Visitng Marugame Third Lower Secondary School to See Vocational Guidance by the Employment Security Office (The Second Session)

2 February 1950

By Miss R. Shiota

Date: 1 February 1950

Place: Marugame Third Lower Secondary School

Time: Scheduled time 0930 - 1200
Actual time 1015 - 1320

Number of children interviewed: 24 (boys 21, girls 3)

Interviewed by: Mr. Takaguchi, Security Office Personnel

The form of the meeting was that Employment Security Office personnel interviewed children who came in a room one by one. These children are interested in taking jobs. So each child left their class rooms for about eight minutes.

The purpose of this interview was not to conduct vocational education for children but to help them find their proper jobs and working places. Because at the first session the subject of education was brought up already. And teachers in charge of vocational education take responsibility for it, the office personnel told me.

Following are the questions asked by the personnel to each child.

What kind of jobs are you interested in?
Have you ever been sick seriously?
How about your eyesight?
How about your family, their ages and jobs?
What is your hobby?
What did you make if you are interested in carpentry?
What subject do you like best?
What subject do you dislike, and why?
Why did you select this working place?
Did you father select this for you?
How much wage do you want to receive?

(Reporter's note: Some of children did not select beforehand their favorite working places from the list of companies or factories that have vacancies. This list was made by Security Office and given to a teacher concerned in advance of this interview. So some of them selected the working places which they know about. The rest did not have any idea of specific factories.)

Incl 10

If you will not be accepted to this factory what place do you choose next? Why?
Can you move from your house?
Have you ever read the Handbook of Occupation?
Did you get some information of your future job?

These children will be notified of the result at the end of March.

One percent of children who will take jobs after finishing the course really want to enter Upper Secondary School if the economical situation of their homes is good.

	Men	Women	Total
No. of children of the third grade	111	44	155
No. of children who will enter U. S. School	37	6	43
No. of children who will take jobs	23	3	26

(Out of 23 boys, two were absent.)

This figures show most of girls will stay at home. Three girls who will work answered as follows:

One girl wishes to work in dress-making shop, because she likes dressmaking. Her second choice is to be a shop-girl.

Another girl likes to ba a business-girl, because her parents recommended that to her. Her second choice is to be shop-girl or a factory-girl.

The other girl wishes to work in Spinning Company. Her second choice is to be tea-service girl in an office, because she knows it is hard to take a good job. All of three girls want to enter Upper Secondary School if they have money.

It was good to find that all of these children chose their future jobs by themselves according to their interests even though those are vague at present.

The report on this kind of meetings will be made to W&M Bureau by the Security Office.

F 110

HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050
CIVIL EDUCATION SECTION

CEJ/sy

22 December 1949

MEMORANDUM TO CIVIL EDUCATION OFFICER, SCAR

SUBJECT: Field Trips of Asst CE Officer, September and October 1949

1. In September and October 1949 field trips were taken both months to all prefectures. In September the Asst CE Officer was accompanied by the Japanese Women's Affairs Assistant.

2. No large meetings were scheduled for either month. Conferences were held both months with women in Social Education sections, heads of Women's and Minors' Bureaus, Girl Scout leaders, and (where possible) with Home Demonstration Agents.

3. In September the following conferences were held. Information which was gained during the conferences is included.

a. Personnel in Social Education Sections. In Ehime, discussion evolved about the difficulty still experienced in trying to explain the difference between gicho and kaicho. Unfortunately both are still used in many organizations. In the opinion of the woman in the Social Education Section, the greatest drawback to formation of associations by interest is the organization by buraku still in existence in most rural areas. In the opinion of the Asst CE Officer, it will be almost impossible to make much impression on this problem during this generation, at least. In this prefecture the third series of conferences for PTA's and women's organizations is scheduled for September through December. Stress is being laid on the use of committees. There were no conferences with women in Social Education sections in Kagawa or Kochi as there were no women yet appointed in the Social Education Sections. However, in Kochi, conference was held with head of Social Education section. One problem discussed with him was that of gun offices of Social Education section. The gun officials apparently do not understand what their responsibilities nor limitations are. In the opinion of the young woman who had been in the Kochi CAT CE section, these officials make her work more difficult because they still tried to "run" women's organizations, for example. Further investigation of this problem will be made on future field trips.

In Tokushima the series of gun meetings for women is in progress. Two meetings will be held in each gun. Complete report of this course will be included as an inclosure to this memorandum.

b. Heads of Women's and Minors' Bureaus. In all prefectures plans were being made for meetings to be held in November by a representative from the Women's and Minors' Bureau, Tokyo. There is a new head of the Kochi Bureau, transferred from the Tokyo office. There was a great change in personnel among the prefectural offices throughout Japan. This practice of changing personnel is a policy of Mrs. Yamakawa, national head of the Bureau. The women in Shikoku, however, feel that these changes are perhaps too rapid. In the case of the new Kochi head, that is undoubtedly true. She has been in the metropolis, Tokyo; she now will be in the rural prefecture of Kochi. It will take her about a year, probably, to become adjusted to the new situation.

c. Home Demonstration Agents. The HDA in Ehime is very young (21, perhaps) and at least partially become of this finds it difficult to be accorded her proper position in the office. She is treated as a "tea pourer." In Kagawa it is planned to have 36 agents, two in each office. It is believed by the HDA already appointed that isolated villages on the islands need help most. No agents have been appointed in Tokushima. In Kochi the prefecture has been divided into four sections, each section served by one HDA. Each agent will set up a model kitchen, for example, which she can use in trying to help the farm women improve their kitchens. One HDA asked if there were any way to make powdered soup. It is very difficult for farm women to prepare good meals during the busy farming seasons. If such a food item as powdered soup were available, it would save many hours for farm women.

d. Girl Scout leaders. Girl Scout troops were once again urged to register with the Girl Scouts of Japan. Discussion was held about the new pin and neckerchief. In the opinion of all concerned, the neckerchief is too expensive (¥250) for most children to buy; the pin (¥30) is not too expensive.

4. In October conferences were held with all superintendents of education or their assistants. In each case, concern was expressed over the closing of CA Teams. In each case, the Asst CE officer was asked whether help would still be given by CE personnel from SCAR. All officials seemed relieved when assured that visits would still be made as in the past by SCAR CE personnel. Conferences were also held with women in Social Education Sections, and Women's and Minors' Bureau heads. Items of particular interest are noted below.

a. In Ehime Prefecture, the head of the Women's and Minors' Bureau is giving a course to women from Toyo Rayon Factory to encourage them to participate more actively in union meetings (in particular). Translation of pamphlet used in the meetings is attached as Inclosure 1.

b. Many women still think they must belong to buraku organizations--one from each household. Such old customs are very hard to change, in the opinion of the head of the Women's and Minors' Bureau.

c. In Tokushima Prefecture the woman in Social Education section is concerned because some villages have no women's organizations. She asked if she could encourage the women to farm clubs. This subject will be discussed at the next all-Shikoku meeting of the women in Social Education sections.

d. Concern was expressed by Social Education woman in Tokushima about the officials of villages, towns, and cities who are still not "democratic." She felt that these officials are a great stumbling block to her work with the people.

5. Attached as Inclosure 2 is report made by Japanese woman in CE section of Tokushima CA Team of training course given in each gun and Naruto on organizational techniques. Report is excellent and shows very good planning and execution. Opinions of the writer are of special interest.

Carmen Johnson

Carmen Johnson
Asst CE Officer
SCAR

2 Incls:
1. Training course in speaking (trans.)
2. Report from Tokushima CA Team

Schedule of Training Course to Encourage Speaking

Period: October 1949 to December 1949

Sponsor: Labor Ministry, Women's & Minors' Bureau, Ehime Office

Name of Participants

Misako Hirano--Head of "Kiku" (chrysanthemum) Dormitory--Textile Dept.
Harue Nakata--Vice president--Textile Dept
Satsuki Miyahara--Head of Cultural Dept--Spinning Dept 4
Chiyoko Higashiyama--Spinning Dept 3
Kimiko Masaki--Spinning Dept
Chiyoko Maekawa--Processing Dept
Sadako Imada--Spinning Dept 3
Seika Miyauchi--Spinning Dept 4

The First Course

Date: 4 October 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Birthdays
Contents: Objectives of the course

1.	Re Labor Union Movement	45 minutes
2.	Explanation of 3-month Course	10 minutes
3.	Recreation	5 minutes

The Second Course

Date: 18 October 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Favorite Songs
Contents: Techniques of conducting meetings

1.	Explanation of Simple Parliamentary Rules	40 minutes
2.	Model Regular Meeting (skit)	10 minutes
3.	Song for Girls (kamishibai)	10 minutes

The Third Course

Date: 1 November 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Favorite Books

Incl 1

Contents: Practice in producing loud voice

1.	Handbook of Speaking	20 minutes
2.	Reading Book (Re Women's Section)	25 minutes
3.	Kamishibai (Otoki-san and Labor Union)	15 minutes

The Fourth Course

Date: 15 November 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Favorite Flowers
Contents: Practice in expressing opinions

1.	Explanation of Discussion Method (Toron)	15 minutes
2.	Discussion Meeting	40 minutes
3.	Critique	5 minutes

The Fifth Course

Date: 29 November 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Favorite Songs
Contents: Lecture Meeting

1.	Speech - 5 minutes per person	40 minutes
2.	Critique	20 minutes

The Sixth Course

Date: 13 December 1949 (Tuesday)
Place: Etiquette Room of the Girls' Dormitory of the Toyo Rayon Company
Time: 1700 - 1800
Roll Call: Current Topics
Contents: Model general meeting

1.	General Meeting	50 minutes
2.	Critique	10 minutes

Report on Women's Affairs, Tokushima Prefecture

23 November, 1949
Midori Bando
CE Section
Tokushima CA Team

Subject: Training course for women in Tokushima Prefecture
Date: Between 5th September to 7th November, 1949
Place: In each gun and Naruto-city

Women's training courses on "Techniques of Democracy" were conducted with the cooperation of Prefectural Social Education Section and local women's organizations. 11 courses were conducted, 1 in each gun and 1 in Naruto-city. Each course consisted of 2 sessions. 1st session was in September and 2nd session was in October and November. The main program of this training course was on teaching the techniques of running an organization democratically.

