stress has been placed on having too much advanced equipment for primary schools.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175013

Report on the Study Meeting of the Primary School Education in Shikoku Region

26 November, 1949
By S. Matsuura

Date: From 31 October to 4 November

Place: At the Muya Primary School, Narutoshi, Tokushima-ken

Sponsor: Education Ministry and Tokushima Prefectural Board of Education

Supporter: CIE

Assistant: Boards of Education of Kagawa, Ehime, and Kochi kens

Attendance:

	Kagawa	Ehime	Kochi	Tokushima	Total
Male	48	41	32	147	268
Female	3	0	0	5	8
Total	51	41	32	152	276

Purpose: In order to make the principals, teachers, teachers' consultants etc. gather to a conference which aims at drafting and studying the measures to solve various important problems of the primary school course, in an effort to improve and complete it and to improve the quality of those engaged in it.

Leader: Miss Anbrose, and Mr. Iwards, Primary Education Section, CIE, SCAP.

Nine members of the Primary Lower Secondary Education Section, Ministry of Education.

Agenda and matters of conference:

The first day (30 October)

A. Opening ceremony: 9.22 - 9.55

1. Opening address of the sponsor, by Mr. Oka Genjiro, Ministry of Education:

This study meeting was planned not as a meeting of lectures alone or as a meeting where the attendance only observe the activities of the others. Such a meeting was held often at various places in Japan so far. But this meeting was planned as a meeting where the attendance can obtain some results of study through their own activities. Therefore, we wish you to go home with something through your activities. In addition please make your study with one another by establishing an intimate friendship through five days. Please refrain from smoking when you are sitting.

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a. Address by Superintendent Kawano of Tokushima Prefectural Board of Education:

We were instructed in June this year to hold this study meeting in this prefecture. We made preparations for this meeting since then. And the meeting was ripe for opening today even though the preparations were not satisfactory. Through the guidance of CIE, and Ministry of Education authorities and the cooperation of you attendance the primary school education in the whole Shikoku should be developed. We expect the meeting contributes to the development.

3. Address of Chief Daly of the CE Section of Tokushima C.A.T.

The workshop is a system in which all the people listen to the others and a result is reached through their cooperation. We wish you to cooperate with us through your recognition of such the meaning of this system.

4. Address by Mayor Kondo of Naruto-shi:

The way of rehabilitation of the Japanese Nation exists in heightening the culture and rehabilitating the education, I believe. In this respect I feel happy to see that so an important work shop is held in this city. I wish you to contribute to the improvement and development of the primary school education in Shikoku region through this meeting.

B. Lecture

1. "On the development of Curriculum" 9.57 - 10.30

By Mr. Iwards (?)

Recently the problems of curriculum have been studied so much also in U.S.A. and many books have been published on the subject. Also in Japan the problem has been studied and discussed after the war. The problem of curriculum is one of the most important of the various problems in education.

Through the past decade the following two points were at issue in the development of curriculum:

a. The curriculum of the school aims at making the students live a democratic life, as professor Gabler (?) of Columbia University stated.

b. The curriculum should be composed in such a manner that its development enables to establish the students' life on a ground of their characteristics.

From the above standpoint, it can be said that an improving curriculum should change and progress gradually in accordance with the development and growth of the students. In other words the curriculum should be changed and improved in accordance with the basic goal of education and the growth and development of the pupils.

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2. "On the actual lecturing"

Demonstration is most important in the workshop system. It means not only to know a theory but also to study how to lecture in practice. It is not good that the inspectors ask various questions to the lecturer, because the lecturer will be entrusted with those responsibilities for study which the inspectors should take by themselves.

Evaluation means to distribute the experiences among them. The opinions of the others should be listened to and taken up in order to study them carefully. At the same time different opinions should be revealed clearly and studied carefully by all.

Discussion should not go too far in a mere theory apart from the actual lecturing. Discussion should also not be a mere statement of "good" or "bad", but it should be accompanied by the reasons why.

C. Indications on the actual lecturing: 11.15 - 11.45

by each actual lecturer

It was already decided in this study meeting to hold an actual lecturing in each one class of the first, third, and sixth grades from 9 a.m. to 10.30 during Nov. 1 to Nov. 4 (from 9 to 10 a.m. only as for Nov. 2), and to hold a studying meeting centering around the actual lecturing from 10.45 to 11.45 a.m. (from 10 to 10.30 only as for Nov. 2), during Nov. 1 to Nov. 4 in an effort to make the attendance reveal their opinion and discuss the problem. Therefore in these hours the lecturers during four days indicated about the plan of lecture, condition of classes in their charge etc. for the benefit of the inspectors of the actual lecturing.

Moreover a special actual lecturing was held as regards the natural science in the fifth grade on Nov. 1 and as regards the hearing in the sixth grade on Nov 2 in addition to the above common actual lecturing.

D. Recreation 11.45 - 12.30

1. Grand march
2. Basic action of square dance

E. Sub-meeting 13.30 - 16.00

This study meeting was divided into nine groups as given below. These groups held sub-meetings from 13.30 to 16.00 during Oct. 31 to Nov. 3 (from 14.45 to 16.00 only as for Nov. 3)

At the sub-meetings a study and a discussion was made centering around the opinions, reports of actual condition, plan for execution, reference materials and other printed matters which had been submitted to the meeting in advance.

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1. Social study group: Leader: Ueda Kaoru, Ministry of Education

   a. Development of work unit

The 2nd grade	shop
The 4th grade	development of Naruto (past and present)
The 5th grade	Industries in Shikoku

2. Health group: Leader, Arai Hideo, Ministry of Education.

   a. How to draft a health problem in school.
   b. How to organize and manage the health committee in school.
   c. How to arrange health circumstances of school.
   d. How to dispose of and utilize the results of physical examination.
   e. How to give guidance to the health education.

3. Mathematics group: Leader: Wada Yoshinobu, Ministry of Education

   a. Basic principle of guidance to mathematics

      1) How to establish a goal: In case of drafting the guidance program, or in case of engaging in study through cooperation of teachers and pupils, what whould be remembered?

      2) Problem of evaluation: What should the evaluation be in order to make the guidance to learning effective?

4. Principal and teachers' consultant group.

   a. Daily schedule: Way of thinking about making a schedule and the principle of making it is studied and discussed in an efforts to contribute to making a practical program.

   b. How to help teachers on the part of principals and teachers' consultants: On the difficult points at present in giving guidance to teachers.

5. Educational Materials group Leader, Hirama Osamu, Ministry of Education (including auditory and visual education materials):

   a. Educational program and auditory and visual education materials.
   b. How to utilize the auditory and visual education materials.
   c. Lecture of listening to school broadcast.

6. School library group leader, Fukagawa Tsuneki, Ministry of Education

   a. On the outline of school library
   b. Children literature
   c. Guidance to reading
   d. How to arrange books & magazines.

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7. Natural Science group. Leader Oka Genjiro, Ministry of Education

a. Annual program of guidance to natural science.
b. Practice of development of unit
(The fifth grade, Educational Materials in November)

Actual lecturing
Making of examples of unit development
How to give guidance to experiments and observations necessary to the development of unit, inspection, etc.

8. Japanese language group: Leader, Kayama Sadayoshi, Ministry of Education

a. On the plan of guidance to learning in Japanese Language.
b. How to give guidance to learning in Japanese Language at the beginning course
c. Effective organization of group learning
d. Evaluation of Japanese Language.

9. Guidance group. Leader Kamiyama Eiichi, Ministry of Education

a. Organization and program for guidance (Organization in school and outside school)
b. Study of examples and example study conference
c. Observation of action, test, and record.

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I attended the sub-meetings of the 4th group -- principal and teachers' consultant group throughout this meeting. The outline of study and discussion in this group was as follows:

1. Orientation

2. It was suggested to take up the most difficult problems for principals and teachers' consultants at present. As for the opinion of Ministry of Education, Mr. Ito of the Ministry stated that the daily schedules of each school should be studied.

3. On daily schedule:

a. Attendance condition and utterance:
1) Kochi-ken Suzaki Primary School
2) Kagawa-ken Onute, Okada, Aioi, Niban-cho Primary Schools

b. Mr. Ito of Ministry of Education:
1) It is not good not to indicate in the schedule what to learn in the hour and to what contents to give guidance.

2) It must be considered whether it is good or not to listen to radio broadcast daily.

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The second day (1 November)

A. Actual lecturing 9.00 - 10.30

The 1st grade: Social study, Play of riding cars (play of riding busses) 9.00 - 10.00

To make the pupils play under the established circumstances and lead them to a desire for playing at riding cars.

Mathematics, Play of ring-throwing 10.00 - 10.30

To divide the class into two groups -- A of which consists of 5 and B of which consists of 10, during the play, in an effort to make preparations for addition and subtraction.

The 3rd grade: Social study, Traffic and transportation in Naruto-shi (Train) 9.00 - 10.00

Under the established circumstances a demand for play at riding train should be induced. Thereafter a plan for inspecting a station is made.

Physical education, Tour by train 10.00 - 10.30

In connection with the learning in social study, a free and light expression-action should be done by each group, the materials being taken up among the tours by train.

The 6th grade Social study, Factory 9.00 - 10.00

To make a conference with the pupils in order to assure the reflection of the established circumstances upon the pupils.

To arrange in order the demands for investigating the textile factory. And to decide the problems.

To make a plan of study for solving the problems.

Physical education Ball-movement 10.00 - 10.30

Boys engage in soft-ball play and girls engage in goal-High play, in order to improve their techniques, and cultivate a quick action, right judgment, and fair attitude towards play.

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The 5th grade: (Special lecturing for the natural science group)
10.00 - 10.30

"How is the light reflected?" was the subject. Centering around the talks about the results of investigation by the group on the subject, the following matters should be guided.

a. Image reflected upon mirror
b. Reflection of light through mirror
c. Reason why those things which give out no light are seen.

B. Lecturing Study Meeting 10.45 - 11.45

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I attended the actual lecturing in the 3rd grade throughout all the meeting. Several opinions of the members were as follows:

Social Study: When should the circumstances be established? Beforehand or immediately before?

How should the circumstances be established? Attended by teachers alone? or by pupils, too?

How to make the pupils play. There are no full time. They should be made play a various sorts of play in turn.

Arrangement in order of the induction. How to make grouping for the purpose of inspection of station.

Physical Education: It took too long time.

Clothing: It is so cold that we believe that they need not to put on the athletic clothes.

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C. Recreation 11.45 - 12.30

Square dance Lady First

D. Sub-meetings 13.33 - 16.00

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Principal and teachers' consultant group

1. On the daily schedule (continued from yesterday)

a. Revealing of opinions from each ken.

Tokushima-ken: Miai Primary School
Ehime-ken: Nakagawa and Iyo Primary Schools
Kochi-ken: Besshi Primary School

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b. Critism and remarks by Mr. Ito of Ministry of Education about making a daily schedule

c. Lecture of Mr. Iwards (?)

"On the evaluation of school education"

In U.S.A. there is a kind of standard to be applied to evaluation of primary school education. The standard is an ideal or a goal considered by some circles of the people. The school authorities are making efforts towards the standard. Recently the so-called self evaluation was devised, a self-made standard being applied to evaluation. This method is more democratic than the previous one. In Japan also it has been studied recently how to cooperate with the teachers in executing the self-evaluation, on the part of Ministry of Education and the school authorities themselves. It is desirable to execute the self-evaluation of school, a kind of standard being established through cooperation of principal, educational employees, teachers' consultant, and general public in the locality.

The 3rd day (2 November)

A. Actual lecturing 9.00 - 10.00

	Group A	Group B	Group C
The 1st grade Japanese Language	Rabbit	Duck	Evening glow, Bath
The 3rd grade Japanese Language	Song of sky	Wall newspaper	My discovery
The 6th grade Japanese Language	Kimoto-Takeura	Merry reading	How to read materials

Each class is divided into three groups--A.B.C. The teacher lectured for 20 minutes giving guidance to each group. The rest of time was spent for the self-learning of pupils

The 6th grade: (Actual lecturing in hearing by the material group)

A studying lecture of auditory and visual education was conducted on a subject of "the whirlpool of Naruto", utilizing the magic lantern, maps, charts, photographs, picture-cards etc.

B. Lecture Studying Meeting 10.10 - 10.35

The 3rd grade: The members asked various question as regards what the essential merits of the guidance through grouping are and why each group took up different educational materials. Moreover they talked much for or against the evaluation of the actual lecturing. But since there was no full time we couldn't execute full study. In the afternoon Miss Anborse (?) was listened to in her special lecture.

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C. Lecture 10.53 - 11.47

"Duties of leaders of health affairs in primary school"

By Miss Anbrose (?) acting for Professor Newbelt(?)

In U.S.A. the health problem is the first one in education. Because, however excellent education may be given a pupil, it would be nothing for him if he were to be unhealthy.

The followings are the main points in execution of health education.

1. To arrange healthy circumstances in school.
2. To cultivate the knowledge of health and healthy custom.
3. To make healthy service.

D. Recreation

Square Dance, Texas Star

E. Sub-meeting 13.37 - 16.00

Principal and Teachers' Consultant group

1. Discussion about the drafted program of in-service training

   a. How to increase the desire of teachers for study
   b. How to improve the scholarship of teachers
   c. Lecture of Miss Anbrose.

      "On the guidance to the management of the educational employees of primary schools"

Principals and teachers' consultants are responsible for leading and managing the educational employees. The followings should be remembered.

To make the employees devote themselves to education with ease.
To encourage the new teachers to be come acquainted with other teachers, pupils, and community people as quickly as possible.
To cooperate with them in developing their merit.

F. Special Lecture 16.15 - 17.05

"On the group learning" By Miss Anbrose (?)

This special lecture was held since many members had some doubts about the actual lecturing held today. In the primary schools in Japan all the children in a community are gathered. Therefore they are different in their ability. In case of lecturing it is necessary to make them learn adapting to their ability respectively through grouping among a class. In case of grouping by ability it is not good to cause a sense of inferiority or superiority among the pupils.