Since the cooperation of women's organizations was necessary, one meeting was held with the leaders of the local organization before this course started. The purpose of this meeting was to ask for their cooperation in informing the local women about this course and also to hear their opinions and suggestions, if any. At this meeting we tried to get the most convenient time and date for each local area because this time of the year there are more festivals or other local activities than any other time. Women showed a great interest toward this course. Many of them asked if we can conduct this course several places in their gun. At this meeting an agreement was made that no money would be spent on tea and cakes or other food for the training course. Although this promise was broken in a few places, there was great progress in preventing this custom of serving lecturers and officials with food and presents, which up to the present has accounted for a great portion of the expense.

The program of the course was as follow. The meeting was scheduled from 0900 or 0930 to 1430 or 1500. The times of the meeting depended on where the meeting place was located and the time schedule. About 3 hours was devoted to "Techniques of Democracy" in each session.

1st session

0900 - 0910 Opening address by local women

0910 - 1000 15 minutes - kamishibai, "The Peace Well" (Heiwa no izumi)
By Mrs. Yoshioka (Social Education Section)

35 minutes - Goals for Democratic Organizations
By Mrs. Yoshioka

Incl 2

1000 - 1010 Recess - Song (Kakko dori)

1010 - 1100 How to Start an Organization (briefly)

1100 - 1110 Recess - Song or kamishibai

1110 - 1200 Election of Officers. Motions. Members' Responsibilities
(These were all explained, using the posters)

1200 - 1300 Lunch

1300 - 1430 Lecture (Lecturer was invited by Social Education Section)

2nd session

0900 - 0910 Opening address by local women

0910 - 1010 Division of Responsibility of Members
(Distributed the chart and explained it briefly)

Officers' Responsibilities (used poster)

1010 - 1020 Recess - Song (Oyako Donburi)

1020 - 1100 Committees

Distributed "Simple parliamentary rules for the conduct of a meeting of a small organization".
Explained briefly.

1100 - 1110 Kamishibai - How to Speak Out
By Mrs. Yoshioka

1110 - 1200 20 minutes - Explanation on Kinds of Discussion.
By Mrs. Yoshioka

30 minutes - panel discussion (practice)
The panel was made up from the attendants and those giving the course, and topics were also suggested from the attendants.

Main suggested topics:
How can we women come to meetings more often.
What can we do to start meetings on time.
How can we improve our marriage.
How can we improve our home life.

1200 - 1300 Lunch

1300 - 1410 Lecture (Lecturer invited by Social Education Section)

The topics of the lectures in 1st and 2nd sessions were as follows:

The New Law
The World's Situation
Good Housekeeper
Education for Sanitation in This Prefecture

Questions and Opinion from the Attendants

After each subject was explained, the question period was opened. This was the first time for many of the attendants to hear about "Techniques of Democracy." Therefore these people had very few questions. Most of the questions were from women who have heard something about this question before or who have had experience in being an officer of an organization.

Following are some of the questions or opinions:

1. We have only a few members who can be officers because most members have very little leisure time. Therefore, the term of 1 year for officers is not suitable for our organization.

2. We have three years for the president's term and one year for other officers', because the same person will always be elected as president even if we have an election each year for it.

3. Please explain the words vote, adoption, discussion, motion, and second the motion.

4. In our organization we need some liaison officers more than any other officer to send information to members about what was done and what will be done.

5. Do you always have to accept the nomination when you are nominated?

6. If a motion is not seconded, what happens?

7. In our organization the nominating committee decided the officers by nominating only one person for each office. This was true in our PTA, too.

8. We have committees and riji kai both in our organization. Riji kai's work is similar to the executive committee.

9. Why is it necessary to have "how to elect officers" in the constitution. We decide it at the meeting where we have the election.

10. Why should presidents not act as the chairmen.

11. I think it is not fair to the president because he cannot express his opinion when he acts as chairman. I think the president always has good opinions.

12. Can the president make decisions in case of emergencies or about problems concerning the organization which cannot wait until the next meeting.

13. There is a good person for president, but she will never accept the job for us. What can we do?

My Opinion on the Overall Program.

1. The program for each session was overloaded. We always had to hurry to finish what was planned. There should have been more time for questions.

2. To start on time was always difficult because only a few attendants came on time. People who came late delayed the meeting because they had to ask questions which were explained at the beginning of the meeting.

3. The little songs were favoured by the women in every meeting. It helped to bring out a friendly feeling in the room. One woman said at the 2nd session she taught the song at the PTA meeting in her village and was asked to do the same by the youth organization, too.

4. By seeing women listening to the kamishibai attentively it is clear that kamishibai is not only good recreation but a good teaching method. Mrs. Yoshioka was very good kamishibai story teller.

5. One or two local officials were present to most meetings. On the whole they were cooperative and assisted on arranging the meeting place, moving heavy desks, putting up posters, etc. Beside these people there are still some officials who have great influence over organizations in the area of their office. In those places they seem to be the ones who decide what organizations will do for their programs. They always attend the important meetings of the organizations as officials. On the other hand, there was a women leader who said they do need this help from the officials to run their organizations properly. In my opinion these officials have very little understanding of democratic procedure or are afraid to lose their positions as leaders of the organizations in their areas.

6. Local women's organizations were very cooperative in informing people about this course. By their kind assistance we always had more attendants than expected.

The following is the attendance at each course

Place	1st session (Sept.)	2nd session (Oct., Nov.)	Total Attendance
Naruto-city	90	95	185
Katsuura-gun, Ikuina-cho	120	35	155
Myodo-gun, Kokufu-cho	90	70	160
Myozai-gun, Ishi-cho	100	70	170
Naka-gun, Hunoura-cho	200	100	300
Kaifu-gun, Mugi & Hiwasa-cho	130	50	180
Oe-gun, Kamojima-cho	150	60	210
Awa-gun, Konori-mura	150	80	230
Itano-gun, Bando-cho	80	100	180
Mima-gun, Waki-cho	80	50	130
Miyoshi-gun, Ikeda-cho	130	70	200
Total	1,320	780	2,090

File 110

KAGAWA TEACHERS UNIONS

1 February 1951

Kagawa Branch of JTU --

1. Persons contacted:

a. Mr. Inoue, Chairman of Central Ex. Committee
b. Mr. Higasawa, Vice Chairman of Ex. Committee
c. Mr. Yoshida, Chief Secretary
d. Mr. Yokoyama, Head of Cultural Dept.
e. Mr. Okutani, Head of Welfare Dept.
f. Mr. Masuda, Head of Politics Dept.
g. Mrs. Honjo, Chief Treasurer

2. Negotiations with the B/Ed are now in progress relative to salaries, increase in number of teachers, extra pay for teachers engaging in in-service training, establishment of a TB sanitarium, transfers of personnel next fiscal year, retirement age for teachers, and admission to USS.

a. Last year B/Ed arbitarily passed a rule that teachers would retire at age 55 with a pension of about 1/3 pay if the teacher served 17 years and 1/125 pay for each year of service over 17. The TU says that there is no law which requires teachers to retire at 55, and they are trying to get the B/Ed to make the retirement age compulsory at an older age.

b. In the past very little notice has been given to principals and teachers who are to transfer on 1 April. TU wants plenty of advance notice so that these persons may not be inconvenienced by having to move on such short notice.

c. TU is in favor of eliminating competition in the admission of pupils to USS.

d. According to Mombusho formula for figuring number of teachers needed, Elem. Schools are short 198; LSS need 119. The Elem. Schools need 67 clerks; LSS need 84. There is a shortage of nurse-teachers. Under present policy, if a school does have a nurse-teacher, it means that one regular teacher must be released or else the nurse-teacher must carry a heavy teaching load with the nursing angle as an extra duty. Many schools do not want a nurse if it means losing a regular teacher. Mombusho makes allowances for an estimated 1.33% teachers to be out of school at all times with TB. More than 1.33% of the teachers are out with TB, so this contributes ~~stitutes~~ to teacher shortage (37 more than 1.33% allows). About 10% of the teachers are out each year for pregnancy. These pregnant teachers may take leave for 6 weeks before and 6 weeks after childbirth; however there is no provision in B/Ed budget for replacement when teachers are out for pregnancy. These teachers, when out for pregnancy, draw their

salaries. Although most of them fail to take 12 weeks time out for child-birth, the total absence time contributes to the teacher shortage.

e. Kagawa TU has an Education Research Dept. Among its activities are in-service training (usually for groups who teach a particular subject or grade), publishing a monthly bulletin, and holding exhibits of pupils' work. No funds are received from B/Ed. This year about 10% of TU budget was so used, and next year they expect this to be three times as much. (Not 30% but total money spent)

f. Although the cost to teachers varies somewhat in different places, on the average teachers pay about 1.5% of their salaries to the TU. Of this, 1% goes to Ken TU which in turn sends 11 yen per month per member (out of the 1%) to JTU.

g. In electing officers every school with up to 20 teachers has one delegate. If over 20 teachers, it has 2 delegates. These delegates elect officers at a large general meeting.

3. It is obvious that the TU concerns itself with many matters which are the concern of the B/Ed or Supt. One might expect the TU, which represents the faculty in each school, to offer suggestions and recommendations along many lines, but it seems that they often go beyond the "suggestion" stage and try to "make" the B/Ed follow the Unions wishes in many matters which are strictly administrative in nature.

Upper Secondary School TU --

1. Persons contacted:

a. Mr. Okazaki - Chairman
b. Mr. Nitta- Vice Chairman
c. Mr. Tada - Vice Chairman
d. Mr. Yokoi - Chief Secretary

2. USS teachers formed a separate union because they comprise only 15% of all the teachers and had little influence on TU matters decided by majority vote. They are especially concerned over the fact that Elem and LSS teachers' salaries have about doubled since the War (this was necessary in order to insure a bare living) whereas USS teachers' pay has increased very little. USS/TU is fighting for a 2-step pay increase.

3. Mombusho has 2 sets of standards (permanent and temporary) on teacher-pupil ratio. Kochi is the only Ken on Shikoku which meets even the temporary standards. USS/TU is negotiating with B/Ed for more teachers.

4. USS/TU wants the budget of B/Ed to include more money for expendables such as school supplies for pupils and teachers, charcoal, electricity, etc. Under present system the PTA's must make contributions. Expenses per pupil per year are: Kochi, 300 yen; Ehime, 380 yen; Kagawa, 200 yen.