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The 4th day (3 November)

A. Actual Lecturing 9.00 - 10.30

The 1st grade:

Social study; play at riding cars (To lead to making tickets, bank-notes, bag etc.)

Music; My automobile

The 3rd grade:

Social study: Trafic and transportation of Naruto-shi
(Report on inspection of the station and decision of roles in the play)

Painting and Handicraft; (To make automobiles etc. by clay-work, or paint a picture of them)

The 6th grade:

Social study; Factory (To make the pupil understand the actual condition of the textile industries through the inspection of factory.)

Mathematics; Industrial production
(To express statistics by means of various graphs. And to make the pupils understand the characteristics and value of the graphs.)

B. Lecture studying meeting 10.47 - 11.45

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The attendants from each prefecture revealed their opinion

Social Study: To make each pupil report on the results of field inspection. If there are problems which can never be solved by the pupils alone, should the problems be solved by teachers or should they be left to the pupils expecting their solution by themselves later?

Painting and handicraft:
Is the lecture an independent one belonging to the painting and handicraft, or is it only a development of Social Study?
What is required in clay-work, artificial one or technical one?

C. Recreation

Square Dance, Awa Dance

D. Discussion: How to utilize the auditory and visual educational materials?
13.30 - 14.30

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Presided by Mr. Hirama, Osamu; Ministry of Education.

Lecturer: Mr. Oka (Natural Science); Mr. Ueda (Social Study); Mr. Wada (Mathematics); Mr. Komiyama (Guidance); and Mr. Fukagawa (School Library); all of Ministry of Education.

The lecturers from Ministry of Education revealed their opinion about how to utilize the educational materials from professional point of view.

Main points were as follows:

1. It is desirable to train all the five senses (including taste, touch, temperature etc.) by the auditory and visual educational materials.

2. It is important not how many materials there are but how to utilize them.

3. Since the library is keeping in custody most the auditory and visual educational materials, it is important to utilize the library effectively.

4. It will be in vain if all the materials are presented at random. It is important to use the effective ones effectively.

5. There are many materials in addition to the educational films and school broadcast. It is important to draft a program to utilize those materials in auditory and visual education.

E. Sub-meeting 14.47 - 16.00

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It was decided to print main points of study and discussion at each sub-meeting and to make a report on the ground of them. Members revealed their opinion as regards the sentences or contents of projected printing.

Opinion as regards the practice of lecturings under the 5 week-days system

On the method of visit of teachers' consultant to school.

Right of principals to control the teachers

Problem of their interviews with visitors.

The 5th day (4 November)

A. Actual lecturing: 9.00 - 10.40

The 1st grade: Social Study:
Play at riding cars,
To give guidance to skilful demonstration of buying tickets, having tickets punched, riding in and out, etc.

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Painting and handi-craft:
Vehicles:
To make the pupils paint freely their impression of inspection of car-house as a subject of social study.

The 3rd grade:

Social Study: Traffic and Transportation of Naruto-shi
To make the pupils express in play the conditions of station or running trains.

Mathematics: Play knuckles
To make understand the 7th series of the multipulation table.

The 6th grade:

Social Study: Factory
To make the pupils express in play the development of textile industries

Natural Sciences: How is electricity used?
To lead the pupils from an inspection of a factory to studying how to compose motors comparing with the composition of dynamo.

B. Lecture Studying Meeting 10.47 - 11.45

Social Study: While the pupils are aiming at play itself, the play is nothing but means for the teachers. It is necessary, therefore, to promote the thought of pupils further through playing.

Mathematics: It is necessary rather to make the pupils understand that the multipulation table is a simplified addition and subtraction than to make them memorize it mechanically.

C. Recreation: General review of Square Dance.

D. General meeting: 13.40 - 15.25

Demonstration: "A conference of educational employees on a day"

On the assumption that the contents of this studying meeting be conveyed to the employees of a primary school in an agricultural village, a sham conference of educational employees was held. It was also presumed that the school has 751 pupils and 21 educational employees including 6 female.

Those to attend the meeting were elected by each sub-meeting among the members.

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E. Closing ceremony 15.25 - 16.05

1. Closing ceremony by Mr. Oka, Genjiro; Ministry of Education.

2. Address of Miss Anbrose (?) CIE, SCAP

The work shop this time was well prepared for and could run very smoothly. A very good result was recorded. Your further efforts on a basis of this study are expected.

3. Address of Mr. Iwards (?)

The good result of the work shop this time was resulted from a good planning and leading.

The guidance given by Ministry of Education was also good and the members were very eager. I wish you to develop further those things which budded in this meeting.

4. Address of Superintendent Kawano.

I believe this work shop has enlightened Ministry of Education. I wish your further efforts. And I thank for the good will of CIE, Ministry of Education, PTAs, and so on.

5. Address of Mayor Kondo of Naruto-shi

I believe the educational world of Shikoku has taken a rapid stride. The education should progress step by step. I wish you to make efforts further. Please come to our city again.

6. Address of Mr. Mori, Teachers' Consultant of Ehime-ken, as a representative of the members.

We the members of this work shop totaling 280 wish to devote ourselves to the education further through cooperation with one another. I thank for the good will of ken, shi, school authorities PTA circles and other many people.

7. Address of Principal Iwamura of Muya Primary School.

I pay my respects to CIE, Ministry of Education, and attendants. Demonstration, equipments of meeting-house, our service for you, etc were not satisfactory. But a good result could be reached through eager study of the members and the people concerned. I hope all the persons concerned in education in Shikoku to cooperate with one another in devoting themselves to the education.

8. Chorus of "Auld Lang Syne" by all the members.

Adjournment.

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Impression:

1. The preparations for the meeting had been made very well by Ministry of Education and the school authorities in charge. For example the subjects of study at the sub-meetings had been selected very well. And the actual lecturings and their study meetings were executed very well. Each member made his best activities. That is, they were not passive as in the past. They engaged in all the affairs independently. The meeting had been projected so as to enable all the members to do so.

2. Through adequate guidance given by the experts of CIE, Ministry of Education, etc and active, and ardent discussions at the sub-meetings, and the actual lecturings, the important matters of primary school course were fully understood by all the members. For example, the method of development of units, way of learning through grouping etc were given adequate suggestions.

3. Moral and material supports to the meeting on the part of shi, ken, school authorities and PTA circles were very good. For example the members of PTA daily totaling about 60 took care of keeping of belongings, supplying tea and hot soup in case of lunch, etc.

4. The program of recreation was drafted in such a manner that all the members could enjoy it merrily.

5. It is desirable to develop this meeting into other studying meetings of the same sort in each ken, gun, and shi in an effort to democratize education and improve the quality of teachers.

6. A little more attendance of woman teachers is desirable.

7. It may be good to lengthen the hours of meetings and to make the members lodge if possible, during such the work shop.

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F110

Inspection at the Administration Conference of the Upper Secondary Schools in the Centre Part of Matsuyama City

25 February 1950
by S. Matsuura
(Translated by H. Seno)

Date: 7 February 1950

Place: Matsuyama Higashi Upper Secondary School, Ehime-Ken

Purpose of the conference:

The upper secondary schools in Matsuyama City were reorganized in September last but only in name. In fact, boy students and girl students have been studying separately.

Now, from next April, real coeducation shall be realized to let them study togather in the same class-room. So, the concerned people had a conference to discuss the difficult problems of school administration how to handle them.

Participants:

The principals and the teachers in charge of student guidance and curriculum from the upper secondary schools in Matsuyama City, Onsen-gun, Iyo-gun, Kami-ukena-gun and Kita-gun, (totalling about 40) and 4 teachers' consultants from the Secretariat.

Agenda:

1000 - 1050	Home Room (A group) Demonstration (B group)
1050 - 1140	Discussion on student meeting and Demonstration
1140 - 1200	Opening address by an officer of Guidance Section
1200 - 1230	Lunch
1230 - 1500	Announcement of Study Subject by Groups of A and B. Group meeting for discussion.
1500 - 1530	Announcement at the general Meeting on the process of discussion of A and B groups Closing address

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Outline of Discussion

The participants inspected Demonstration class and Home Room in the morning ~~and~~ had a discussion meeting on it. They announced the results of their study from each school and discussed on them together in the afternoon.

1. Student guidance group:

According to the reorganization, the school district system and co-educational system were put into effect. The school facilities are not enough ready yet, so they studied how to guide the students in such a circumstances.

a. They discussed on difficulties due to the shortage of school facilities and how to solve them.

b. They discussed on how to guide the students about co-education beforehand.

c. They discussed on what points to pay special attention to guide ~~the~~ students from this April.

2. Curriculum group:

According to the reorganization, most students happened to be educated under different schools and different teachers, but the school facilities can not be fixed up soon. So, they discussed on how to make plans on leading the students who have different scholarship or knowledge.

They discussed on:

a. Concrete measure to balance their scholarship

b. Concrete measures to investigate scholarship

c. Concrete measures for scholarship supplement

d. In compiling curriculum, what points to be specially studied or improved?

e. Re-inspection of the present curriculum and employment of better teachers.

f. The opening day of school

Committee of the student association and their discussion:

1. Committee of the Matsuyama Higashi Upper Secondary School is consisted of 2 committee members each from 20 classes, totalling 40 members and other 5 advisors. 1 chairman and 2 vice-chairmen are elected.

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2. Committee's conference shall be held at the period of club activity on every Friday or Home Room, the 5th period of every Wednesday. (When it is held at the period of Home Room, one member will be present at the Committee's meeting and another member will stay at the class to hear the opinions and discussions from the students and report what were decided at the previous Committee's meeting. them

3. Business at today's Committee meeting

Attendants 24 students
2 teachers

They discussed on how to carry out the program of the farewell party for the graduates and the students who are leaving school due to re-organization.

4. Evaluation of today's committee meeting from the teachers present:

a. Their activities were not so successful as expected. The advisors (teachers) would have better guided the students more properly so that the meeting would have been carried out more effectively and democratically.

b. Student activities at today's committee meeting were not so successful than expected. It means that Home Room activities was dull and low. It is desirable for them to have 10 or 15 minutes' Home Room period every morning.

c. It is desirable to get secretary elected.

d. It is important for the students to practice the techniques how to conduct a meeting, democratically.

Demonstration

1st year grade	B class	Japanese language
" " "	A "	Japanese history
" " "	P "	Social science
" " "	C "	Analytical geometory
" " "	E "	Analytical geometory
" " "	F "	English language
" " "	G "	English language
2nd year grade	B class	Japanese language
" " "	E "	Analytical geometory
2nd & 3rd year grade		Biology
2nd year grade	a class	Chemistry
2nd & 3rd year grade		Physics

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2nd year grade	C class	English language
3rd year grade	A class	Japanese
" " "	B "	Current topics
" " "	C "	English composition

Greeting from an officer of Board of Education Secretariat

Real reorganization of upper secondary school is to be carried out from this April, you may surely have many problems to meet with

1. Reorganization of teachers' employment

2. Many problems of school administration, especially

   a. Student guidance
      Home Room of co-education
      student association

   b. Curriculum (making time table, adopting elective subjects, and units)

Discussion meeting of student guidance group:

Teachers from the Osu Upper Secondary School, Uchiko Upper Secondary School, Matsuyama Higashi Upper Secondary School, Matsuyama Kita Upper Secondary School, Kamiukena Upper Secondary School, Nagahama Upper Secondary School announced their own opinions on the points to be specially paid attention. Then, Mr. Mori, Yamaguchi, and Yagi, teachers' consultants, made lectures on guidance.

Announcement on what were discussed at each group meeting.

The questions which were discussed at A and B group and the outline of the important opinions were reported.

A group a. The shortage of the school building and facilities is very unavoidable. It is important, to utilize the existing facilities to the utmost to overcome the difficulties which were caused by co-education and increased number of students.

b. Kamiukena and Osu Upper Secondary School announced the experiences of co-education which served as a good reference.

c. There was an opinion that how to compile Home Room and to what extent, boys and girls to be permitted to associate with should be decided after a good consultation with the students.

d. Co-education should be understood and cooperated with the parents.

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B group a. Up to date, the learning style of lecturing should be reformed into autonomous learning style.

b. In order to balance the degree of their scholarship, methods of half time school system, guidance in groups according to their scholarship, and dividing one class into boys and girls' groups will be considered.

c. Hours of a unit shall be decided after testing scholarship.

d. It is desirable that part-time school and full-time school should be independent with general course and vocational course in them respectively.

Seno

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F110

Educational Local Office of Ehime-Ken Board of Education

28 January 1950
by M. Wada

What is an educational local office?

Up to October 1948, the School Affairs Section had been located at the local office of the Prefectural Government. School inspectors were working under the control of the chief of the local office and were in charge of supervision of compulsory education and social education in the gun. In November, 1948, the Board of Education started, and the educational local office was established in each gun as an agent of Board of Education. (See the Board of Education Enforcement Law Art. 7 "Secretariat shall have the educational office in each gun.") Of course, the educational local office has no connection with the local office.

The organization is as follows:

Name of office	Shuji (Officer)	Employee	Teacher	Total
Onsen-gun office (includes Matsuyama city)	5	4	4	13
Ochi-gun office (includes Imabari city)	5	4	4	13
Suwa-gun office	4	3	3	10
Nii-gun office (includes Niihama, Saijo cities)	5	3	4	12
Uma-gun office	4	3	3	10
Kami-ukena-gun office	4	3	3	10
Iyo-gun office	4	3	3	10
Kita-gun office	4	3	3	10
Nishiuwa-gun office (includes Yawatahama city)	4	4	3	11
Higashiuwa-gun office	4	3	3	10
Kitauwa-gun office (includes Uwajima city)	5	4	4	13
Minamiuwa-gun office	4	3	3	10
Total				133

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The above mentioned offices are located at the local offices respectively. Officers are 1 chief, 1 assistant-chief, 1 accountant, 1 or 2 social education officer. Teachers are called Hodo-shuji (officer just like teacher's consultants). The employees are their assistants.

I visited the Iyo and Onsen educational local offices in January 1950 and inspected the functions and their duties. As a result of my inspection, I felt that the educational local office in Ehime-Ken has no autonomy given. It is a function without autonomy after all.

The relation between superintendent and chief of the educational local office:

In the Board of Education Enforcement Law, Item 2, Art 7, it is written that the chief of the educational local office shall work under the command of superintendent. Board of Education Secretariat has 5 sections under superintendent. In fact, the educational local office is under these five sections. Because the chief of the educational local office is not only under the instructions of superintendent, but also under these five sections. (Though all the documents come in the name of Superintendent.) It means that each section sends various kinds of instructions to the educational local office. Since the educational local office was established for the purpose of executing the school affairs of one gun, the office should have the raison detre (the reason of existence) as a true superintendent of the gun, but in fact, the office is controlled under the five sections of the main office. Briefly speaking, the educational local office is the liaison office between Secretariat and the schools. The chiefs' conference of the educational local offices would be held in the presence of Superintendent and the chiefs of each section once a month.

The chief has the power or right for the teachers in the gun, that is:

1. He has the power or right to advise to the Superintendent about salaries, employment, dismissal, and transfer of teachers.

2. He has the power to let teachers get some training.

As a matter of fact, it seems that the Secretariat has more or less a tendency not to adopt the opinions of the chief of branch office before the schedule is made at the Secretariat. Some chiefs expressed their wishes that they want to have the Secretariat take up their opinions and demands and make a whole schedule together instead of Secretariat makes a plan by themselves. Because the local office has a poor budget they can not carry out any autonomous training for teachers. They can only help the schedule of the Secretariat. They seldom enforce some training for teachers by the support of Teachers' Union in some guns.

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Budget of an educational local office:

The officers and employees are the staff of Board of Education Secretariat. So they get their salaries from the Secretariat. Hodo-shuji (teacher's consultants) are the actual teachers, though they work at the local office, so they get their salaries from their schools. The budget is only for the supplies (that is for the expenses of furniture, consumption goods, correspondence and travel expenses). The expenditure is given from the General Affairs Section of Secretariat. No expenditure for school affairs is given to the local office. The main office sponsors training courses, study meetings for teachers in the guns and pay the expenditure. So the branch office's duty is only getting the meeting places for the courses, receiving and servicing the lecturers and other small jobs. In fact, the branch office get only the expenditure of supplies from the main office, but no expenditure from the town or village.

The real condition is as above mentioned, so even if the local office find any defect or shortage in school facilities and advise it to the heads of towns or villages, in many cases, the mayors do not hear the advises on account of poor budget. The chief of branch office has no power to say anything for education expenditure. Because the mayors have the right for educational expenditure. This is a great trouble for the chief.

"The chief of the branch office or the principals should be given the right for the educational expenditure legally. The educational expenditure is not equally and fairly given to each town and village, so we want to have the limit (the minimum percentage) for all the expenditure of educational purposes, legally." This was the earnest desire from the chiefs.

Hodo-shuji (Officer just like teacher's consultant)

The organization and function of an educational local office is not same in each prefecture. The educational local office of this prefecture has Hodo-shuji (teacher's consultants) who make some advises to the teachers in the gun. Hodo-shuji is not a real teacher's consultant, but the officer who received the training course for a teachers consultant or selected from among the best teachers. There are three or four "Hodo-shuji" in a branch office and in charge of the guidance of specific subject respectively.

Chiefs of branch offices explained their requests:

It can be said that a branch office has no raison detre as long as this prefecture keeps the policy as above mentioned. The policy should be improved so that a branch office has the autonomy in guidance and supervision of the schools in the gun. The important duties of a branch

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office are training and guidance of teachers, and personnel affairs of the teachers in the gun. However, at present, a branch office has no power of carrying it out independently. Board of Education Secretariat has the whole responsibility of such important business, notwithstanding B.E. has purposely established the branch offices. Secretariat is quite ignorant about the real circumstances of each community. The policy is of too centralization. The Secretariat should attach the importance to the existence of a branch office which knows the real condition of the community in details, and make it work more actively so that the proper programs would be made to meet with the needs of the community.

If the Equalization Grant System is put in practice in 1950, and if the Local Board of Education starts in 1952, a big influence will be given upon the expenditure of compulsory education. Now, the teacher's salary is paid by the Prefectural Government, but the system may be changed. There is a possibility that the mayors may get the right for it. If such a thing happens, the principals and teachers shall be controlled by the mayors. In consequence, we are afraid of some bad indluence by it. Therefore, we and all the teachers earnestly desire that such thing would never happen in the future.

Seno

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

F110

Report on Survey of Ehime Demonstration Schools

27 December, 1949
by S. Matsuura

Date Inspected: 12 - 14 December 1949

Place Inspected: Ehime Prefectural Government, Sumiyoshi Elementary School, Uwajima City, Ehime Prefecture

Demonstration Schools designated by the Ehime prefecture ~~with~~ and some of their emphasizing subjects besides the general school administration are:

A. Elementary school

1. Uma-gun, Mishima Elementary School, Facilities of a science room
2. Nii-gun, Kozato Elementary School
3. Shuso-gun, Iwane Elementary School
4. Ochi-gun, Hashihama Elementary School
5. Onsen-gun, Hojo Elementary School
6. Iyo-gun, Iyo Elementary School, curriculum and guidance
7. Kami-ukena-gun, Sangawa Nishi Elementary School, initiative study and social science
8. Kita-gun, Ozu Elementary School, guidance, adjusting school equipments, PTA activities.
9. Higashi-uwa-gun, Nakagawa Elementary School, all subjects
10. Nishi-uwa-gun, Ikata Elementary School
11. Minami-uwa-gun, Hirajo Elementary School, curriculum
12. Kita-uwa-gun, Narutae Elementary School, curriculum
13. Matsuyama city, Dogo Elementary School
14. Imabari city, Tachibana Elementary School
15. Saijo city, Kanbai Elementary School, children's discipline
16. Niihama city, Sobiraki Elementary School, free study, social science
17. Yawatahama city, Matsukage Elementary School
18. Uwajima city, Sumiyoshi Elementary School, curriculum

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SCHOOL: Qiechd Primary School DATE: 3 June 1947

VI. PHYSICAL PLANT AND EQUIPMENT

A. How much more building space is needed for efficient operation? There are twelve (12) ordinary classroom, a shop room, a music room, a science room, a faculty room, and an auditorium. They new lower secondary school which occupies the adjacent building also uses the music and the science room. The faculty room is much too small for the staff of thirteen. A large faculty room is needed.

B. What further requirement does the school have for athletic space and facilities?

The school has sufficient athletic space. For equipment it has a dodgeball, a softball, a table tennis set, vaulting boxes, and horizontal bars. More equipment for group athletics is needed.

C. Is there an operating library? Yes, in the upper classrooms.

1. How many volumes does it have? A total of 75.

2. Are current newspapers and magazines on file? No.

3. Can books be checked out for home use? No.

D. What additional classroom equipment is needed?

Maps, charts, and illustrations of various types are needed.

E. What additional laboratory equipment is needed?

None.

F. What is the physical condition of the buildings and equipment? The school building was constructed about forty (40) years ago, but is in fair condition. Desks, chairs, blackboards, and other equipment are in poor condition.

G. Comments and suggestions:

None.

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B. Lower secondary school

1. Uma-gun, Kawanoe Lower Secondary School, school equipment, especially enriching collection of books

2. Nii-gun, Sumino Lower Secondary School

3. Shuso-gun, Tokuda Lower Secondary School

4. Ochi-gun, Kitago Lower Secondary School, administration of consolidated lower secondary school

5. Onsen-gun, Hojo Lower Secondary School

6. Iyo-gun, Minamiyamasaki Lower Secondary School, special educational subject & vocational education

7. Kami-ukena-gun, Kuma Lower Secondary School, curriculum, PTA, children's bank

8. Kita-gun, Niiya Lower Secondary School, guidance CPH, PTA

9. Higashi-uwa-gun, Shimouwa Lower Secondary School, all subjects

10. Nishi-uwa-gun, Mikami Lower Secondary School.

11. Minami-uwa-gun, Misho Lower Secondary School, curriculum

12. Kita-uwa-gun, Matsumaru Lower Secondary School, productive education, administration of community school

13. Matsuyama city, Miyuki Lower Secondary School

14. Imabari city, Misuka Lower Secondary School

15. Saijo city, Nishi Lower Secondary School

16. Niihama city, Nishi Lower Secondary School, operation of students' association, cooperative study

17. Yawatahama city, Atago Lower Secondary School

18. Uwajima city, Johoku Lower Secondary School,

C. Upper secondary school, experimental schools are not designated yet. Reorganization of schools and establishing of attendance districts has caused the delay.

Notes regarding designation of experimented schools.

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SCHOOL: Odochi Primary School DATE: 3 June 1947

V. MILITARISM AND ULTRA-NATIONALISM

			YES	NO
A.	1.	Are classes being given in:		
		a. Judo, (Jujitsu)	*	X
		b. Kendo, (Fighting with wooden swords,	*	X
		c. Naginata, (Longhandled sword fighting for girls)	*	X
		d. Karate. (Fighting with bare hand)	*	X
	2.	Is military training or drill being given?	*	X
	3.	Have all arms and equipment for military training been turned in by the school?	X	*
	4.	Are former military and naval school students causing any dissension?	*	X
	5.	Is more than 10% of the student body composed of students who attended formal naval and military academics for more than one year?	*	X

B. 1. What Imperial Rescripts are read to or by the students?

None.

2. How many teachers have been screened so far? All teachers.

a. How many were automatically purged? None.
b. How many were found unacceptable? None.

3. List the teachers currently teaching, who were found unacceptable and ho have not yet been replaced?

None.

C. Comments and suggestions:

None.

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1. Respecting schools wishes and considering also sizes of school auditoriums and convenience of transportation facilities, the local education offices, the gun-teachers' unions and the gun principal's associations recommended candidate experimental schools. Among them the prefecture authorities chose one elementary school and one lower secondary school for each gun.

2. The prefectural authorities has not assigned any special subject to the experimental schools. Experimental schools are supposed to study the general school administration but because of various reasons in connection with school equipments, teachers' wishes and faculty, organizations, some schools are making a deep research on a certain subject while some are emphasizing on administration of equipments.

3. Meetings are held once a year at the least by each experimenting schools inviting all teachers of the gun and cities. (Meetings for lower secondary schools and primary schools are held (separately). Ordinarily at these meetings, besides the announcement of general school administration or especially researched subject, there will be demonstration classes and lecture or answer and question period by an authority (professor of normal schools or universities) on subject the school especially emphasizes.

4. Even just to show curriculum and hold demonstration classes are a big task to the experimental schools. I think near by schools will benefit greatly by receiving researched materials at these meetings.

5. The prefecture will subsidize 20,000 yen yearly to the designated schools for their research announcement meetings.

6. The Guidance Section of the prefectural Board of Education is planning to designate a "home project" experiment school for the upper secondary schools sometime in April or May 1950.

7. Since the experimental schools of elementary and lower secondary schools were designated three years ago in 1947 research and announcement regarding their respective subjects have come to an end. The prefectural authority is therefore planning to make a change and designate other schools in the beginning of 1950.

8. Beside the above mentioned experimental schools there are one elementary and one secondary schools in each gun and city which are designated as experimental schools in physical education.

(These schools were designated previous to the reorganization of the structure of the secretariat, at the time when physical education section was in existence.)

These experimental schools of physical education receive 1,000 yen yearly from the prefecture as subsidize for a year's research expense.

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SCHOOL: Odochi Primary School DATE: 3 June 1947

IV. TEXTBOOKS AND CURRICULA

		YES	NO
A. 1.	Is any instruction being given in the following courses?		
	a. Morals.	*	
	b. Japanese History.		X
	c. Geography.		X
	d. Aviation.		X
2.	Has the school received new textbooks?	*	
		X	
			X
		X	
		*	
		X	
			*

B. 1. If religious instruction is being given, what type of instruction is it?

No religious instruction is being given.

2. What types of group athletics form any part of the physical training program?

a. Softball
b. Dodgeball

3. What type of student publications does this school have?

None.

4. What student organizations does the school have?

Class organization.

5. How are the student officers elected?

A boy and a girl are elected by secret ballot in each class.

C. Comments and suggestions:

The new textbooks the school has received are as follows:

3rd grade - Reader

4th grade - Mathematic

6th grade - Science.

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These schools were designated in somewhat a similar way as the said experimental schools. They were recommended by the local education officers, respecting the wishes of the schools.

Situation of the experimental school--the Sumiyoshi Primary School of Uwajima City.

This school is located in the north eastern part of Uwajima city, near the sea. It has 1184 students, 22 classes and 25 teachers. One third of the school building (the main wing) was burnt out by the fire in July 1945 caused by the air raid. The school restored in May this year.

The main occupation of the people living in this community is fishing and ther in the order of agriculture, commerce and industry. Approximately 6,570 of the entire people lost their property by the air raid.

In June 1947, this school was designated as an experimental school.

In 1948, made an announcement of "Working Unit in Social Science."

In 1948 held demonstration classes on all subjects.

In 24 Nov. 1949 announced "Sumiyoshi draft curriculum"

Approximately 300 teachers from the elementary schools in Uwajima city, Kita-uwa-gun, Minami-uwa-gun, Higashi-uwa-gun and Nishi-uwa-gun were present.

Program of the meeting.

1. Demonstration classes (one class for each grade) and evaluation meeting.

2. Announcement of researched subject. Mr. Misuya, a teacher announced the draft Sumiyoshi curriculum.

3. Lecture by Mr. Ichiro Shimizu, professor of Akashi Normal School.

4. Question and answer period.

Opinions of teachers, parents and childrens regarding the "Sumiyoshi curriculum" now in practise.