5. Because of the small number, less than 1,000, it is possible for all USS/TU members to meet and elect officers. 50% of the members constitutes a quorum. Teachers pay 1% of their salaries as dues. None of this goes to any other organization as USS/TU is not affiliated with any other group (at present, anyhow!). However efforts are being made to form a National Organization and at present there are 18 USS/TU in Japan. Now, they have a Consultants Committee made up of representatives of these 18 groups, and each Ken USS/TU is spending time and money toward "encouraging" the formation of such an organization in every Ken and toward getting a National Headquarters.

6. Relations between Kagawa TU and the new USS/TU are unfriendly. The new organization does not want to cooperate with JTU for fear that JTU will propagandize along the line that the new organization is weak, can not stand alone, and needs help from JTU. Such propaganda might hurt USS/TU chances of forming new units in Kens which at present do not have USS/TU. It is the belief of USS/TU officers that the formation of this new organization has caused JTU to review its policies and make many reforms, both on the national and local levels.

7. The new USS/TU does not believe in carrying out any in-service training or any of the other functions normally associated with Teachers' Associations. They want and intend to be strictly a UNION.

8. Of the 27 USS in Kagawa Ken, 24 have teachers who belong to USS/TU. There are 886 members, none of whom belong to JTU now. This represents about 80% of USS teachers in the Ken.

File

FIELD TRIP TO KOCHI

5-7 February 1951

1. Youth Affairs

a. Reports have reached CE that relations between SCAR Youth Specialist and Kencho Social Education Personnel were not too good. Three conferences (one with Social Education Chief, Kencho Youth Specialist, and SCAR Youth Specialist; one with Kencho Y/S; and one with SCAR Y/S) were held for the purpose of discussing co-operation and coordination of efforts among all of the officers concerned with youth work. Thus far, there has been no instance in which the SCAR Y/S has attended a meeting at which Kencho Youth Affairs Personnel were present, and vice versa. It is believed that the 3 conferences conducted by CE will result in co-ordinated efforts by all concerned. Of course, there will be many cases in which Kencho Personnel will be working alone; cases where the SCAR Y/S will work unassisted; but there should be cases in which all of them are present helping some organization with its problems or conducting a training course held under joint sponsorship.

b. Mr. Ozaki's (SCAR Y/S) office was visited. It is located in one of the buildings of Kochi Girls University. Although the office is a good one, he is paying 2,500 yen a month for rent. Before moving to the University, Mr. Ozaki was charged 2,500 yen at a privately owned place, and it is believed that the University arbitrarily decided to charge the same. There is a 300 yen monthly charge for the telephone which is located far away (long distance calls are extra), and charcoal for heating is not furnished. On this basis, office expenses consume over 25% of all the expense money allowed SCAR Y/S. CE met the University President and Business Manager and discussed the possibility of lowering the rent to 1,500 yen per month. (After all the University as a public institution interested in helping youth should give the SCAR Y/S who is interested in the same thing as good as break as possible.) No pressure was used on the President and Business Manager and they agreed to check with Prefectural Officials to see what can be done. SCAR Y/S will notify CE of the final outcome.

c. Mr. Ozaki subscribes to one local paper and to Mainichi. It was suggested that more local newspapers be bought if his budget will allow such. By reading the local papers, he can keep better informed of what is going on, can read about proposed meetings of organizations, etc.

d. CE does not feel that Mr. Ozaki has done enough to advertize his position, his duties, location of office, etc. It was suggested that he mail a 2-yen post card to every local organization; on this post card would be an advertisement stating the most pertinent facts. So far, Mr. Ozaki has contacted only Ken and Gun Federation in his advertising.

e. Youth Organizations were not very receptive to Mr. Ozaki at first; however he claims that now they are much more receptive and that the situation is improving daily.

f. Miss Kishimoto, the clerk, has confined her work to office duties. CE pointed out that she should be trained to help in youth work--especially with women and kodomo clubs. There is not enough clerical work to keep a person busy full time.

g. According to Ozaki the main problems of youth associations are:

(1) Gun Seinen Dan Federations are worthless. Need to improve or else disband.

(2) Youth groups must pay 500-700 yen for a lecture to give a 1-2 hour talk. Despite the fact that most lecturers are local government officials or school teachers they will not lecture "for free". One would expect a lecturer to demand travel expenses, but these persons who receive 500 or more yen per lecture do not have any travel expenses.

(3) Seinen Dan Ken Federation does very little to justify its existence. It did publish a monthly paper, but since January this has stopped because of the resignation of the person responsible for editing and publishing; however they "hope" to start it again "in the future."

h. A conference was held with Mr. Maeda, Kencho Y/S. He has two women assistants who do clerical work only. 100% of Mr. Maeda's time is devoted to youth work. Most of his work recently has been devoted to sponsoring IFEL follow-up courses. In Kochi there are 17 IFEL Y/A graduates and to date these persons have been used in conducting 32 follow-ups. Only 10 of the 17 IFEL people are available for use in youth work. This indicates that of the 17 who were selected to attend IFEL, 7 must have been selected rather unwisely. A meeting of all available IFEL graduates will be held 18-19 February to evaluate last year's work and to plan future work. Mr. Maeda thinks that the combination of workshop, lecture, and committee-use method has been the most successful method used in IFEL follow-ups. He says that he spends about 50% of his time in the field working with youth organizations.

i. The proposed Education Budget for next year includes substantial increases for youth work, but salary increases and establishment of new youth schools will cut into the budget allowance to such an extent that probably much less money will be available for youth work carried out by Mr. Maeda.

j. Maeda gives the following as major problems confronting youth groups:

(1) Finance

(2) Lack of leaders

(3) Techniques of running an organization

(4) Lack of leisure time prevents leaders from doing their work adequately, handicapped officers, prevents active member participation.

(5) Most of the young people want more vocational training. They need many part-time night schools similar to the old Youth Schools.

2. Kochi Teachers Union

a. conference was held with Mr. Inoue, Chairman and Mr. Dai, Vice-Chairman. At present, TU is concerned primarily with the budget for next year. Union representatives have talked with the Governor, Assembly Committee, and B/Ed in an effort to get as large a budget as possible. They have "reliable" information that the budget which will be proposed by B/Ed will be cut by 60%. Anticipating this huge cut, TU is doing all in its power to prevent any reduction.

b. The TU operates a Purchase Cooperative for teachers. Although legally it is a separate organization, the members and officials are the same as TU. A dormitory is maintained in Kochi City for cheap lodging for teachers there on official visits. About 200 teachers have TB. The local sanitarium (run by National Government) is unable to handle these 200 cases. The TU is working on plans for taking care of those who can not be accomodated at the sanitarium. TU is coopersting with other unions in Kochi to form a sort of bank or co-op for lending money to laborers, teachers, and other union members.

c. Teachers pay about 1% of Base Pay to T/U. They pay an additional .2% to National JTU and varying amounts to the Gun Organization.

d. As yet, TU has made no plans relative to forthcoming election of Mayors; however they expect to support "good" candidates. CE gave them the disadvantages of such participation in local politics.

e. Almost 100% of the Elem. and LSS teachers belong to UT. Of approximately 700 USS teachers, about 50% belong to the new USS/TU. Relations between USS/TU and TU are cold.

f. About 25% of TU budget goes to in-service training activities such as teacher study groups, pupil exhibits, etc. CE believes that this 25% figure is an exaggerated one.

3. Upper Secondary Teachers Union

a. Held conference with Mr. Kubota, Chairman; Mr. Taniai, Vice-Chairman; Mr. Ogasawa, Chief Clerk; and 3 other officials of the USS/TU. As in Kagawa, they give as reasons for seceding: not enough representation for problems which apply to USS only, and the story about low increase in pay for USS teachers compared to other teachers.

b. CE had an interesting discussion about having a one-salary scale based on preparation, experience, and perhaps efficiency for all teachers, regardless of whether elementary or secondary. CE agreed that USS teachers were usually better qualified with more experience, so naturally their salaries would average more if a single-salary scale were used. They strongly feel that USS teachers have more responsibility, should have more salary for purpose of prestige, etc. CE got nowhere in his arguments, but it was fun!

c. Kochi has given all teachers a 2-step salary raise and USS teachers a 1-step raise above that.

d. About 50% of USS teachers are members of USS/TU, but they are having difficulty in getting additional members. It is claimed that JTU is putting up a good fight to prevent loss of any more members to the new USS/TU and that JTU is doing all in its power to destroy the existing USS/TU. Teachers pay .7% of basic salary to USS/TU as dues. Officers are elected at a general meeting (50% constitutes a quorum).

e. CE finds himself with conflicting attitudes toward USS/TU. On the one hand, if USS school teachers do not like JTU it is their privilege to withdraw and form their own union. JTU is so much Tokyo-controlled and leans so much toward the "wrong direction politically", it isn't an ideal organization by a long way. On the other hand, there is strength in numbers and a good national organization like JTU, which has members from all levels of the school system, can exert great influence in securing legislation to improve the plight of teachers and education in general. Several independent organizations like USS/TU could not be as influential as one large organization such as JTU unless good liaison were established for co-operating on matters of mutual interest. There are many other good points which could be offered in support of one organization or in support of the idea of having more than one organization.

4. Vocational Education

a. Conferenced with Mr. Shimomura of the B/Ed Secretariat. Kochi Ken has 3 USS Agriculture, 2 USS Industrial, 2 USS Commercial, and 1 USS Fisheries. In addition, 4 USS Comprehensive have an Agriculture Dept., 1 has a Commercial Dept., and 1 has a Fisheries Dept. Added to this are the vocational courses offered in LSS.

b. Except for one Agricultural USS which has been in operation for many years, allvocational schools and other schools offering vocational courses are suffering from lack of good equipment. There are very few good teachers even though these teachers may be able to meet certification requirements. Since Many teachers formerly connected with Youth Schools are available, these are being used to teach Vocational Education subjects

in LSS. There is an overage of such teachers, but most of them can not certify for USS. Due to the excess, many of these former Y/S teachers are now teaching regular academic courses in LSS. They are not doing a very good job. Requirements of funds to build new LSS leaves many communities in bad shape financially.

c. Agricultural USS can accomodate many more pupils, but the Industrial USS are unable to take care of all applications. There isn't much demand for courses in Fisheries and many more pupils could be accomodated in these schools. Commercial USS are crowded. There is now a trend toward more pupils wanting home-making courses which formerly were not in much demand. In the Comprehensive USS which offer Agriculture Courses many pupils who desire the General Course are forced by the excessive enrollments to take Agriculture. These pupils display little interest and do poor work.

d. Schools do not have 4-H Clubs, but they do have clubs in gardening, vegetable raising, flower growing, home making, etc. The project method has not been encouraged very much in Agriculture Schools, and one might say there is no utilization of the project method. There is one exception to this--in the one Agriculture US~ which was established many years prior to the War.

e. The B/Ed In-Service Training Program includes vocational subject teachers. There are many study groups in operation among vocational teachers.

5. Private Schools

a. A conference was held with Mr. Nonaka of B/Ed Secretariat. Although a Mr. Mimoto of the Business Section of the Ken Government, is supposed to be in charge of Private School, it appears that Mr. Nonaka is the man who actually does the work. There is an Advisory Committee which advises on the desirability of approving applications for new private schools; but Nonaka makes the investigations relative to meeting standards required by law. There are in Kochi 4 Private LSS, 3 Private USS, and 54 miscellaneous schools (auto-driving, book-keeping, dressmaking, etc.).

b. These miscellaneous schools are not subsidized but the USS and LSS do receive money from the prefecture. Article 98 of the Constitution seems to be violated, but it is claimed that Article 52 (Jan. 1950) of the Private School Law allows this (the old story about helping in educating the youth, etc). Mr. Nonaka when asked, "How do you determine the amount of subsidy" replied that schools present their needs but that mostly the subsidy was based on last year's amount. When asked how the "last year" amount was arrived at when the first "last year" started, he could not give a satisfactory answer. CE suggested an analysis be made of cost per pupil in public schools vs same in private schools, comparative statistics on teacher/pupil ratio, figures on supplies, figures on building maintenance, etc. It seems that the present system for allotment of subsidies is based largely on persuasion rather than on statistical surveys.

c. CE did not discuss it with Mr. Nonaka, but it is his opinion that unless recent changes have been made in the Japanese laws, it is illegal for B/Ed to supervise operation of private schools even if such is done as an agent of the Governor or a Kencho Section responsible to the Governor.

Edmond Cross
Asst CE Officer (YA)

File

TOKUSHIMA FIELD TRIP

12-14 February 1951

SCAR Youth Specialist

1. Mr. Maruta and his clerk, Miss Tamura, are located in a good office which is very accessible; however 2,800 yen per month for rent (includes light and nearby phone) plus 500 yen per month in winter for charcoal make his office expenses rather high. But, since Tokushima is a small Ken and since Mr. Maruta is often able to avoid hotel expenses by staying in private homes, these high office expenses will not result in any curtailment of operations. In fact, Mr. Maruta has accumulated about 15,000 yen in unused expense money.

Note: As a result of talking to the Girls University President at Kochi, the rent for Mr. Ozaki will be 1,500 yen per month instead of 2,500. This is effective with February's rent.

2. Miss Tamura is helping some by teaching folk dancing, but CE urged Mr. Maruta to train her to do more field work. It was suggested that he be out of his office with youth groups at least 50% of the time and that the clerk be out at least 25% of the time--sometimes alone, sometimes with Maruta.

3. Mr. Maruta asked CE advice concerning the possibility of having a Ken-wide advisory committee. CE discouraged this as it would be expensive and probably worth very little. After all, if Maruta gets out enough, he will know the problems. CE recommended that instead of an Advisory Committee, Mr. Maruta try to obtain the services of specialists in a certain field--persons who would give their services voluntarily. For example, a physical education teacher good at folk dancing could accompany him and help youth groups; a local authority on parliamentary procedure could help him, etc, etc.

4. CE feels that like many other Y/S Mr. Maruta has not advertised enough. He was given suggestions on this; also, it was proposed that he try to have a newspaper man accompany him when he is doing something particularly good. This would not only advertise Maruta but also the work being done.

5. Mr. Maruta says that his relationships with Kencho are good. The Social Education Y/S can not go out as much as Mr. Maruta because of budget restrictions. CE held a conference for Social Education Chief, Social Education Y/S, and SCAR Y/S and discussed the ways in which all could cooperate for the best in youth work.

6. One great problem facing the SCAR Y/S is that most youth groups tend to meet on Saturdays or Sundays. He can not be in more than one place at once! Lack of leisure time, poor lighting facilities, colder weather at night, etc. cause youth groups to prefer Saturday-Sunday day time meetings. Other problems of Y/G are:

a. Organization structure

b. How to conduct meeting.

c. How to conduct recreation.

d. Finances - Most youth want Gov't. subsidies. CE pointed out that such would be illegal and might result in Gov't. control, if legal. Maruta has the opposite idea--that Gov't. subsidies would mean more powerful organizations with stronger programs, and hence organizations would be less susceptible to Gov't. control. (Interesting Japanese logic!!)

7. Only 2 Guns of Tokushima's 10 Guns have Seinen Dan Federations which are any good. The Ken Seinen Dan Federation is not very active although it does publish a bi-monthly bulletin. CE talked to Maruta about how to help strengthen the Federations.

(Note--CE does not approve of useless Federations, and most are useless; but the Japanese are going to have them, so everything possible should be done to improve the Federations.)

8. Maruta wants another training course for Y/S (Tokyo).

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Kencho Social Education Youth Specialist

1. Mr. Sato is alone and must borrow clerks when he needs one. Only about 60% of his time is used for Youth Affairs. He is also responsible for Arts & Monuments, publishing Social Education bulletins and other materials, etc. CE had the impression that his main interest is in Cultural Objects. Mr. Sato believes that employing 2 full-time clerks would give him enough time to do a good job on youth work. Mr. Dobbins made a recommendation that called for more time to be spent on youth work, but apparently nothing is being done about the situation. Sato does not have any definite schedule. He more or less works when something "pops" (if he is free at the time). Less than 30% of his time is spent out of his office. His idea of his work is to tell youth groups what is wrong with their organization, but he doesn't seem to do much about helping to correct these wrongs.

2. From Tokushima 8 persons attended IFEL Y/A courses. There has been little use of these IFEL graduates. CE encouraged more use of these graduates who were trained at great expense to the Kencho, the National Gov't., and the American Gov't. CE told Sato about the IFEL Club in Hokkaido and the good work they are doing.

3. The proposed budget allows about 30,000 more yen for Y/A. (Exclusive of salary increases, youth schools, etc).

4. Every Wednesday in 1951 at 1830 hours the local radio will offer a program for youth. This 15 minute weekly program will be used to reach all youth groups. An advisory committee with a representative from youth of each Gun will assist the SCAR Y/S, Kencho Y/S, and Kencho Information Section Personnel in making this program as effective as possible.

5. Kencho Y/S believes the chief problems of youth organizations are:

a. Finance - how much for dues and how to raise money by other means.

b. Members don't get to know each other. (Infrequent meetings, lack of group activities)

c. A particular youth organization does not know what others are doing.

d. About 20% of the youth groups have no meeting place.

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Vocational Education

1. Met with Mr. Minoura, Consultant for V/E. In Tokushima there is only 1 Vocational School, an Industrial USS; however 5 Comprehensive USS have an Agriculture Dept., 6 Comprehensive USS have a Commercial Dept., and 1 Comprehensive USS has a Fisheries Dept., There is little demand for Agriculture courses because people generally look down on such; also, the eldest sons will take care of the farm whereas the younger son will probably seek other work.

2. The Home Project Method is used in Agriculture and Homemaking courses. Tokushima has published a thick book showing what pupil have done along this line.

3. Heard the usual problems--equipment is out-dated and insufficient; school equipment is not the type used on the outside in real life situations; teachers are in many cases unqualified; some qualified teachers of vocational subjects are teaching academic subjects while at the same time teachers qualified for academic subjects are teaching vocational courses.

4. The Industrial USS and the Commercial Depts. of Comprehensive USS do a great deal of work toward placing graduates in suitable jobs, both within and outside the prefecture. They usually can place these graduates, but have trouble in finding jobs for graduates of Agriculture Dept.

5. Tokushima has abolished the system whereby each USS gives its own entrance examinations. Now, a uniform test is given to LSS graduates. But, the same idea is retained--that of limiting the number

eligible to go to USS. This limit is maintained by increasing the difficulty of the test for LSS graduates or by raising/lowering the mark required to pass.

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Japan Teachers Union

1. Met with Mr. Oura, Chairman; Mr. Kitajima, Vice Chairman; Mr. Ogun, Chief Secretary; and two others (Oguri & Sakau).

2. Practically all of their negotiations with B/Ed concern supplemental budget for the current fiscal year, and next year's budget.

3. Union expects to conduct a "powerful" campaign for the forthcoming local elections. Tokyo "orders" require this, but the local officers want to do so anyhow.

4. Teachers pay 40 yen per month to TU. 11 yen of this goes to JTU. Including local, Gun, Ken, and National fees, a teacher averages 50 yen per month. However they pay 2.8% of base pay to ALL JAPAN PUBLIC SCHOOL MUTUAL RELIEF UNION. This is the first time the writer has ever heard of this organization. They claim that Japanese law requires membership in this AJPSMRU. This will bear further investigation.

5. Relations between TU and USS/TU are not unfriendly. They work jointly on matters of mutual concern. Of 970 USS teachers, about 945 no longer belong to TU. They belong to USS/TU.

6. A separate organization with different officers is the Teachers Purchase Cooperative. This co-op collected 100 yen from each teacher for a total of 670,000 yen. It borrowed 2,000,000 yen from the Kencho. Each year they must pay back the 2,000,000 yen from sales; then they borrow it again! This is rather an unusual type of business for the Kencho to engage in!

7. Plans are being pushed to build a teachers' recreation and lodging center. 70 persons will be accomodated for an overnight stay. The land has been purchased and building should start soon. This is to be financed by borrowing 3,150,000 yen at 4.2% from the All Japan Public School Mutual Relief Union, by collection 100 yen (670,000) from teachers, and by a subsidy of 500,000 yen from the Ken. The big loan from AJPSMRU will be paid back over a 30-year period.

8. Lack of time prohibited a thorough investigation, but it is the opinion of the undersigned that a complete investigation of these TU Co-ops and the deals with AJPSMRU might bring out some interesting (and perhaps illegal) things.