1. Teachers' opinions

Children who seemed mentally behind began to express themselves without being coaxed in some way or the other. Attitude to plan and to work together developed.

Working ability — the ability to express by drawing and manual arts, skill and scientific knowledge - enriched.

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SCHOOL: Odochi Primary School DATE: 3 June 1947

III. CLASSROOM PROCEDURE

		YES	NO
A. 1.	Do the students seem usually to respond with memorized answers and recitations?	*	X
2.	Is a discussion of current events a part of the present teaching program?	X	*

B. 1. How do the teachers encourage class discussion and participation?

The teachers are experimenting many methods to encourage class discussion and participation, but it was observed that the question and answer method is prevalent in most of the classes.

2. What teaching aids are used?
Slides? No.
Radio? Yes.
Phonograph? Yes.
Newspapers? Yes.
What others? Speaker.

C. Comments and suggestions:

None.

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Ability to judge right and wrong, good and evil developed

We found out that criticism of core curriculum is not true. Ability in learning has not decreased nor discipline spoiled.

2. Parents' opinions

Children began to show interest in current topics, (through newspapers and radio) and problems related to living.

An attitude to find out themselves developed. Children look for materials to solve various problems related to current topics and living.

Children's movements at home improved.

3. Children's opinions

Compared with the lessons we used to have by just listening to teachers' talking, we have much fun now by studying what we have planned ourselves. Our responsibility became heavy, though, for we must plan ourselves.

Core study is amusing. We like the variation.

Fundamental study is interesting too. It has connection with core study.

We think studying together with friends in a group is a good method.

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SCHOOL: Odochi Primary School DATE: 3 June 1947

II. FACULTY AND TEACHER-TRAINING

	YES	NO
A. 1. Are any of the old teacher's manuals in use?	*	X
2. Have new teachers' manuals been received?	X	*
3. Has the "Guide to New Education in Japan been received?	X	*

B. 1. What type of in-service training is being received?

Teachers attend educational meetings, read educational literature, and improve themselves through daily preparation. Research conferences are held once a week to discuss educational problems.

2. What type of teachers' meetings are there?

Professional meeting.

a. How often are these meetings held? Every Tuesday.

b. What is their purpose?

To discuss the educational problems and to make plans so that their instructions might yield higher values.

3. What teachers' organizations are represented in the faculty?

a. Kami-gun Teachers' Union (Kami-gun Kyoin Kumiai)
b. Kami-gun Education Association (Kami-gun Kyoikukai)

C. Comments and suggestions:

None.

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F110

Investigation at Sakaide U.S. School

26 May 1950
by S. Matsuura
Translated by H. Seno

Date of investigation: 25 May 1950

Place of investigation: Sakaide Upper Secondary School

Interviewer: Mr. M. Usuki, principal and 2 other teachers

Purpose: I visited the school to see the real condition of school buildings, playground and equipments. Because the principal made an appeal to CAR of poor facilities at his school.

Statistics:

Number of students: 755 (174 boys; 581 girls)

Main school: 12 classes - 491 (2nd and 3rd year grade)

Western branch school:
5 classes - 264 (1st year grade)

	East	West	Center	South	North	Home Domestic
1st grade	boy 58	boy 57	girl 50	girl 49	girl 50	girl 47
2nd grade	boy 27	girl 56	girl 56	girl 54	girl 42	girl 14
3rd grade	boy 32	girl 39	girl 42	girl 41	girl 41	

Number of teachers: 28 (20 men; 8 women)

School building:

		Ordinal room	Special room
Main school	Exclusive use	10	6
	Common use with the university	0	3
	Rooms for Home Room	10	2
Western Branch School	Exclusive use	5	0
	Rooms for Home Room	5	0

(The former Military Hall was divided into 4 classes)

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HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

Takamatsu, Shikoku

SUBJECT: PX Ration Cards

TO :

Forwarded herewith are the following Post Exchange Ration Cards:

a. Officer, WM & DAC's to inclusive.

b. Men's clothing cards to inclusive.

c. Women's clothing cards to inclusive.

d. Dependent cards to inclusive.

e. Children's cards to inclusive.

BY ORDER OF COLONEL PIGG:

Incls:
As indicated

HENRY L. CHISOLM
WOJG USA
Adjutant

1st Ind

TO: Commanding Officer
Shikoku Civil Affairs Region
APO 1050

Receipt acknowledged.

FOR THE COMMANDING OFFICER:

Incls:
w/2

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Special circumstances of the school buildings:

In 1917, this school was called the Kagawa Prefectural Sakaide High Girls' School, being combined with the Kagawa Prefectural Girls' Normal School. (The principal and teachers worked for both schools. The playground and other facilities were common use for both schools). When the Kagawa Prefectural Normal School became an independent national college, that is: Kagawa Normal School. Then, class-rooms, teachers' rooms, special rooms, and playground, most facilities came to belong to the Kagawa Normal School, while only one second-storied building (10 class-rooms), one storied-house (5 class-rooms) and a few attached houses came to belong to the Sakaide High Girls' School which became the present Sakaide Upper Secondary School. The Kagawa Normal School promoted to the Kagawa University who have been using most part of the school building so far.

Present condition of the school building:

In 1948, Kagawa Board of Education carried out the school district system for all the upper secondary schools in Kagawa, co-education system started. All applicants, not only girls, but also boy students, in that school district were taken in. So, class-rooms became short. At that time due to the reorganization, the school building of the former Sakaide Commercial Upper Secondary School became vacant. Therefore, this school began to use one part of this vacant building (It is called the Western branch school - see the attached paper). Now 3 schools, that is: this Saiaide Upper Secondary School, Sakaide Commercial and Industrial Upper Secondary School and Sakaide Tobu Lower Secondary School are using this building together. The western branch school is using only 4 divided rooms which was the former military room and 1 other room. As above mentioned, the Sakaide branch of the Kagawa University is together located in the same building. The building is very crowded. Auditorium and music room are common use for both Kagawa University and this school. Besides the above mentioned 5 rooms, Sakaide Upper Secondary School borrows the rooms for the principal, and teachers and one more room from the Branch of Kagawa University. (See the attached paper No. 2)

Inconveniences and difficulties:

1. Music and physical education lessons can not be given satisfactorily due to the shortage of class-rooms and playgroumd.

2. The students of the 1st year grade who are in the Western branch school have to come to the main school to study special subjects, becsuse they have no special room there. It takes about 12 minutes to come to the main school.

3. Teachers have to go and back from the main school to the branch school.

4. The school is divided into 2 places. Therefore, they can not carry out new elective system satisfactorily. Accordingly, it is very

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HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

Takamatsu, Shikoku

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Forwarded herewith are the following Post Exchange Ration Cards:

a.	Officer, EM & DAC's	to	inclusive.
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d.	Dependent cards	to	inclusive.
e.	Children's cards	to	inclusive.

BY ORDER OF COLONEL PIGG:

Incls:
As indicated

Henry L. Chisolm
HENRY L. CHISOLM
WOJG USA
Adjutant

1st Ind

TO: Commanding Officer
Shikoku Civil Affairs Region
APO 1050

Receipt acknowledged.

FOR THE COMMANDING OFFICER:

Incls:
w/d

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difficult to make out the time table.

5. There is no toilet for boys. It is necessary to build a toilet for boys.

6. Tables and chairs are short. 200 more tables and chairs should be provided.

7. Equipments for physics, biology, chemistry, domestic science and social study are very poor. It is necessary to buy some more lots of equipments.

Reasons of shortage are as follows:

1. The school authorities is thinking that the Sakaide Branch of Kagawa University will soon be reorganized to the main school in Takamatsu City, so that they can use these facilities soon or later. The Mombusho and the prefectural authorities agreed to reorganize the Kagawa University to Takamatsu City. However, Sakaide City Authorities are disagreed with it. Therefore, Kagawa Board of Education has postponed to settle the problem, with no policy for the shortage of facilities for this school. On the other hand, the Kagawa University intends to use the school building of the Industrial and Arts Upper Secondary School, the next building to theirs, as soon as Sakaide branch reorganized to main school.

While, the Industrial Arts Upper Secondary School is expected to remove to the building of the former Takamatsu Boys' Upper Secondary School. However, it is expected that there are great difficulties to do so. Everything does not seem to be carried out somoothly. Because, the Nibancho Lower Secondary School has an ardent desire to get that building, too.

2. At present Sakaide Commercial and Industrial Upper Secondary School is using 7 rooms in the former Sakaide Commercial Upper Secondary School. The budget for a new school building has passed the prefectural assembly this year. The new building will be completed by December, 1950, it is expected. If this new building is completed, this Sakaide Upper Secondary School can use 7 more rooms for the Western branch school. However, as for the construction of the new building, the Sakaide City Authorities have to share a considerable amount of contributions. It is a difficult point, so the problem is unsettled yet.

Sakaide City Authorities postpones to construct a new building for the Tobu Lower Secondary School. Because, they are waiting the good opportunity when the branch school of the Kagawa University removes to Takamatsu City and the Sakaide Commercial and Industrial Upper Secondary School removes to the new building, so that the Tobu Lower Secondary School can appeal to the Prefectural Authorities for getting the whole building for the use.

Sano

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

(Msg Ctr ..... Sgt Maj Office)

_____ 1949

SUBJECT: Status of Reports

TO:

It is noted that your office has been delinquent in submitting _____.
Report Control Symbol _____, Subject: _____
as required by _____.
(Authority)

Request reply by Indorsement verifying action taken as corrective measure.

BY ORDER OF COLONEL PIGG:

HENRY I. CHISOLM
WO,G USA
Adjutant

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 75613

學業商出坂 Sakaide U.S.S Western buildings.

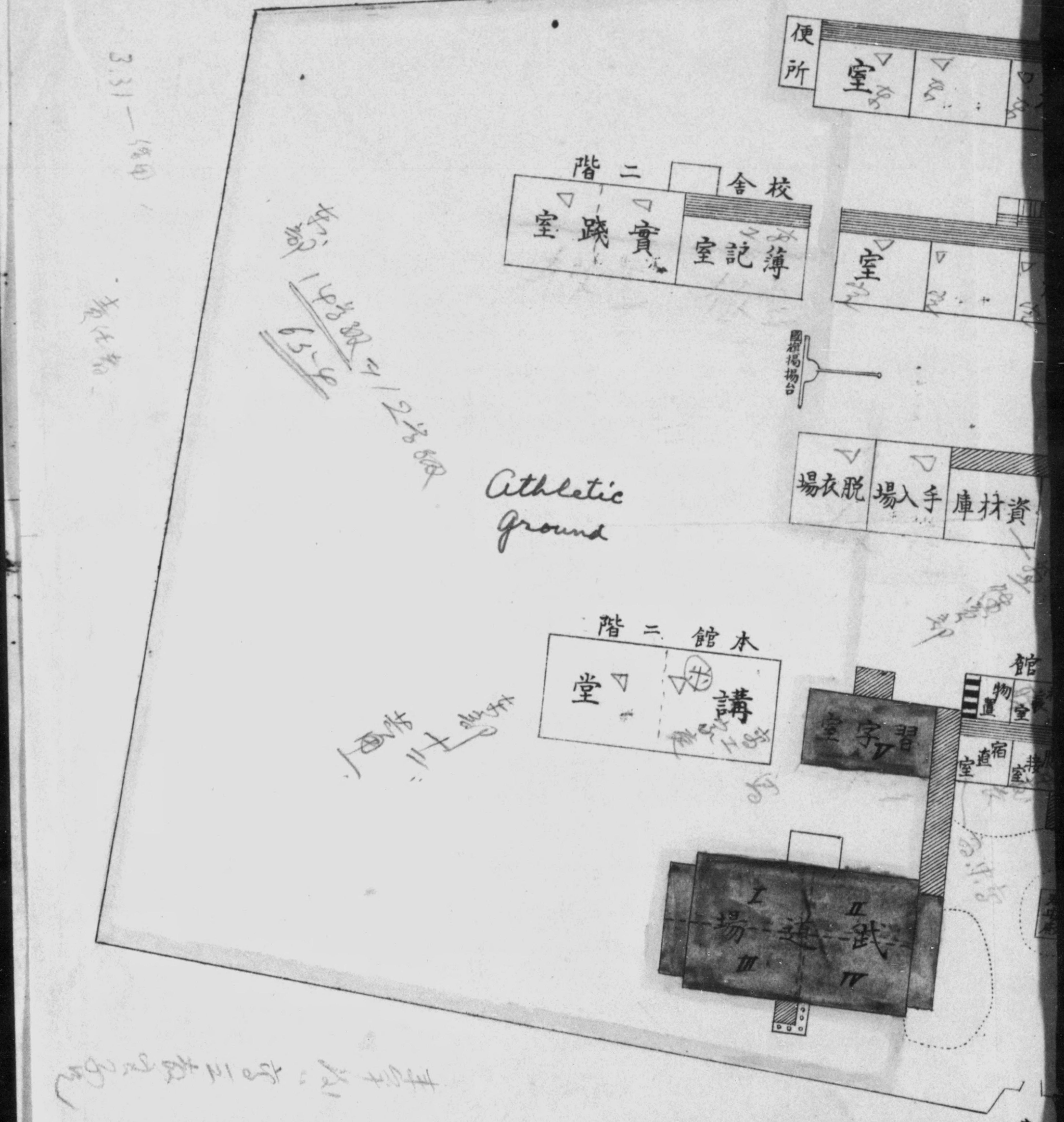
Attached Sheet No. I

Red — Sakaide U.S.S.