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USS Teachers Union

1. Conferred with Mr. Nakano, Chairman; Mr. Morimoto, Vice Chairman; and Mr. Goto, Chief Secretary.

2. This union will not take part in forthcoming local elections. It has been their policy in the past not to involve themselves in political campaigns.

3. USS teachers pay 55 yen per month to USS/TU. 10 yen goes to All Japan USS/TU Consultant Conference (Committee?).

4. CE has visited 3 USS/TU on Shikoku. He has the impression that too many principals hold key positions in USS/TU. Also, this "Consultative Conference" is nothing more than a National Headquarters.

5. USS/TU is now negotiating with B/Ed on the following:

a. Want more clerks.

b. Want more pay for clerks.

c. Want more equipment.

d. Want more teachers in order to meet Mombusho minimum requirements for "B" standard and more teachers for the increased enrollment.

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Private Schools

1. Met Mr. Mima of Local Affairs Section of the Kencho. Alone he handles all P/S work. He does frequently seek advice from B/Ed on license of teachers, in-service training. The B/Ed does the in-service training. Mr. Mima has other duties--works on teacher screening and screening of other Gov't employees as the Chief Clerk of these committees.

2. There are 7 private USS, two of which have LSS attached. 68 miscellaneous P/S include 56 dressmaking, beauty parlor, book-keeping, auto driving, etc. The 7 USS have about 1,100 pupils. The 68 miscellaneous have about 3,300 pupils.

3. As in other places, very little attention is given to Miscellaneous P/S. Inspections are infrequent. The dressmaking P/S have an association which does police its member schools to some extent. The Association limits tuition to 350 yen per month. Illegal dressmaking school continually crop up.

4. The current budget allowed 700,000 yen for the 7 USS P/S. The same amount is proposed for next year. As in other prefectures, there isn't much of a system for determining how much will go to each P/S. For example, the budget for next year shows 100,000 for each of the 7 P/S, but "adjustments" will be made for those "who need the most money"; some may get 130,000; others may get less than 100,000. CE discussed how to determine the justifiable needs.

Ed Cross

File

KAGAWA-KEN

9 February 1951

Private Schools

1. A conference was held with Mr. Takahashi, Business Section of Kencho General Affairs Department. Except for aid from B/Ed relative to teacher qualifications, this Section takes care of P/S matters for the Governor. There is an advisory council consisting of 7 USS Principals, 1 representative from Miscellaneous P/S, 1 person from General Affairs of Kencho, the Superintendent of Schools, and one individual from Ken Assembly Education Committee. There are 7 private USS with LSS attached. There are about 100 Miscellaneous Private Schools (dressmaking, English, beauty parlor, auto driver, etc).

2. Schools are inspected infrequently, and there is no schedule of inspections. About all that is known about the teachers is learned from the sheet which lists his/her qualifications. Pupils usually switch schools in the case of poor teaching, and such switching is common-- often several times.

3. A federation of these Miscellaneous P/S is expected to be formed 11 February. This federation will attempt to raise standards and police things a little on a voluntary basis.

4. This year 1,760,000 yen was given as subsidy to the 7 USS-LSS. The proposed budget for next year calls for the same amount. The 1,760,000 yen figure was reached by allowing 500 yen per month per P/S teacher; this gave 1,260,000 yen. 500,000 yen was added "for good measure." The 1,760,000 yen is divided as follows:

(1) 30% paid out in equal amounts to each of 7 schools

(2) 35% paid out on per capita pupil basis

(3) 35% paid out on per capita teacher basis

5. They get around Article 98 of the Japanese Constitution by claiming that P/S come under public control. The P/S law, promulgated January 1950 and in effect 3 months later (March 1950) allows such in Article 59.

6. Mr. Takahashi is young and has been on the job for 6 months. T He formerly was with Commerce and Industry. He seems capable and fairly well-informed on the general situation, but he does not seem to have enough experience and a strong enough back-ground to be able to give much leadership.

talked about comparing cost pla
pupil in public vs private schools.

110

PROPOSED FIELD TRIPS FOR February 51

Civil Education Section

Branch

Date Lv	Date Ret	Destination	Purpose	Transportation Jeep	Rail	Boat	No. of person DAC	Japanese	Est. Cost Japanese	Remarks
5 Feb	7 Feb	Kochi	Youth Aff.		x		1	1	¥ 2112	Mr. Cross Mrs. Inagaki
12 Feb	14 Feb	Tokushima	Youth Aff.		x		1	1	¥ 2112	Mr. Cross Mrs. Inagaki
12 Feb	16 Feb	Kochi	School Educ.		x			1	¥ 4032	Mr. Matsuura
13 Feb	16 Feb	Ehime	School Educ.		x		1		--	Mr. Hager
19 Feb	22 Feb	Matsuyama	Youth Aff.		x		1	1	¥ 3072	Mr. Cross Mr. Tanisoto
19 Feb	22 Feb	Kochi	Social Educ.		x			1	¥ 3072	Mrs. Mori
20 Feb	24 Feb	Matsuyama	Social Educ.		x			1	¥ 4032	Mr. Wada
19 Feb	22 Feb	Tokushima	School Educ.		x		1		--	Mr. Hager
25 Feb	1 Mar.	Kochi	School Educ.		x		1		¥ 320	Mr. Hager

PROPOSED FIELD TRIPS FOR **March** 1951

Civil Education Section

Branch

Date Lv	Date Ret	Destination	Purpose	Transportation Jeep	Rail	Boat	No. of person DAC	Japanese	Est. Cost Japanese	Remarks
6 Mar	8 Mar	Ehime, Kochi Tokushima	Youth Aff		x		2	1	¥ 2112	Mr. Cross Mr. Nihlo Mrs. Inagaki
8 Mar		Kanonji	School Educ		x			1	192	Mr. Matsuura
9 Mar		Zentsuji	School Educ		x			1	192	Mr. Matsuura
12 Mar	16 Mar	Tokushima	School Educ		x			1	4032	Mr. Matsuura
12 Mar	15 Mar	Ehime	Civil Educ		x		1		--	Mr. Hager
14 Mar	16 Mar	Kochi	Youth Aff		x			1	2112	Mr. Tanimoto
15 Mar	26 Mar	Kure	Youth Aff		x		1		--	Mr. Cross
15 Mar	18 Mar	Tokushima	Adult Educ		x			1	3072	Mrs. Mori
18 Mar	20 Mar	Tokushima	Civil Educ		x		1		--	Mr. Hager
22 Mar	25 Mar	Matsuyama	Adult Educ		x			1	3072	Mrs. Mori
26 Mar	30 Mar	Kochi	Social Educ		x			1	4032	Mr. Wada
27 Mar	31 Mar	Kochi	Civil Educ		x		1	1	4032	Mr. Hager Mrs. Inagaki

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M O N T H L Y S U M M A R Y

Special Edition

Civil Information
and
Education Section

General Headquarters
SUPREME COMMANDER FOR THE ALLIED POWERS
APO 500

1 May 1951

N
HOKKAIDO
TOHOKU
KANTO
CHUGOKU
KINKI
TOKAI-HOKURIKU
SHIKOKU
KYUSHU

ADMINISTRATIVE REGIONS

AND PREFECTURES

Hokkaido Region and Prefecture

Tohoku Region
1. Aomori Prefecture
2. Akita Prefecture
3. Iwate Prefecture
4. Yamagata Prefecture
5. Miyagi Prefecture
6. Fukushima Prefecture
7. Niigata Prefecture

Kanto Region
1. Nagano Prefecture
2. Gunma Prefecture
3. Saitama Prefecture
4. Tochigi Prefecture
5. Ibaraki Prefecture
6. Yamanashi Prefecture
7. Tokyo Prefecture
8. Kanagawa Prefecture
9. Chiba Prefecture

Tokai-Hokuriku Region
1. Ishikawa Prefecture
2. Toyama Prefecture
3. Gifu Prefecture
4. Mie Prefecture
5. Aichi Prefecture
6. Shizuoka Prefecture

Kinki Region
1. Fukui Prefecture
2. Hyogo Prefecture
3. Kyoto Prefecture
4. Shiga Prefecture
5. Osaka Prefecture
6. Nara Prefecture
7. Wakayama Prefecture

Chugoku Region
1. Tottori Prefecture
2. Okayama Prefecture
3. Shimane Prefecture
4. Hiroshima Prefecture
5. Yamaguchi Prefecture

Shikoku Region
1. Kagawa Prefecture
2. Tokushima Prefecture
3. Ehime Prefecture
4. Kochi Prefecture

Kyushu Region
1. Fukuoka Prefecture
2. Oita Prefecture
3. Saga Prefecture
4. Nagasaki Prefecture
5. Kumamoto Prefecture
6. Miyazaki Prefecture
7. Kagoshima Prefecture

CIVIL AFFAIRS SECTION

The Civil Affairs Section of General Headquarters, SCAP includes eight regional teams, which on 1 January 1950 supplanted the former 46 Civil Affairs teams, one in each prefecture of Japan. The eight Civil Affairs Regions are: Hokkaido, Tohoku, Kanto, Tokai-Hokuriku, Kinki, Shikoku, Chugoku and Kyushu.

In each of the regional teams there is a Civil Information Division and a Civil Education Division, whose mission it is to carry on in the field reorientation and reeducation programs and activities which implement the broader programs and policies established at the General Headquarters or at the national level.

Civil Affairs officers in each of the eight regions make regular visits to prefectural capitals and major cities with occasional visits to towns and villages throughout the prefectures. Their duties include advice, guidance and encouragement to Japanese governmental and private agencies at prefectural and municipal level to accomplish the mission of the Occupation as it relates to the reorientation and reeducation of the Japanese people.

This Summary presents excerpts from selected reports from these Civil Affairs Officers and tells briefly about some of their major activities over a one month period. These activities are typical but certainly are not all inclusive of the multitudinous duties, problems and needs met from day to day in information and education fields. The items which follow have been selected from the reports received from five of the Civil Affairs Regional offices for the month of March 1951. Reports from three regions were not received in time for inclusion in this Summary.

United Nations Programs in Civil Affairs Regions

Kyushu Civil Affairs Region reports that the accelerated discussions on the peace treaty have stimulated activities by the United Nations Association for Japan and UNESCO. Two methods of fund raising for these purposes have been employed in neighboring prefectures of the Region. Fukuoka has ordered 40,000 special UNAJ badges and has sold over 10,000 on which it makes a small profit. These badges are of neat appearance and seem to find a ready market. Saga Prefecture uses a different method, awarding badges to dues-paying members.