Yellow — For common use.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

學校業平面圖

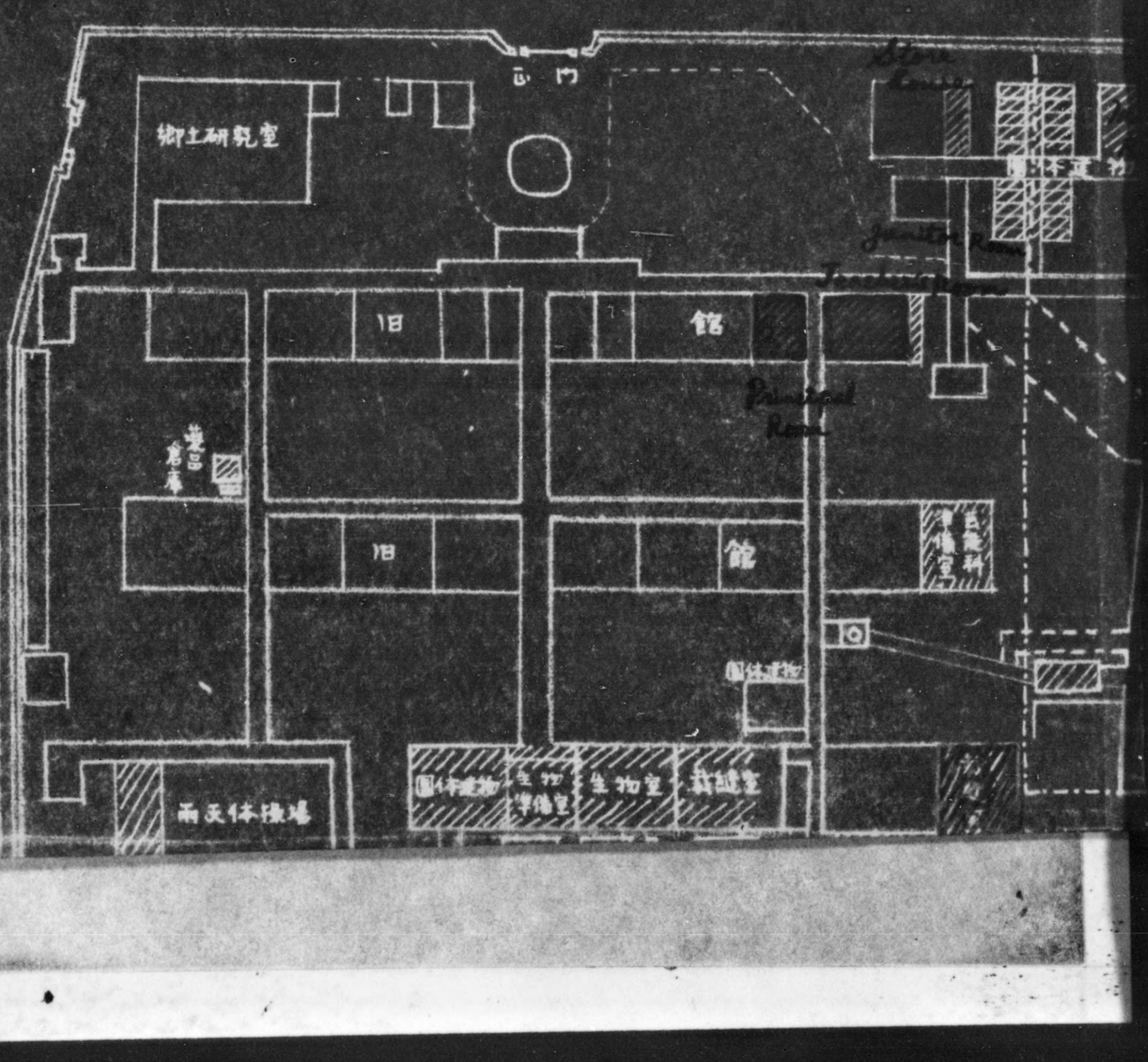


DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

Kagawa University

資料添附 ㊀

香川



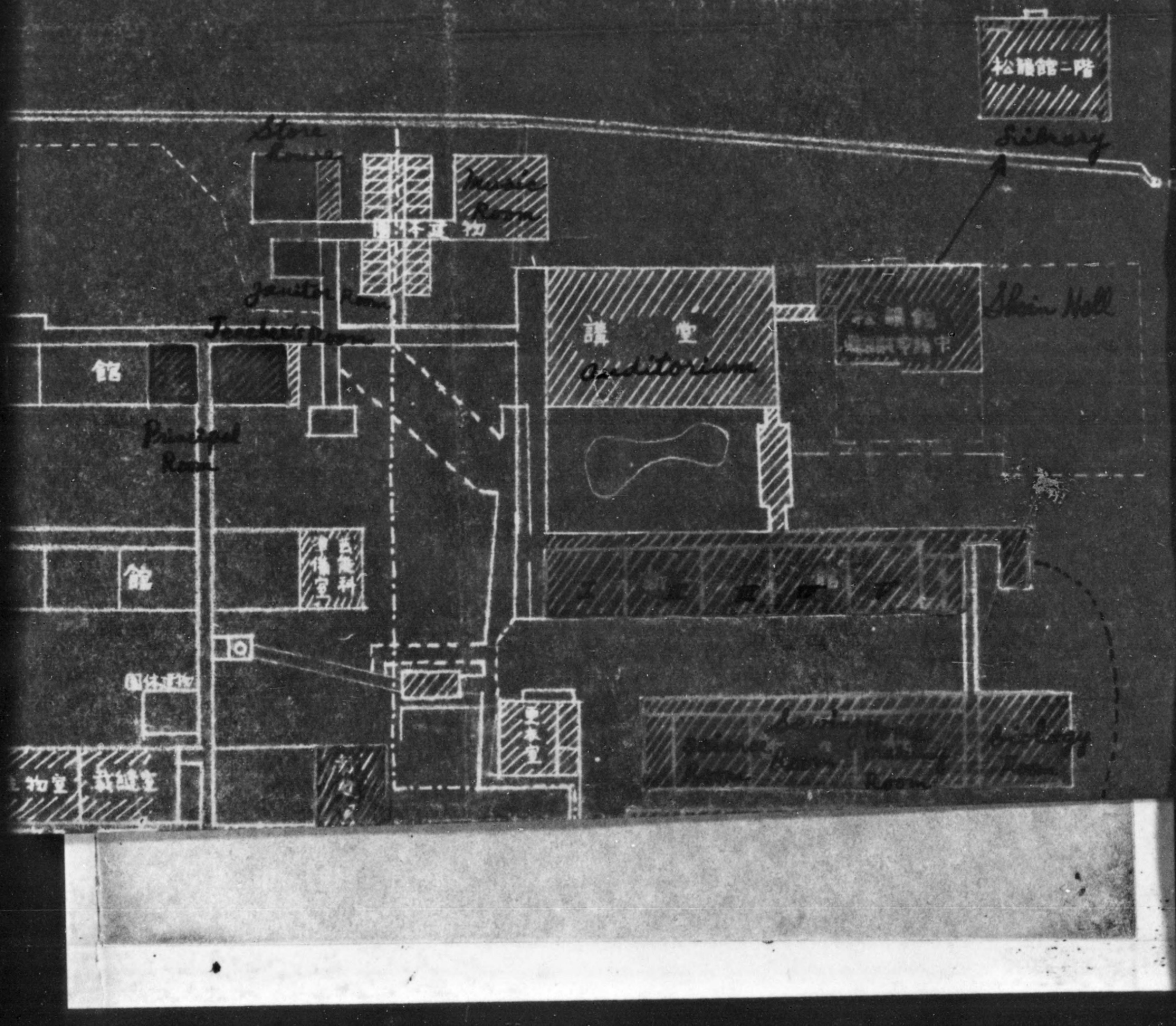
DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

Attached

Kagawa University & Sakaide U.S.J.

料添附図面

香川縣立坂出高等学校



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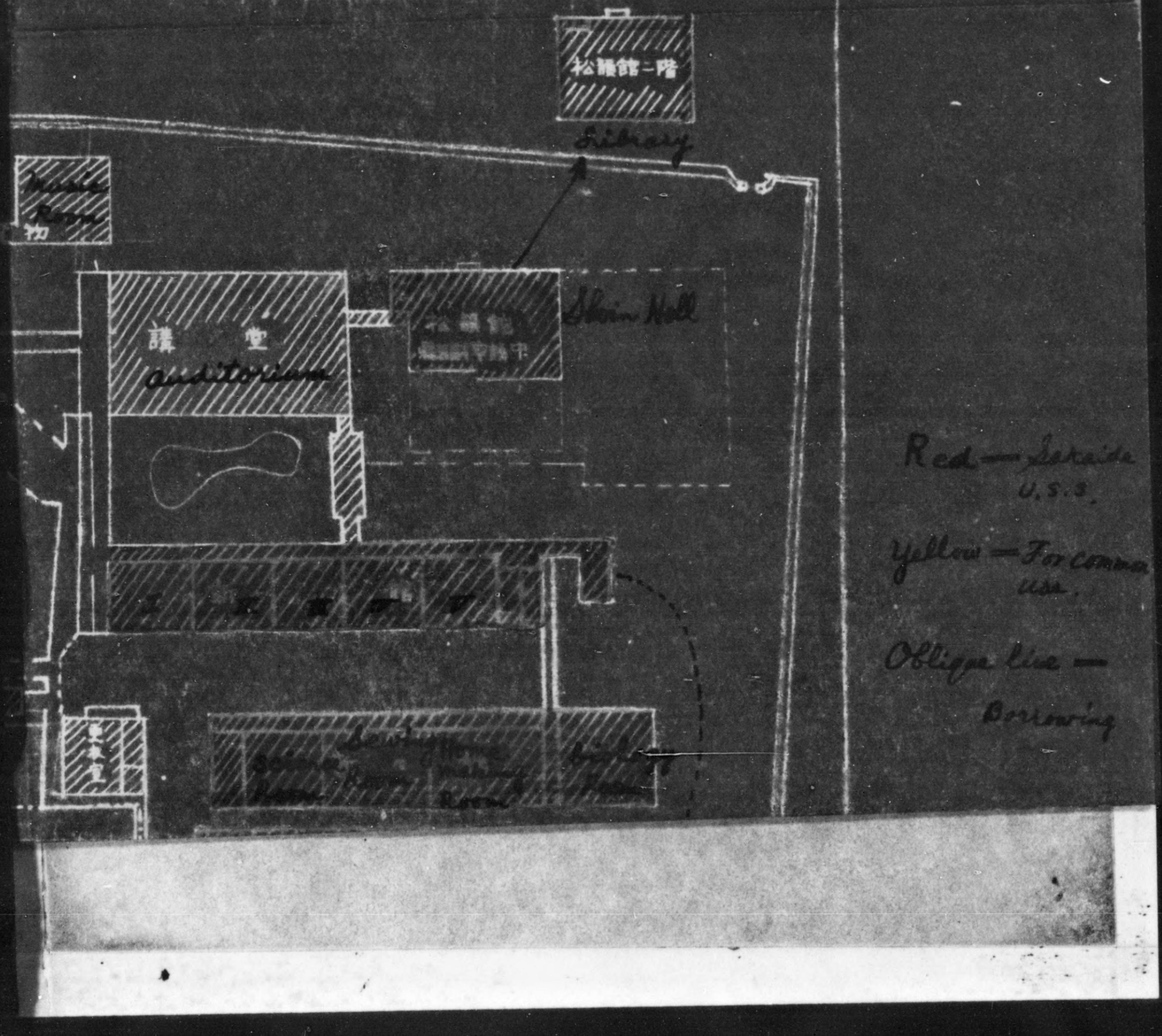
Attached sheet No. II.

Seized U.S.S.

図面

川縣立坂出高等學校



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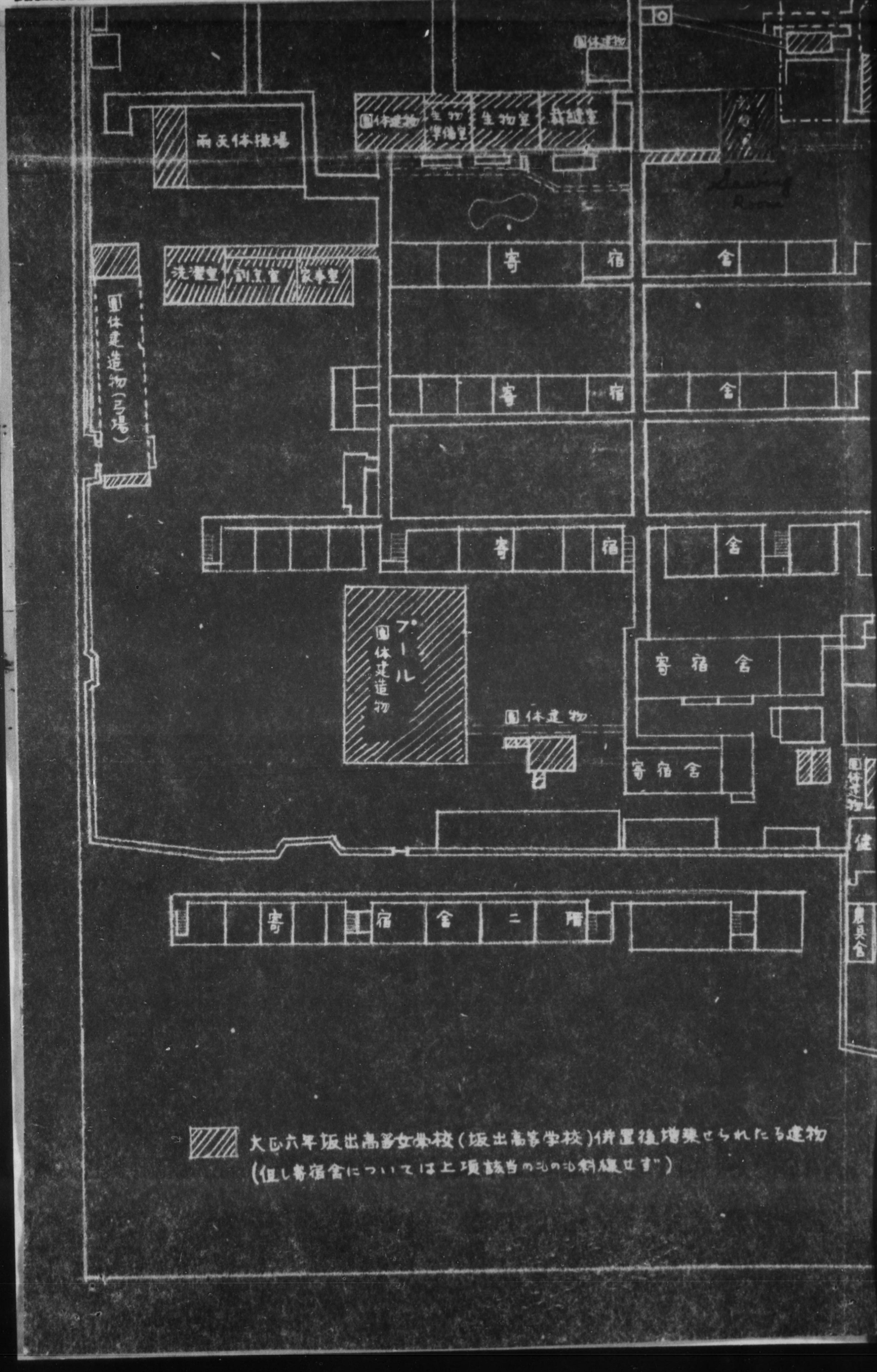

▨ 大正六年坂出高等女学校(坂出高等学校)併置後増築せられたる建物
(但し寄宿舎については上項該当の元の地形線なり")

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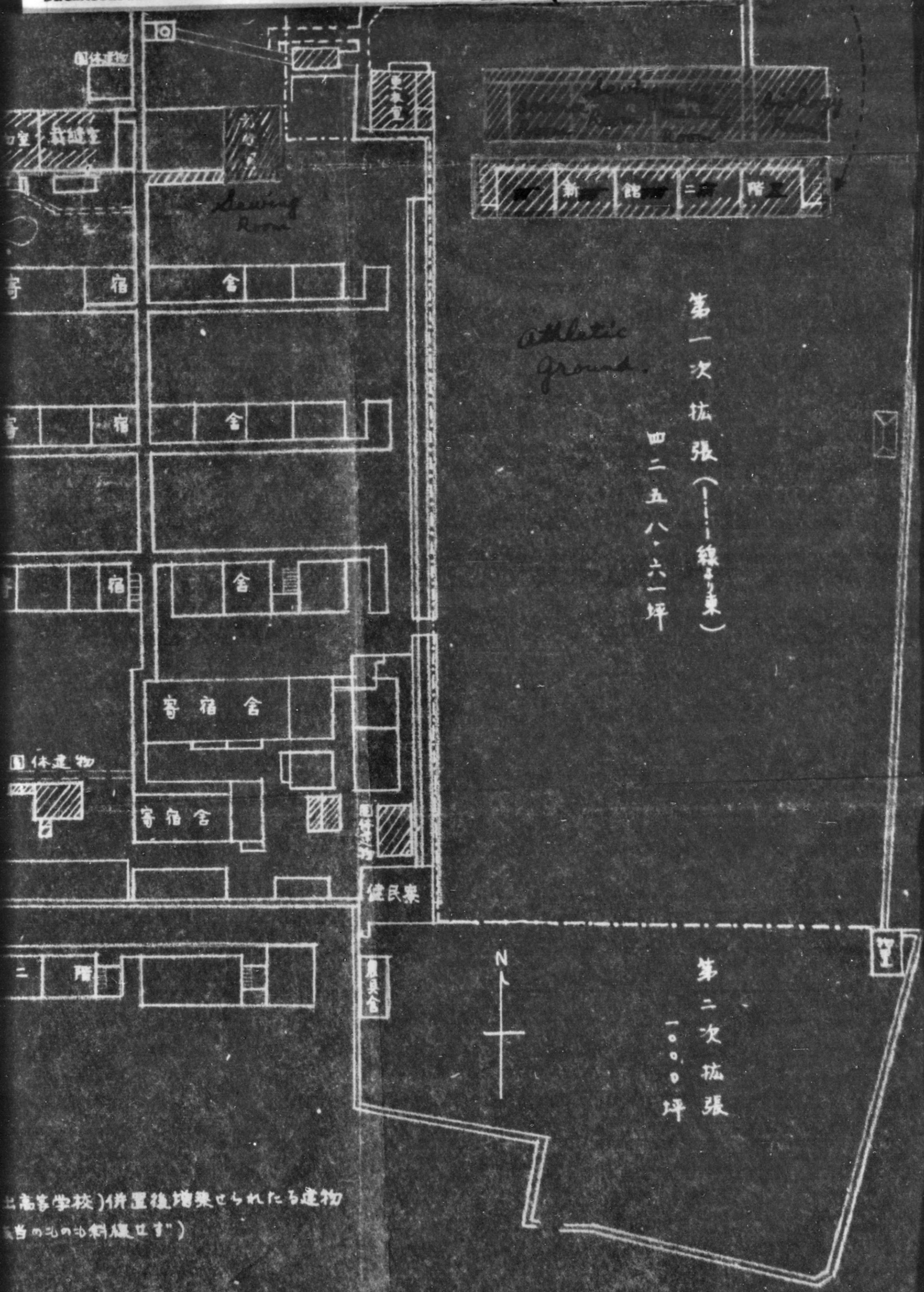

出高等学校）併置後増築せられたる建物
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Oblique line — Driveway

新館二階

第一次拡張（一一一線より東）
四二五八・六一坪

athletic ground.

第二次拡張
一〇〇〇坪

健民寮

厚生会

N

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F 4-0

Inspection of A Demonstration Class (Guidance)
at the Hikami Lower Secondary School, Kita-gun

February 6, 1950
by S. Matsuura
(Translated by H. Seno)

Date: February 4, 1950

Place: Hikami Lower Secondary School, Kita-gun, Kagawa-ken

Educational Circumstances:

A. Hikami village

1. Dimensions	7,63 k.m. square	
2. Number of households	1092	
3. Population	5885	(men 2777, women 3008)
4. Educational budget		

	Budget	Educational Budget	Low Sec School	Primary School
Total budget	¥5,487,334	¥897,850	¥273,675	¥478,115
percentage	100%	1.47%	4.99%	8.7%
per one person	¥ 932	¥ 137	¥ 46	¥ 81
per one class			¥ 30,488	¥ 28,125

B. Hikami Lower Secondary School

1. Number of students		394	(boy 200 girl 194)
2. Number of classes		8	
3. Class rooms:	ordinal	8	(L.S. 5; 3 borrowed from Primary School)
	Special	6	Sewing-room; Library room; Resting-room; Teachers' Room; Room for a person on night duty; Music-room;(same with Primary School)

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4. Teachers: 13 (men 9, women 4)

5. Occupations of the family:

Farmers	79%
Business men	6%
Salaried man	3%
Manufacturers	3%
Others	9%

Demonstration:

1. Greeting in the morning

All teachers and students met together. 8:50 - 9:15

2. Home Room activities 9:20 - 10:05

(class)		
3 East	The 1st step in the society	Discussion on choosing occupations
3 West	Our society	Discussion on the present society and choosing occupations
2 East	Our expression	Discussion on speaking no dialect
2 Center	Labor and saving money	Discussion on how to save money as a student
2 West	Good entertainment	Discussion on recreation and utilization of leisure time
1 Center	Games on the New Year's day of lunar calandar	Discussion on how to use pocket money on the new year's day of lunar calendar.
1 East	Food and health	Discussion on the table manner
1 West	Utilization of school library	Discussion on the rules of the school library and how to buy books.

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3. Guidance of club activities 10:15 - 11:00

Dept. of English (20)	The Golden Goose Learning English by heart by playing a drama
Dept. of Fine Arts	Drawing group (10) Sketch of still life (a jar & oranges) Paint of plaster work
	Handicraft group (18) Making bamboo-ware and a bird-cage
	Calligraphy group (26) Practice of big and small characters and its appreciation
Dept. of Music (32)	Simple brass-band centering arround harmonicas.
Dept. of Base-ball (20)	Practice and match of pitch.
Dept. of Volley-ball (20)	Basic practice and match of pass
Dept. of Abacus (49)	Practice
Dept. of Agriculture (15)	Investigation of real condition of farming in Hikami Village
Dept. of Home-making	Domestic Science (25) Making cakes
	Flower arrangements (19) Simple flower arrangement
Dept. of Reading & Performance (36)	Literary arts group Appreciation of Japanese poem
	Performance group Reading of play books
Dept. of Dancing (35)	Review
Dept. of Science (25)	Setting up radio

Besides these groups, they have Basket-ball group (15) and Pingpong group (27)

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4. Central Committee of the Student Association

Central Committee is an organization of 89 members, consisted of committee members of the student association from each class, each club, and representatives of each class, and each community. They meet together to discuss miscellaneous problems of the students.

The following problem were discussed and decided at today's meeting:

a. (1) Boys and girls be in good cooperation.
(2) Clean the school by groups of boys and girls
(3) Learning in groups of boys and girls

b. Encouragement of saving money

(1) Saving pocket money on new year's day of lunar calendar
(2) Decision on the standard amount of saving money at the class.

Today's meeting was conducted for the purpose of letting the students express their opinions actively.

5. Principal's opinion about the school administration

The following were the goal of guidance of this school in 1949.

a. Improvement of student's autonomous activities, especially at Home Room, ~~in~~ out-of-school activities, and curriculum learning.

b. Teachers' activities

Guidance in each subject, Home Room, club activities.

c. Inservice training for teachers.

d. Investigation of real condition (Home, intelligency, scholarship, etc.)

6. Guidance and evaluation of Mr. Izawa, teacher's consultant, Sanuki Branch Office

a. Each school has some different characterstics in Home Room. It is desirable that the formation of a Home Room would not change for three years.

b. One year's schedule of Home Room should be made.

c. Home Room should be managed home-likely with the proper guidance and advices from the teacher.

Evaluation of today's demonstration.

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a. One year's program of Home Room and club activities was well made. Their activities were made autonomously, and democratically.

b. The activities of girl students were very active compared with that of boys.

c. The guidance and advices of the teacher was quite proper.

d. The guidance was well and precisely planned. In education, the process is more important than the result.

7. Discussion on today's students' guidance.

a. Is it good or not to have both the student association and the Koyukai (a kind of student association) in a school?

Mr. Izawa, Teacher's consultants:
It is desirable to have the student association only in a school.

I (Matsuura) talked about a desirable student's organization and activities.

b. How to treat the students who do not join any club activities?

Principal of the Hikami Lower Secondary School:
It is better give them something to do, for instance, some handicrafts or other things with which they like.

c. How to do with group guidance and individual guidance?

It is necessary to guide the students in groups and at the same time in individuals.

d. Organization for guidance

I (Matsuura) talked about a desirable Dean.

8. Mr. Izawa, teacher's consultant announced what Mr. Hager talked to the teacher's consultants of the branch offices on January 30, 1950. Summary is as follows:

a. Some teachers lack in the study of the educational theory, they have to study it more.

b. The problems of school administration, instructions and guidance should be discussed at the teacher's meeting one by one, separately, but not being mixed up.

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c. The teachers should not stay in the teachers' room. They had better stay at their own class-rooms.

d. At lower secondary school, the students had better remove their rooms according to each subject. It is necessary to let the students feel atmosphere of the subject as soon as they enter the room.

e. At workshop or other study meetings, we should attach importance to the evaluation of the schedule and the conducting methods than the evaluation of the result.

9. Greeting of Mr. Manabe, head of the village:

We will construct the lower secondary school which is not completed yet from this May, so that we can give education satisfactorily to the lower secondary students.

10. Address of thank from Mr. Morizaki, president of the principals' association of the lower secondary schools in Kida-gun to the school authorities, the village authorities and P.T.A.

11. My impressions

1. The students expressed their opinions actively and autonomously.

2. All the village assembly members were present at today's demonstration. They seemed surprised to see a good conducting at the meeting of the students' association.

3. The village people did not reach the agreement on the problem of constructing the lower secondary school. Only one part of the school building has completed now. I advised to the head of the village and the principal to complete the construction as soon as possible.

4. The teachers who came to see the demonstrations from the near-by schools were very dull and had little ambition for study. Very few of them expressed their opinions during the discussion hours.

Translated by H. Seno

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F 110

A Trouble of the Niban-cho Lower Secondary School

3 February 1950
by M. Wada

Lower secondary school districts of Takamatsu city (centre) is divided into two. The Matsushima, Hanazono, and Sakuramachi Lower Secondary Schools were built in the eastern part, and the Nibancho Lower Secondary School was established in the Western part. The Nibancho Lower Secondary School was expected to have 1,500 students (9,000 house holds) at that time. They started to construct the building. Afterwards, the situation changed suddenly, and the students increased as many as to 2,000 in number. As a counter-measure, they intended to build another school, but no room in that area.

They could not help but gave up this intention, because consolidation system was being encouraged at that time. The Nibancho Lower Secondary School made a plan to establish 30 rooms, but the budget was cut according to Dodge Line. So it happened to them that they had to get a larger school house.

At this juncture, the Takamatsu Boys' Upper Secondary School (former Takamatsu Middle School) became vacant, because the boys students removed to the Takamatsu Upper Secondary School (girls) for co-educational system. This vacant school has thirty rooms.

The Nibancho Lower Secondary School P.T.A. and others intended to own this school building for the Nibancho Lower Secondary School. Because they had supported and built the school before, though it belongs to the Prefectural property now. So, they wanted to ask Governor to sell it to them at the proper cost. And at the same time, they applied Governor to borrow six rooms in April, 1949, 10 rooms in September, 1949. Thus, they could give lessons to the students. Governor intended to make it as an attached hospital of the Prefectural Hospital. Governor explained it at the Prefectural Assembly in August, 1949.