The Fukuoka chapter of UNAJ is cooperating with the Nishi Nippon Press to present a United Nations exhibition at two of the major cities of the prefecture. In Saga Prefecture the UNAJ and UNESCO chapters have been very active in bringing various

lecturers to cities and towns in the prefecture to speak on the international situation. The activities of the Saga UNESCO chapter received added impetus from a Saga University professor presently studying in the United States. This former director of the chapter sends back to Japan various materials which the organization finds useful in implementing its program. Another organization, the International Affairs Study Group, aids the United Nations movement by publishing a magazine and holding regular monthly lecture meetings dealing with international affairs in Fukuoka and five other cities in which its branches are located. This organization, composed mainly of university faculty members, calls in lecturers from many parts of Japan. Its avowed aim is to contribute to the support of the UN.

Press coverage by local dailies and public meetings represented media chiefly used for UN publicity in the Shikoku CA Region during March. Twenty-seven meetings (arranged by prefectural PIOs) with Foreign Ministry officials speaking on "International Affairs" were held in this regional area and were attended by overflow audiences. Maximum use of appropriate SCAP-CIE film releases is being made at all such meetings. Prefectural and municipal PIO information organs published pertinent UN information including Ambassador Dulles' address before the American-Japan Society, Tokyo, during his latest visit.

In the Hokkaido CA Region, the inaugural meeting of the Hokkaido Chapter, UNAJ, was the launching point for a drive to revitalize the UN program in that area. To carry the campaign to the people, the local chapter and the press sponsored a five day exhibit at the Marui Department Store. The exhibit, which was centered around poster material, was supplemented by charts and pictures furnished by the local UN chapter, the press, and governmental agencies. SCAP-CIE films were shown six times each day. Attendance at exhibits and films totaled several thousands.

Audio-Visual Activity in Civil Affairs Regions

Reports of visits made during March by regional officers to the eight prefectural audio-visual libraries in the Kanto Civil Affairs Region showed a distinct improvement in general appearance and cleanliness and in the librarians' interest in their responsibilities. A letter sent from regional headquarters to the governors of the Kanto prefectures, invited attention to deficiencies in audio-visual libraries, inclosed a copy of the SOP for audio-visual libraries prepared in February under KCAR supervision, and advised the governors that improvements in the libraries might cost money "but it would be money well spent." Governors were also urged to view the SCAP-CIE film "Library without Bars." A 16mm projector operators' course was completed in Tokyo. The course was thorough and included all phases of operations. In addition to instruction booklets the film "Facts

about 16mm Film (CIE 267)" was used. It appeared to be highly beneficial.

The Kinki CA Region reports that outstanding results have been achieved in the audio-visual program through careful guidance to the Japanese for the attainment of greater effectiveness. The latest monthly attendance figures, covering the month of February, showed an increase of approximately 58 per cent over the previous month.

Youth Affairs Activities

Forty-eight (the number shortly will be doubled) specially trained Japanese are now employed by the Civil Affairs Section to work with CA Regional Teams to assist Japanese youth and youth organizations in their adjustment to a democratic society. These youth specialists have responsibility for leadership training and for strengthening youth programs, including the improvement of facilities for youth groups and proper use of information media to keep the citizenry aware of youth problems and to stimulate cooperation in seeking solutions.

Kinki Civil Affairs Region reports that Seinendan (Youth Association) groups are becoming less distrustful of adults and more cooperative in their attitude. These groups are becoming more and more conscious of their need for skilled aid and guidance. This new trend was dramatically in evidence at a joint meeting of the Prefectural and City Liaison Councils of Seinendan in Osaka City, in which many individual leaders outside the National Liaison Council machine admitted their incapability of leading and vehemently pleaded for adult assistance. The plea was not just for finances, which is a long over-worked theme, but for leadership training, guidance in planning programs, and interest group material to vitalize their inactive programs.

Kinki Civil Affairs Region youth specialists are making headway in the solution of these problems. The Osaka youth specialists for instance, attended women's leadership training conferences in several parts of the prefecture, pointing out the great need of youth for their guidance, and suggesting specific ways in which they might help. The Wakayama youth specialist has been working on the establishment of a Community Youth Council in Wakayama City, Civil Education personnel intend to put heavy stress on this badly needed phase of youth work. The youth specialist also helped to plan and instructed in a youth leadership training conference in Nishimuro. As to the problem of leadership, Kinki Civil Education personnel and the Shiga youth specialist, with the cooperation of the Shiga Prefectural Labor Administrative Bureau, acted as instructors in two leadership training conferences

for about 200 factory recreational and self-government leaders and a number of teachers. Personal contacts were made with many of the participants and their future cooperation with the youth specialist was solicited and promised.

An analysis of statistics of meetings attended by youth specialists in the Kyushu Civil Affairs Region during the month of March, largely at the requests of local Seinendan units and local youth groups, and in cooperation with prefectural federations and the social education program, reveals the following:

Approximately 50 per cent of the time of all seven youth specialists was spent in leadership training courses, club organization conferences and program suggestion meetings; 30 per cent of the meetings attended centered around sports, square and folk dances, concerts and social clubs; 20 per cent of the time was devoted to Boy Scout and Japan Red Cross activities, experimental projects, youth adult meetings and others.

Parent-Teacher Associations

The need for providing adult education instruction in the general field of education for the PTA program, and for holding well-planned regular monthly meetings, have been emphasized by the Education Officer throughout the Kyushu Civil Affairs Region. These repeated suggestions are now showing results, especially in Kumamoto, Kagoshima and Oita prefectures where PTA "schools" are being conducted successfully even though, in form, they resemble a conference more than a school. The chief subjects taught in these schools are democratic organization, relationships amongst home, school and community, home training of children, and hygiene and sanitation in the home and community.

There is a decided increase in the number of PTAs which no longer practice compulsory membership procedures. In Kagoshima the prefectural PTA liaison Council adopted a resolution on 20 March that parents are to be free to join the PTA of their own volition. This decision, sent to 60,000 PTA groups in Kagoshima, is being studied by those having compulsory membership, and has already been adopted by some organizations.

Shikoku Civil Affairs Region reports a meeting of some 100 representatives from 400 unit PTAs throughout Kagawa Prefecture, held at Takamatsu on 28 March at which it was decided to continue with plans to effect a prefectural PTA federation. Due to the small number in attendance the proposed draft of the constitution was not adopted and will be referred to the assemblage at the next meeting, scheduled for June. Civil Education personnel in attendance felt that an attempt was made to push the formation

of the organization through to completion without adequate information as to the purpose and value of a prefectural federation having previously been given to the prospective membership. Of interest also was the answer to a question as to whether the membership was to be based on the unit PTA or to be open to individuals. The preparatory committee stated in effect that as the prefectural federation was to be established in anticipation of eventually joining the proposed National PTA Federation, membership should be on the individual basis in accordance with the proposed constitution of the national federation.

Citizens' Public Halls

The Kyushu Civil Affairs Region reports that the CPHs are achieving the greatest progress of all the organizations in the field of social education throughout the Region. This is evidenced by the increase in the number of experienced full-time managers being hired, and in the general development of a better understanding of the constructive CPH activities which make for a community center, supplying cultural, educational and recreational activities for all ages. In the Kokubu CPH, Kagoshima Prefecture, ages of participants ranged from 6 to 74 in the hobby classes for painting, drama, music and poetry, while in the vocational classes such as ceramics, home economics, bookkeeping, agriculture techniques, etc., the ages were from 17 to 65. The Art Club, which has a membership of 70, aged 17 to 60, meets twice monthly under the guidance of a local painter. The CPHs in Sasebo City, Nagasaki Prefecture, are offering weekly recreational activities in addition to the regular youth and adult classes. A recent innovation there features square and folk dancing and singing classes, held for factory workers during their lunch hour in all branch CPHs adjacent to the factories. The number of interest group meetings held in the CPHs is on the increase. Owing to the growing interest and the encouragement of CE personnel, the number of CPHs is increasing and budgets are being augmented. In Nishinobori Village, Saga Prefecture, where previously there was no CPH, ¥300,000 was recently appropriated for a building. The appropriation of ¥600,000 for a Main CPH building for Higashitaku Village, Saga Prefecture, has been increased to ¥2,500,000, and their annual CPH budget was raised from ¥500,000 to ¥930,000.

Federation into prefectural organizations seems favored by local CPH's in the Shikoku Civil Affairs Region. Following the lead of the Tokushima organizations which formed a prefectural association last year, the majority of local units in the three other prefectures are taking steps to effect similar associations. Preparatory action was begun by the Kagawa CPH's in January. The Ehime groups held two meetings last month as a result of which they now have a constitution and officers. This prefectural

federation was formed by popular demand of 150 of the 180 CPHs. From last reports the CPHs of Kochi are in the early stages of forming a similar federation. At the suggestion of the prefectural social education section many CPHs in Tokushima held "CPH festivals" in which they demonstrated their activities. Civil Education personnel attended the demonstration in Moriyama village, a rural community in the mountains. The small CPH is used for a library with other activities being held in the elementary school. Exhibits included publications depicting CPH aims and purposes, village products and their manufacture, sanitation, flower arrangements and graphs of population, occupation, etc. Activities which lasted for three days included lectures in the social education field, square-dancing, music appreciation, dramatics, competitive Japanese chess, baseball and special entertainment for villagers over 75 years of age.