Knowing of this fact, the Nibancho School Authorities and Kagawa Teachers' Union brought the case to Kagawa Milt. Govt. Team and C.I.E. SCAP. Governor published that Governor gave the hospital plan up under the reason that the doctors did not like it. The Nibancho School Authorities felt easy and thought that the building would be given to the Nibancho School.

Governor intended to remove the Arts Industrial Upper Secondary School to the Takamatsu Upper Secondary School (Middle School) so that Liberal Arts Dept. can be removed to the Arts and Industrial Upper Secondary School. Because the Arts and Industrial Upper Secondary School belongs to the Prefecture and it is natural and simple to do so.

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Governor recommended this plan to the Arts and Industrial Upper Secondary School in Autumn in 1949. The Arts and Industrial Upper Secondary School was in need of a big school-site, so applied it officially to the Prefectural Government in November, 1949. Therefore it happened that the Nibancho Lower Secondary School and the Art and Industrial Upper Secondary School longed to have the Takamatsu Middle School.

The Authorities of the Nibancho Lower Secondary School said:

1. The Nibancho Lower Secondary School is for compulsory education. The Takamatsu Middle School is situated just in the centre of the school district. We had contributed a lots of money to build this school. The facilities are just proper and fitted for us.

2. The Arts and Industrial Upper Secondary School is not for compulsory education. The school district is for all the prefecture, so it is unnecessary for them to remove to the Takamatsu Middle School. They may be able to remove to another place, but not to the Takamatsu Middle School which is too wastful for less than 500 students.

3. Takamatsu City Authorities want to buy the School Site at proper price for the Nibancho Lower Secondary School.

4. More than 800 students are learning at 16 rooms borrowed at the Takamatsu Middle School. More than 600 students are learning at 11 rooms at the Main School. The Prefectural Authorities prohibits to repair the building or increase any construction, ~~the~~ branch school has no place for school-lunch. It takes about 15 minutes to carry school lunch from main school to branch school. School lunch ~~will~~ become cold and the students do not want it. The health condition becomes worse. Emergent desolution for school construction is needed.

5. The Board of Education is weak and so we have never consulted it with them. We directly negotiated it with Governor. We think governor still has the plan for the Arts and Industrial Upper Secondary School. The Assets Disposal Committee seems to have the same plan.

6. The final decision is up to the Prefectural Assembly. We hope Shikoku Civil Affairs Region shall help us to make a proper advice to Governor to make a good decision.

7. Present condition of the Nibancho Lower Secondary School.

Number of students	1,430	
Number of classes	26	
Number of class-rooms	27	(11 in main school, 16 in branch school)

Graduates in March 1950 425. New comers in April 1950 700. The students will become 1,705 in number from this April.

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May be Greatly crowded, but all the students will be received in. The Takamatsu City Authorities is in troubles, because the problem of Takamatsu Middle School Site has not dissolved yet. So they can not hurry up the completeness of the school construction for the Nibancho Lower Secondary School now.

Mr. Wada met with Superintendent who said:

"Board of Education has been great concerned in this problem. Board of Education had conferences many times with Governor in last summer and talked it with C.E. officers of Kagawa Civil Affairs Team, Shikoku Civil Affairs Region, and the Commanding officer of Kagawa Team. They understood the situation already. We can understand why the Nibancho Lower Secondary School wants to own that building for their own but the school construction for compulsory education is up to the responsibility of the city, town and village authorities, respectively. The completeness of the Nibancho Lower Secondary School construction is up to the responsibility of Takamatsu City Authorities.

However, Takamatsu City Authorities do not intend to complete the school construction with city expenditure. They wish to have the Takamatsu Middle School which is a property of the Prefectural Government. We think they are too selfish. (Because they can estimate it at cheep cost.)

It seems that there are some tactics of some politicians who have their political ground in the Nibancho School District. We think it is no good to take advantage of Education for politic purposes.

We reached the agreement with the Assets Disposal Committee after a good consultation.

1. The Takamatsu Middle School Site shall be used for the educational institutions.

2. For the sake of Kagawa University, the Art and Industrial Upper Secondary School shall remove to the Takamatsu Middle School. The Art and Industrial Upper Secondary School building shall be lent to the Nibancho Lower Secondary School until their own building shall have been completed.

Liberal Arts Faculty of Kagawa University will use the Art and Industrial Upper Secondary School in the long run.

It has been decided as abovementioned so far. Of course, the Prefectural Assembly will make the final decision."

Seres

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Local Office Survey in Tokushima-ken

19 January 1950

By Mr. S. Matsuura

1. Date of investigation: 9.00 a.m. - 11.30 a.m., 11 January 1950

2. Place: Naka-gun Local Office, Tomioka-cho, Naka-gun, Tokushima-ken

3. School condition:

Naka-gun -- 24 towns and villages

a. Lower secondary schools	25	Branch	6
b. Primary schools	44	Branch	8
c. Kindergartens	4		
d. Upper secondary schools	3		

(1) Tomioka Higashi U. S. S. (General course) - Domestic Science course shall be added from April.

(2) Tomioka Nishi U. S. S. (General course) - Commercial course shall be added from April.

(3) Aratano U. S. S. (General course and Agricultural course)

4. Officers of the local office:

a. Chief - 1 (Supervision of educational affairs in all gun.)

b. Officers - 3

(1) Social education - 1
His position is an actual teacher instead of an officer.

(2) School education - 1
His position is an actual teacher instead of an officer. He is in charge of personnel affairs of teachers of primary and lower secondary school.

(3) General Affairs and Accounts - 1
He is a former teacher. He takes care of documents sending to and from Board of Education and the schools.

c. Accountant - 1
He is in charge of salaries of teachers of primary and lower secondary schools.

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d. Clerks - 2
One clerk is an assistant of social education affairs, another one is an assistant of general affairs and accountants.

5. Business:

a. School Administration and Guidance.

Chief and officers are in charge of administration of primary and lower secondary school, and at the same time, according to the policy of Guidance Section of Main Office, they work as their assistants.

The gun is divided into 6 districts. The primary and lower secondary schools hold study meeting once a month in each district. At that time chief and officers go out to inspect it and take leadership if necessary. Primary schools are studying curriculum and lower secondary schools are studying guidance as a whole.

b. Supervision of teachers and their transfer.

As to transfer, principals shall ask teachers of primary and lower secondary schools about their opinions and the officer of the local office shall consult with the Personnel Affairs Consultants of the Teachers' Union. He will make original plan and send it to Board of Education to issue the orders.

c. The Board of Education will send the documents which are forwarded to the schools to the local offices first. Then the chiefs of the local offices will print and send them to the schools. On the other hand, the schools send the documents and report to the Board of Education through the local offices.

d. Salary: Board of Education will send the salary, allowances, and travel expenses of the teachers of the gun to the local offices. The accountant officer will make the documents in details and send the money with them to the principal of each school to distribute it to the teachers.

6. Opinions from the chief.

a. I want to have one teacher consultant in the local office. Because I think the teacher consultants of the main office can not thoroughly go around the gun to guide all the schools of the gun. The chief and officers of the local office are only in charge of supervision of the schools but not the guidance.

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b. The expenditure for the local office is very small. So the cheif and the officers cannot visit and inspect every school of the gun within a year. We can not carry out the plans which was made for assisting the educational activities of the primary and lower secondary schools in the gun.

c. We have no book for the chief and the officers. We want to have reference books of new education.

7. My (Matsuura) impression.

a. The organization of the local office is not good. Their positions are as same as the former school inspectors. They are not active in educational democratization.

b. Most parts of Naka-gun are located in the isolated mountains, very inconvenient place, so their cultural level is low. Their study of new education is left behind. The facilities and teaching materials of the lower secondary schools are very poor. Some lower secondary schools have no school building. It seemed that the local office is inactive to take some measures for such condition.

c. The teacher consultants in the Guidance Section of Board of Education shall decide the guidance policy and actually carry it out at schools, but in fact they are very few in number so they can not go around every school in the gun. The officers of Board of Education in charge of the school administration are so small in number that they can not thoroughly go around every school in the prefecture to inspect the real condition of school building, school-site, teacher's service administration, etc. So the Education Section of a local office is assisting the main office. The area of guidance and school administration of the local office should be more clarified so that the officers of the local office can work more efficiently.

I think the present organization of a local office is not good for guidance.

Shiro

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F 110

The Kagawa University Investigation Report

30 December, 1949
By M. Wada

The Kagawa University is consisted of Liberal Arts Faculty and Economic Faculty which are located in the western part of Takamatsu city in one place together.

The following is the reports of each Faculty.

1. Name

The Kagawa University Liberal Arts Faculty.

2. Divisions or Faculties -- List of Major Curricula Given by each.

See the attached papers.

Liberal Arts Faculty -- 4 years' course - a. Secondary School course
b. Primary School course
c. Others' course

2 years' course - Secondary School course
d. Vocational course
e. General course
Primary School course

3. School Statistics

Number of Students in Faculty.

There is only the first year grade this year.

men 240 women 73 Total 313

Amount of Tuition

No tuition for the students who want to be teachers.
A student who does not want to be a teacher shall pay ¥3,600 a year as tuition.

4. Are the separate institutions centrally located or scattered?
If the later, where?

Faculty: Saiwaicho, Takamatsu-city
Branch School; Sakaide-cho, Sakaide-city.
Branch Room: Katahara-cho, Zentsuji-cho, Nakatado-gun.

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I$ there any attempt being made to have a central institution? Explain why or why not?

They have a plan to have a central institution only in Takamatsu city.

Reason: 1. In order to give lessons efficiently and reasonably.
2. As to be able to complete the facilities
3. In order to make miscellaneous business more simple.
4. In order to savé expenses for travel expenses, liaison expenses, telephone, and postage expenses.
5. In order to make students' activities, besides caricula more active.

The reason why not to have a central institution:

1. The school facilities in Takamatsu City are not enough for taking in the students of the branch institutes.
2. Because some excitement of the campaign (people of the district where branch schools are located were very eager to set university there) is still remained.

5. Check the following

a. Is the institution co-educational?

Yes, it is co-educational.

b. What number of credits and courses are required for graduation?

Four years' course
(The first class licence of teachers for primary school and secondary school shall be given to those who finishéd this course)

1. General education course
More than 40 units shall be taken, taking 2 subjects each from Cultural Science course, Social Science course, and Natural Science course including 4 units of one kind of foreign language.

2. Special course
More than 40 units

3. Physical education course
1 unit each of training course and practices.

c. Are courses 2 or 4 credit units?

Yes, 2 or 4 credit units.

d. Are similar courses given by any of the various divisions or branches of the institution?

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The similar courses for general education course of the Liberal Arts Faculty are being given at the main school, the Sakaide Branch School, and the Zentsuji Branch Room.

The general education course of Economic Faculty is mainly given together at the classes of the Liberal Arts Faculty.

e. What course are offered in general educatinn?

Culture Science	Phylosophy, Ethics and theology, Psychology, Japanese, Japanese literature, Chinese language, Descriptive geography, English, English literature, German, Chinese
Social Science	Japanese history, Foreign history, Jurisprudence politics, sociology, statistics.
Natural Science	Mathematics, physics, Chemistry, Physical geography, Biology.

6. Teacher Education Division

a. Are there 2 and 4 year curricula - where given?

The 4 years' course is given at the main school in Takamatsu City, the 2 years' course is given at the Sakaide Branch School. Vocational course and homemaking course are given at the Zentsuji Branch Room.

b. List of the main courses given in each-what are required in each year and what are electives?

See the attached papers.

c. What new courses have been introduced in education?

It is not yet adopted.

d. What does faculty do in the way of educational leadership - teacher conferences, workshops social education, etc?

1) Council's conference shall be held in order to discuss important problems concerning to the administration of the Liberal Arts Faculty.

2) Teachers' conferance This is the highest decisive function and decide the matters concerning the construction and teaching of this Science and Arts Dept.

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3) Special guidance of Aud-visual education and sanitary education.

7. Student Activities.

a. What is the situation as to student self-government?

1) Student association is organized.

Import: The purpose is for improving student daily-lives and securing the freedom of learning, and at the same time to foster their spirit of liberty and autonomy at school in order to let them thoroughly know Democracy and realize it.

2) Class Student Association.

Purpose: In order to increase mutual friendship and happiness of the students in each class.

b. What are main special curricula activities?

1) The research associations of biology, history, phylosophy, Japanese, geography, folk-lore, calligraphy, and English are organized as a method of developing student activities.

2) Activities based on their interest:
They have more than ten sections in the fields of literature, music, gymnastics, and business.

c. What are their main problems?

1) It is not long since the student association started, so they are devoting for the arrangement of within the school activities.

2) They learned a lesson from the wrong student's campaigns just after the surrender, so some students do not participate in student activities positively. Therefore, they ought to be enlightened.

3) An emergent matter is to arrange the necessary facilities in order to develop student activities.

d. Are there political cells or groups?

No. The students have no interest.

8. Problems of Administration

a. What are the main problems in the administration of the institution?

1. To gather other two branch schools to one place in Takamatsu City.

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2) It is necessary to get the fund for establishing the university.

9. The All-Shikoku University Coordination Committee.

a. Has this group been revived and if so that is it doing?

No. It is not revived. Another association, which is, the Shikoku Branch of Japan Education University Association is expected to start in January 1950.

Liberal Arts Faculty and Education Faculty of four prefectures of Shikoku shall join in this association. The purpose of this association is to improve the contents of the department and at the same time to develop the learning in order to contribute it to the education of Japan.

10. Miscellaneous data.

1. Name

The Kagawa University Economics Faculty.

2. List of major curricula.

General education course, same with the general education course of the Liberal Arts Faculty.