Boards of Education

According to the recent survey conducted by the Civil Education Officer of Kyushu CA Region, out of a total of 39 cities, 15 have already organized preparatory local boards of education, and six other cities and two guns (counties) will inaugurate committees in April. Some of them, like those of Kobayashi and Nobeoka (both in Miyazaki Prefecture) date as far back as August 1950, and have been meeting once or twice a month since then. The Nobeoka Board is the most outstanding, in its composition of 11 members (fair representation of various sections of citizenry) and in the proper nature of problems discussed at the meetings (for example, educational budgets, school lunch program, scholarship fund for needy students, districting of schools including Upper Secondary Schools, etc.). The Kobayashi Board has the largest number of members (15), the Saiki and the Usuki Board of Oita Prefecture have only five members each, average size of the preparatory boards being seven to nine. While the board of education in every prefecture has, without exception, more than 50 per cent of former educators among its members, the local preparatory boards which were appointed by the mayor have no professional educators included in their membership, and are, in some cases, people of far better caliber and social prestige than the prefectural board members chosen by election. (For closer relationship with the educational committee of the city assembly, most of the preparatory boards have one or two representatives from that body.) It is noteworthy that those cities which have established the preparatory boards have as a rule progressive educators as the chiefs of Education Sections (some of them are Institute For Educational Leadership graduates). In contrast, those cities whose mayors are reluctant to appoint preparatory boards and are skeptical concerning the necessity of establishing local boards,

usually have education chiefs who are under complete control of the mayor and are old-type bureaucrats whether they are professional educators or not. However, the general trend is that little by little, the local populace is coming to the realization that without local boards of education, there will be no true democratic education system and that the present preparatory boards will contribute to the better understanding of the role to be played by the future local boards of education.

Public hearings by members of boards of education in the Shikoku Civil Affairs Region were held in eight localities in Tokushima with a total attendance of approximately 650 persons and a coverage of 42 towns and villages. Chief problems under discussion included educational finance, entrance requirements for upper secondary schools, school excursions etc. In connection with the entrance requirements for upper secondary school, it was explained to parents that the result of achievement tests given would be only one of the factors considered in the determination of entrance eligibility; the others would include standard of daily work, desirable personality traits and the recommendation of the principal. The board also placed itself on record as favoring better facilities and equipment for vocational education. It has no idea of bringing back the separate vocational upper secondary school but wishes to keep the present comprehensive type with the addition of an enriched vocational curricula. Special consideration will be shown schools in mountain areas by alloting them better teachers so as to improve the instruction. With regard to the five-day school week, it appears that while parents in general understand the advantages in the non-interruption of the school schedule and better opportunities for teacher in-service training, they are not satisfied with the present supervision and guidance given their children on Saturdays or during holiday periods.

SUPPLEMENT I

The following report, submitted by SCAP-CIE Educationist (Homemaking), is reproduced in full. Recording the first national workshop of teacher consultants in homemaking to be held in Japan, this report is typical of the coverage accorded the many, many conferences and workshops held throughout Japan in the fields of information and education:

The first national workshop of teacher consultants in homemaking to be held in Japan was held April 9 to 13 under the leadership of the Ministry of Education. The program was planned by a committee of teacher consultants who were members of the Supervision IFEL. These five teacher consultants together with Mrs. Yamamoto of the M/E made a tentative list of problems to be discussed which was sent to all the teacher consultants in Japan. Preference in terms of interest and needs was expressed and as a result, the final program was worked out, a copy which is attached.

All prefectures and cities with consultants were represented with the exception of Shimane. Where one person was consultant for both agriculture and homemaking, that person had been sent to the homemaking conference. Fifty-three representatives were present.

On the opening day, Mrs. Yamamoto of the M/E was ill and unable to attend any of the meetingsduring the four days. However, the planning committee of five teacher consultants immediately took over and carried on the workshop in a very effective manner with no confusion and in a very democratic way. The group as a whole spent a short time going over the program as suggested. A few revisions were made.

Educationist (Homemaking) had been asked to give a resume of the progress which she considered has been made in Japan in homemaking education in the past three years. She reported on the situation in the elementary schools, the demonstration schools, course of study and work going on in the lower secondary schools, the great progress made in the upper secondary schools particularly in the development of home projects, homemaking progress, improved equipment, model kitchens, influence on homes and communities and the increase in the number of teacher consultants. She also reported on the situation in teacher training in universities. She then outlined goals and directions for progress which might be made on a long-time basis in all areas of homemaking including adult education and work in the part-time schools.

A part of one morning was devoted to questions as to the advisability and steps to take in forming a national home economics association. At the present time, there are many prefectural associations, also a college association which is well

organized and doing effective work. There was also a report concerning a so-called national association of homemaking teachers with 15 prefectures represented. This association reports 7,000 members which seems to have been formed by a group in Tokyo teachers and though membership of the association required that one be a teacher of homemaking, the president of the association is a man who was formerly in the M/E but is in no way connected with homemaking education as a teacher or administrator. Educationist (Homemaking) expressed her belief that a strong homemaking education association would mean a great deal to progress in improving home living in Japan. This association however should include members who are working in other services such as the Home Improvement Service. The association should be organized on a democratic basis, the controlling council should be drawn from and report on areas in Japan. The organization should stand on its own feet and one of its own members should be president. Parliamentary procedure needs to be studied and followed.

Mr. Tanaka of the M/E reported on the progress of a committee working on the problems of homemaking in the elementary schools. In brief, he stated that there were two opinions: (1) that duplication exists between homemaking and social education. This should be worked out even if homemaking is excluded from the elementary program. (2) According to the second opinion, homemaking education should be kept in and taught by specialists in homemaking. Mr. Tanaka said that, "We cannot say which opinion is right or which is wrong." The committee is working on a revision on a course of study, analyzing courses which are common on social education and homemaking education and trying to work out some recommendation. He made the statement, "The M/E does not dictate or control what the schools should do." The contents of the course of study should be revised. Homemaking work has been done in the past and half of the people wanted it to remain in the elementary school. The problem is whether it should remain as an independent subject or integrated into the social studies. Everybody agreed upon the need for education in the home life. The committee thought it would be helpful to publish a handbook on education for home life, which would be of help to the teachers, which should show the principles involved so that schools who want to have an independent homemaking subject can do so. Other schools can integrate it into other subjects. One of the teacher consultants then pointed out that while the program in homemaking elementary school is developing, teacher training is not keeping pace.

Mr. Takahashi of social education in the Ministry discussed about adult education as its organization in social education. He described the characteristics of adult education as consisting of radio, newspaper, magazines and so forth, and also adult schools and adult classes. These latter are free from the School Standards Law and people can select according to their needs. He described programs that are going on and showed how they differ according to the community.

Several hours were devoted to the discussion of vocational education and the place of homemaking in the vocational organization. Mr. Sugie of the M/E led this discussion. Vocationist (Homemaking) was not present at this discussion as she thought that the group should be free to talk without being influenced in any way by having a representative of CIE present. Mr. Sugie said that the M/E has no authority but the prefectural school board has control of education. The M/E has published many bulletins and handbooks concerning vocational education and acts as consultants. He told the group that they must find leaders among themselves and not look to the M/E authorities. Mr. Sugie explained how homemaking education has certain elements of general education and also vocational education but that the elements of similarity, philosophy, teaching and organization are similar to other vocational education and that general homemaking and special homemaking should not be divided. He stated that education should develop culture, respect to the individual, self-respect and conviction and help people develop toward a democratic society and at this point, looking at home life, it is evident that "home life is miserable." The real goal of homemaking education was to improve home life and at the same time contribute to the other goals of education. He referred to a book recently written by Mr. Kaigo of Tokyo University and questioned the opinion which Mr. Kaigo expressed concerning the vocational program. There was great discussion by various members following Mr. Sugie's talk. While Educationist (Homemaking) was not present at this time, her interpreter had taken notes and reported the above statements.

Several reports were made from different prefectures concerning interesting work that had been accomplished. Miss Hiruta from Tokushima told of a model 36-tsubo house which has been built for one of the schools, which cost about ¥600,000. This house has a model home kitchen and living room. The kitchen has a stove with a hood. The house also is equipped with an electric washing machine. Girls are taking turns in staying in this house over night and practising home management in this model kitchen.

Mrs. Ohta from Tokushima reported on an experiment in teaching homemaking for boys. It was a three-credit course and highly successful. A survey has been made from 5,800 boys, of these 40 per cent wanted to take homemaking. The reasons given were:

1. It is important to learn to manage.
2. Boys should help in up-grading living standards.
3. Boys should learn democratic living.
4. Homemaking will help in personality development.
5. Boys should know nutrition.

The reasons given for not wanting to take homemaking:

1. Not interested.
2. Homemaking was not for boys.
3. There was no time.

Mrs. Ohta also reported on the very fine cooperative, democratic spirit in the prefectural office. Educationst (Homemaking) in previous TDY report has described the fine working relationship in that prefecture.

A report was made on a home project contest at Osaka City which was sponsored by the homemaking association in that area. The best project from each of many schools was selected. A final contest was held in February with 115 schools participating. The schools were divided into four regions with homemaking teachers as judges of the project. Four good projects will be selected from each region for a final contest of which 12 judges represented colleges, mothers, and advisory council. Eight hundred people were at the final contest meeting. It seems that this contest created great interest in homemaking education and raised its prestige in that area. Following the contest, projects were exhibited at the Takashimaya Store at Osaka, for two weeks. Pupils were assigned as attendants and explained what had been done.

Mrs. Narita of Ochanomizu University demonstrated the patterns which had been developed by the pattern committee of the M/E. She showed how a basic pattern could be altered and how fitting should be done.

Committees of the workshop were organized and studied the following seven areas:

1. Home projects and clubs.
2. Specialized course in homemaking.
3. Homemaking in the part-time school.
4. Girls in higher education, examinations.
5. Relationships between teacher consultants, home advisors, and officials in the secondary education.
6. Improve methods of teaching, operating teachers.
7. Relationships between teacher consultants and teacher training institutions.

The reports of several of the committees are of interest. The group reporting on the up-grading of teachers recommended that teachers study psychology, methods of teaching homemaking, and also, study subjects in general education, such as, law, economics, which would help them have a better understanding of the place of women in social-civic life. The major

goal is the improvement of homemaking teachers but also to upgrade the status of women. This committee thought that the homemaking teachers should have better understanding of the entire school program. Teachers should be encouraged to attend the meetings and workshops. More demonstration days should be arranged and more people should be brought into the demonstration day programs. Homemaking study groups should be encouraged.

The committee on relationships between teacher trainers and teacher consultants suggested that meetings should be held and conferences organized with groups in agricultural extension and social studies in order that the influence of homemaking may be spread more widely. Homemaking teachers should know what materials are available through the extension service, such as, films, slides, pamphlets, charts and borrow them for use for the school. In return, the school should make a greater effort to reach into the community through home projects, use of nutrition calendar, demonstration of improved unit kitchens, and so forth.