Special course: Economics 1st, Economics 2nd, Economic history, Econmic politics, Finance Statistics, Commerce 1st, Commerce 2nd, Administration, Accounts study of merchandise, Constitution, Civil law 1st, Civil law 2nd, Commercial law, Labor Law.

3. School Statistics

Number of students in each year.

The 1st year grade Men 168 Women 1 Total 169

Number of students in Faculty

There is only the first year grade this year.

Amount of tuition

¥3,600 a year.

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4. Are there separate institution?

No, nothing.

Faculty: 162, Miyawaki-cho, Takamatsu City

5. Check the following

a. Is institution co-educational?

Yes, it is co-educational.

b. What number of credits and courses are required for graduation?

1) General Education Course
More than 40 units shall be required, taking more than 2 subjects each from Cultural Science, Social Science, and Natural Science, including 8 units of one kind of foreign language.

2) Special Education
More than 80 units

3) Physical Education
2 units each from training and practices.

c. Are courses 2 or 4 credit units?

Yes, 2 or 4

d. Are similar courses given by any of the various divisions or branches of the institution?

The general education course of this Faculty is same with that of the Liberal Arts Faculty and mainly learned at the Liberal Arts Faculty.

e. What courses are offered in General Education?

Cultural Science

Phylosophy, Ethics and theology, Japanese, Japanese literature, Chinese philology, Japanese history, Foreign history, Descriptive geography, Foreign literature, Arts, Foreign language (English, French, German, and Chinese)

Social Science

Jurisprudence politics, socialogy, Economics, psychology

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Natural Science

Mathematics, Biology, Chemistry, Physical geography

6. Teacher Education Division

Nothing.

7. Student Activities

a. What is the situation as to student self-government?

1) Student association is organized.
Import: In order to cultivate mutual friendship among the students, and foster their autonomy and cooperation.

2) Newspaper association is organized and they publish the Kagawa University Newspaper.

3) Economic Cultural Association is organized.
They are studying hard.

b. What are main special curricula activities?

Study of sports, literary arts, Arts and foreign language.

c. What are their main problems?

Good facilities are being desired.

d. Are there political cells or groups?

No political group. The school authority does not approve it as a policy.

8. Problem of Administration.

a. What are the main problems in the administration of the institution?

1) Housing of teachers:

There is no house, so good teachers do not want to come.

2) Expenses for study:

A very small amount of expenses is given for 5 teachers from the Mombusho, (about ¥15,000 a year per one). Their ambition for study is low.

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b. Are equipment and supplies adequate?

The class-rooms, laboratory, study-rooms, libraries are very poorly furnished.

c. What new construction is actually underway?

Special rooms are being constructed. (They are expected to be used for Chemical rooms and laboratories.)

d. Others important matters in achieving a better institution.

The arrangement of machines, utensils, books, and specimens is an emergent matter.

9. Miscellaneous data

Professors wish to get a financial help which is necessary for their special study and also to get good chances to exchange their researches and going abroad.

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Attached paper

Kagawa University Liberal Arts Faculty

The 1st year grade	The 2nd year grade	The 3rd year grade	The 4th year grade
Phylosophy Ethics	Phylosophy Ethics Religion	Phylosophy Ethics	Japanese literature
Japanese Japanese literature	Japanese Japanese literature	Japanese Japanese literature	Chinese literature
Chinese Classics Calligraphy	Chinese classics Philology	Chinese classics	English
Japanese history Foreign history	Japanese history Foreign history	Japanese history Foreign history	Mathematics
Descriptive geography	Descriptive geography Local topography	Descriptive geography Local topography	Physical geography
English English literature German Chinese	English English literature German Chinese	English English literature Chinese German	Educational history
Jurisprudence	Jurisprudence Politics	Politics	Library
Economics	Socialogy Economics	Socialogy	Physical education practices
Mathematics Statistics	Mathematics Statistics Mensuration	Mathematics Statistics Mensuration	
Physics	Physics Physical geography	Physics Physical geography	
Chemistry	Chemistry	Chemistry	
Biology	Biology	Biology	
Education history	Educational phylosophy	Cultural Science	
Educational principles	Educational socialogy	Social Science	
Psychology (general)		Vocal music	
Educational psychology		Instrumental music	
Child psychology		Musical history	
Youth psychology			

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Cultural science

Social science

Natural science

- Vocal music
- Instrumental music
- Musical education

- Drawing
- Industrial arts

- Fine Arts education

- Domestic science
- Food
- Clothing
- Home making

- Agriculture
- Industry
- Commerce
- Fisheries
- Commerce general
- Vocational guidance
- Vocational education

- Physical education principles
- Physical education practices
- Physical education

Educational administration

Educational psychology

Child psychology

Youth psychology

Educational statistics

Educational course

Educational method

Guidance

Cultural science

Social science

Natural science

- Vocal music
- Instrumental music
- Musical theory
- Appreciation
- Musical education

- Drawing
- Industrial arts
- Fine Arts history
- Fine Arts education

- Family relations
- Housing
- Food
- Care of child
- Nutrition
- Clothing
- Home making

- Agriculture
- Industry
- Commerce
- Fisheries
- Manufacturing
- Vocational guidance

- Physical edu. principles
- " " administration
- " " practices
- Athletics physiology
- Physiology
- Hygiene
- Bacterium and immunity
- Nursing
- School sanitation
- Physical education

- Drawing
- Industrial arts
- Aesthetics

- Agriculture
- Vocational guidance
- Vocational education

- Physical edu. principles
- Physical edu. practices
- Physiology
- Hygiene
- Bacterium and immunity

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F

School Inspection and Pre-registration System in Kochi-Ken

24 April, 1950
by S. Matsuura
Translated by H. Seno

A. Sagawa Upper Secondary School, Takaoka-gun, Kochi- Ken

1. Date of inspection: 11 April, 1950

2. Number of students:

a. Full-time

	Boys	Girls	Total
1st year grade	78	93	171
2nd year grade	36	112	148
3rd year grade	13	115	128
Total	127	320	447

b. Part-time (Main school)

	Boys	Girls	Total
1st year grade	58	1	59
2nd year grade	21	6	27
3rd year grade	33	7	40
Total	112	14	126

Niyodo Branch School (Day-time)

	Boys	Girls	Total
1st year grade	26	8	34
2nd year grade	36	0	36
3rd year grade	16	0	16
Total	78	8	86

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SCHOOL: Uchiko elem. DATE: 60 cl.

VI. PHYSICAL PLANT AND EQUIPMENT

A. How much more building space is needed for efficient operation? Seems sufficient at present, except for auditorium-gymnasium.

B. What further requirement does the school have for athletic space and facilities? Facilities entirely inadequate, with balls needed most badly. Space is sufficient.

C. Is there an operating library? yes- teachers reading material only

1. How many volumes does it have? 250

2. Are current newspapers and magazines on file? no

3. Can books be checked out for home use? yes- but they have apparently been little used- the formation of groups of teachers for book reading + reporting was encouraged, since the available material is good.

D. What additional classroom equipment is needed? Paper particularly; although the school is pretty well off in the way of equipment, a great deal of it is gathering dust in storage, little used or in disrepair.

E. What additional laboratory equipment is needed? chemicals

F. What is the physical condition of the buildings and equipment? Better than average buildings, tho a great deal of non-educational material is piled in classrooms, hallways, + around the building. Some equipment in need of repair, + neglected for a long time.

G. Comments and suggestions: Suggested central storage of scattered materials referred to in VI.F. which are of value; all material of no value to be disposed of. appearance of the school would thereby be improved tremendously.

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Kasada branch school was established this year. As of 11 April they have got 45 applicants (Evening school) now they are receiving applications.

3. Number of teachers

Full time 33 (26 men, 7 women)

Part time 16 (13 men, 3 women)

Vacancy 4

4. School status

Before school district system is enforced, this school had 900 students. Since school district system put into practice, 450 students attend this school in the school district. So they have some spare room. There are 20 lower secondary schools in 16 towns and villages in the school district.

General education course, special course, Homemaking course (2 years course) can be given in this school, but those who want to take agriculture, commerce, homemaking courses have to go to Kochi City, and Technical course to Suzaki-cho. So it is desirable that this school would be a comprehensive school with more vocational courses.

5. Pre-registration

At the beginning of March, this school distributed some notes which explained the methods how to choose the elective subjects to each lower secondary school and let the applicants write down the elective subjects. All the applicants, 171 were permitted for entrance. The school authorities convened them to school and explained on the elective subjects in more details and made them Pre-register. On 5 April, 1950. (Entrance ceremony day) the pre-registration was amended according to the number of teachers and students and decided the time-table and their class-rooms.

6. Home-room

1. One Home room is consisted of about 30 students. All co-educational except 3rd grade.

Short time Home room: 10 minutes every morning

Long time Home room: 5th periof of every Wednesday

7. This school is an experimental school of Homemaking course. They have a plan to hold Demonstration Class of Clothing and Food in May, 1950.

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SCHOOL: Uchiko elem. DATE: 6 Oct. 47

V. MILITARISM AND ULTRA-NATIONALISM

	YES	NO
A. 1. Are classes being given in:		
a. Judo,		✓
b. Kendo,		✓
c. Naginata,		✓
d. Karate.		✓
2. Is military training or drill being given?		✓
3. Have all arms and equipment for military training been turned in by the school?	✓	
4. Are former military and naval school students causing any dissension?	not applicable	
5. Is more than 10% of the student body composed of students who attended former naval and military academies for more than one year?	"	

B. 1. What Imperial Rescripts are read to or by the students?

None

2. How many teachers have been screened so far? all

a. How many were automatically purged? 0
b. How many were found unacceptable? 0

3. List the teachers currently teaching who were found unacceptable and who have not yet been replaced?

C. Comments and suggestions:

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B. Maruno-uchi Upper Secondary School, Kochi City

1. Date of inspection: 12 April, 1950

2. Number of students:

a. General education

	Boys	Girls	Total
1st year grade	137	198	335
2nd year grade	187	238	425
3rd year grade	187	222	411
Total	513	658	1171

b. Special course 23

c. Homemaking course 34

3. Number of teachers: 52 (Vacancy 2)

4. New comers:

The principals of Maruno-uchi, Ōtemae, and Ozu upper secondary schools (general education) consulted and asked Board of Education how to choose the applicants to these three schools. Board of Education advised the principals to choose the students by lottery system. The committee members were elected for it and draw lottery at the Ōtemae Upper Secondary School. The names of the new comers were announced at each school on 25 March and the new comers and their parents were convened to school on 28 March. The school authorities distributed prints to them to explain about elective subjects. On 30, and 31 March, the students applied for their elective subjects, one part of which was amended and their time-table and Home Room was decided.

Entrance ceremony was held on 6 April. They have had lessons since without troubles.

5. Present condition:

This is a war-damaged school. A part of the school building has been reconstructed. Owing to the shortage of class-rooms, the students of 1st year grade and special course (2 years) are learning at the former Jonan Girls' High School. In November, 1950 the school building will be entirely reconstructed, so that all the students can learn together at this school.

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SCHOOL: Hobiki elementary DATE: 6 Oct. '47

II. FACULTY AND TEACHER-TRAINING

	YES	NO
A. 1. Are any of the old teachers' manuals in use?		✓
2. Have new teachers' manuals been received?	✓	
3. Has the "Guide to New Education in Japan" been received?	✓	

B. 1. What type of in-service training is being received?
1. Representatives attend area conferences bimonthly - report on these to faculty
2. Weekly school meetings for discussion + demonstration teaching

2. What type of teachers' meetings are there?
Regular faculty meetings under leadership of principal

a. How often are these meetings held?
weekly

b. What is their purpose?
In-service training, discussion of school problems,

3. What teachers' organizations are represented in the faculty?
Ken teachers' union

C. Comments and suggestions:

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C. Ōtemae Upper Secondary School, Kochi City

Date of inspection: 12 April 1950

Number of students: 1204 (504 boys, 700 girls)

Home Room -	1st year grade	8
	2nd year grade	10
	3rd year grade	10

Average number of students in a Home Room - 43

Number of teachers: 49 (37 men, 12 women)

New comers: 346 (125 men, 206 women)

The new comers were choosen by lottery system just like the Marunouchi Upper Secondary School did. On 28 March, the students and their parents came to school and choose elective subjects, after hearing the explanation of elective subjects by prints from the school authorities.

On 30 March, they pre-registered. On 3 April, the students came to school and made their final decision on pre-registration. On 6 April, the entrance ceremony was held. They have had lesson at school since.

School expenses for new comers:

PTA dues	¥150
Tuition fee	¥250
Dues of the student association	¥ 50
Total	450

Special expenses for entrance:

P.T.A. entrance fee	¥300
Charge for entrance	200
Total	500

Besides, they have to buy the text books and notes which cost about ¥1,000

My (Mr. Matsuura) impressions:

1. Pre-registration was well explained and done in Kochi Prefecture, so that the students have had lessons since the Entrance Ceremony.

2. The new teachers were late to be transferred, so the school authorities were in difficulties to decide the time-table and Home Room teachers.

PROPOSED FIELD TRIPS FOR May 1950

Branch: Civil Education Section

Date		Destination	Purpose	Transportation			No. of Person		Est. Cost Japanese	Remarks
Lv	Ret			Jeep	Rail	Boat	DAC	Japanese		
22 May	26 May	Ehime	Adult Education		x		1	1	¥2,520	Miss Johnson Miss Shiota

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3. ¥150, PTA dues per one student a month seems to be too high. About two million yen, total of all school PTA dues in one year is equivalent to about two times of prefectural school expenses except teachers' salaries.

Seno'

PROPOSED FIELD TRIPS FOR May 1950

Branch: Civil Education Section

Date		Destination	Purpose	Transportation			No. of Person		Est. Cost	Remarks
Lv	Ret			Jeep	Rail	Boat	DAC	Japanese	Japanese	
22 May	26 May	Ehime	Adult Education		x		1	1	¥2,520	Miss Johnson Miss Shiota

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