The group working on the part-time school recommended that teacher consultants and principals study the last homemaking IFEL report. Homemaking should be developed in the part-time schools as the kind of young people going to such schools are probably those who do not go to universities. Facilities in the regular school are pretty good but equipment for homemaking in the branch high schools is poor. Equipment is needed for sewing, foods, and for laundry work.

Another committee recommended that homemaking teachers and teacher consultants take an active part in working with college teacher trainers. College people should be invited to secondary workshops so that they would become interested and acquainted in the development of secondary education. It is recommended that colleges and universities give extension courses and that teacher consultants should help plan those courses in order to have them fit the needs of homemaking teachers. Teacher consultants should visit the colleges and universities and take the initiative in working together.

A short time was devoted toward expression of what each member had gained from the workshop. The following points were brought out:

1. The group would like to study parliamentary procedures.
2. They deeply appreciated and enjoyed planning for themselves.
3. They deeply appreciated having a national workshop of teacher consultants and said that other consultants were envious of the homemaking group because they had such an opportunity.

4. Homemaking groups should elect their own leaders in their association and encourage women to stand on their own feet.
5. Through the development of leaders in homemaking education, help could be given to improving the status of women.

Appraisal of the Workshop

Educationist (Homemaking) left the workshop on the final day with a deep feeling of satisfaction. This group of women have developed maturity in leadership in the past two years. They have self-confidence, are thinking much more independently. Their interests are widening beyond the narrow field of homemaking education in any one level of education. They are seeing opportunity and recognizing their responsibility toward progress outside of one school situation. They have learned to know each other and have had the joy and satisfaction of the success of working together. It is to be regretted that Mrs. Yamamoto of the M/E was ill. There is also a compensation. The group learned that they can work independently from the M/E and could do so successfully.

Maude Williamson, Educationist
(Homemaking)

TEACHER CONSULTANT CONFERENCE

9 April 1951

0900-1000	Opening - Mr. Tsujita, Mr. Sugie
1000-1100	Miss Williamson
1100-1200	Mrs. Morikawa and Hamamoto - New Trends of Homemaking
1300-1400	Orientation Demonstration Schools
1400-1500	Report good things in various prefectures
1500-1600	Discussion

10 April 1951

0900-1000	Mrs. Morita - Pattern
1000-1200	Mrs. Yamamoto - Reports about findings in the United States
1300-1400	Discussion on home economics association
1400-1600	Workshop

11 April 1951

0800-1000	Mr. Takeda - Elementary Homemaking
1000-1030	Adult Education Social Education, Secondary
1030-1200	Discussion by whole group including Mr. Sugie
1300-1600	Workshop

12 April 1951

0900-1100	Workshop
1100-1200	Plan for next year
1300-1600	Report by committee

SUPPLEMENT II

Recommendations For Improvement of Higher Education

The following 32 recommendations for the improvement of higher education in Japan are conclusions derived from an extensive analysis and appraisal of the present condition of the universities, undertaken in August 1950, by the Civil Information and Education Section. The study was submitted to the second United States Education Mission to Japan in September 1950, and later discussed in a series of Education Division staff meetings. The recommendations, without the appended comment, have been circulated among groups of Japanese educators for their consideration, not as a directive but rather as advice to be accepted or rejected in whole or in part, or to be suitably modified.

A. University Organization and Control

1. Encourage in every way possible the maximum of local control of Higher Education by both lay and professional groups. In this connection the functions of the University Grants Commissio of Great Britain, and its relation to the British Ministry of Education, may be usefully examined.

2. Encourage the early development of a comprehensive law for the adequate financing of national universities based upon objective methods.

3. Recommend limiting the function of the University Chartering Committee to initial decision on actual chartering of an institution.

4. Recommend transferring, as rapidly as possible, all responsibility for administration of university standards from the University Chartering Committee to the University Accreditation Association. This would include follow-up studies by the Accreditation Association of conditions initially formulated by the Chartering Committee.

5. Advise that standards for chartering new universities and junior colleges be applied more rigorously than has been done in the past.

B. General Administrative Responsibility

6. Recommend that after a suitable transitional period, the only method in the graduate school for securing the Masters and Doctors degrees be through the minimum period of residence and other requirements as now formulated by the University Accreditation Association.

7. Recommend that the title of gakushi to designate graduation from a four-year university be considered a university degree of same type as the doctors or masters degrees.

8. Recommend that full responsibility be given to university administrators for all phases of health conditions and personal health services and physical education, including responsibility for financing and management of intercollegiate and intramural athletics.

9. Encourage, by all methods consistent with generally accepted concepts of university freedom and autonomy, the removal from university staffs and student bodies of communistic and other totalitarian influences.

10. Support vigorously adequate increases in scholarship funds for deserving students and their administration on an impartial basis.

11. Encourage increase in number of educational leaders, teachers, and students to be sent to the United States and other foreign countries for observation and study.

C. Educational Needs

12. Organize or stimulate continuing studies on both nationwide and regional bases of probable annual needs for graduates in all major professional and semi-professional fields in Japan.

13. To meet present emergency needs for elementary school teachers, encourage universities to popularize in every way possible two-year courses for education of public school teachers in addition to the established four-year courses for training teachers, for women as well as for men.

14. Encourage universities to establish and popularize semi-professional courses (usually two years in length) in agriculture, commerce, homemaking, technology, and similar fields, in addition to their established four-year courses in such fields.

15. Recommend giving recognition and prestige to satisfactory completion of two-year courses at the semi-professional level, whether in universities or in junior colleges, through authorization and popularization of suitable academic recognition.

16. Encourage the utilization of higher educational facilities by young women far more extensively than has been done up to the present time.

D. University Buildings and Grounds

17. Encourage long range comprehensive plans for physical consolidation of buildings and grounds of national universities in one or two localities in each prefecture, in accordance with recommendations to be made by the national committee already appointed to study this problem.

18. Make detailed studies with a view to more economical utilization of classrooms, laboratories, and physical education facilities.

19. Stress strongly the importance of cleaning up buildings and grounds of universities, including dormitories as well as classroom buildings; and continued maintenance of cleanliness and sanitary conditions.

E. Personnel Factors

20. As a matter of general policy, discourage the appointment of university presidents who are over 60 years of age.

21. Recommend substantial increases in salaries of all university professional personnel.

22. Recommend a critical examination of teacher-student ratio and teaching hours per week with a view to determination of appropriate teaching load for university professors in the light of a realistic appraisal of all significant factors.

F. Student Personnel Services

23. Recommend the development of modern concepts of guidance and provision of competent personnel and materials for administration of them.

24. Stress the importance of developing an atmosphere of mutual understanding, sympathy, and cooperation between students and faculty, to replace the present too common attitude of indifference, suspicion, or positive hostility.

25. Encourage the development of more effective and better coordinated programs of appropriate types of student government in every higher education institution.

G. Use of Libraries

26. Encourage the training of proficient professional librarians and giving them full professorial status and salary on the university staff.

27. Recommend special consideration to the importance of improving book stocks, periodicals, equipment, and facilities of university libraries.

28. Recommend special consideration to changing the attitude of the average university administrator and professor toward the basic importance of the library as an essential tool in the educational process.

H. Teaching Method and Organization

29. Encourage and stimulate professors to place less dependence on the lecture method in the conduct of university classes, with a much greater degree of student discussion and other types of active participation.

30. Encourage and stimulate professors to study specific methods of improving their lectures, when it is desirable that the lecture method be used.

31. Recommend limiting the normal student weekly program of 15 semester credits (exclusive of physical education) to a maximum of 16 semester credits for new students and to 18 semester credits for students of proved superior ability after their first year of study. Stress for all students that the normal program is intended to require an average of 45 hours of a student's time per week in the classroom or laboratory and in outside individual related study; and that students compelled to spend a substantial part of their time in outside remunerative work (arbeit) should have their academic load reduced correspondingly, and should expect to take longer than four years to complete the standard university course of study.

32. Recommend re-introduction and enforcement of university regulations requiring student attendance at scheduled undergraduate university classes unless excused for adequate cause.

Comments on Above Recommendations

A. Priorities

It is difficult to assign priorities among the 32 recommendations listed above. All are important, and they are all closely interrelated. Basic to most of them is the matter of more adequate financial support. For this reason first importance should perhaps be given to No. 2, No. 10, and No. 21. But matters of control, student-faculty relationships, appropriate courses of study, use of libraries, better teaching methods, and improvement of student attendance are also of basic importance. Therefore, special stress should also be placed on Nos. 5, 14, 24, 28, 29 and 32.

B. Public and Private Universities

While the above recommendations have been developed with national universities especially in mind, most of them are applicable, in whole or in part, to private universities and public (prefectural and municipal) universities as well. No. 17 is the only one which does not have implications for private universities.

C. Junior Colleges

While the above recommendations do not specifically mention junior colleges (tanki daigaku) except in No. 5 and No. 15, they are all intended to apply to junior colleges as well as to four-year universities.

SUPPLEMENT III

The following editorial on A New Organization for Teachers appeared in the "Nippon Times," an English language newspaper published in Tokyo, Japan, on Saturday, 28 April 1951. It is reproduced in full.

The Japan Education Association, which was recently organized formally, is slated to become the central liaison organ for the various teachers' organizations. Its special significance lies in the fact that the new association will establish and strengthen relationships with similar teachers' groups of other nations.

Impetus was given the plan to form the Japan Education Association with the realization that the Japan Teachers' Union was intrinsically inadequate to meet the needs of improving the qualifications of teachers, learning new teaching techniques and of participating and leading cultural activities. The main emphasis of the Japan Teachers' Union has been and is still the attainment of economic and political ends, such as demands for higher salaries and the like.

It is noted that in the United States there is the National Education Association as well as the American Federation of Teachers, and the proposal has materialized in Japan to form the JEA, not as a rival organization to the JTU but as an important sister association to afford the teachers a full representation of all their activities.

The JEA will study various phases of education in Japan and will compare notes with educational organizations of other countries. It will represent Japan on an international scale.

Happily, a message of congratulations has been received by the JEA from the World Organization of the Teaching Profession with the invitation to send representatives to the fifth convention of the WOTP to be held on the island of Malta in the Mediterranean Sea on July 20.

It should be of interest to Japanese educational circles that the main theme of the WOTP conference will be the educator's ethics - a question which is very much of a problem in Japan today. The fact cannot be hidden that the quality of Japan's teaching corps has seriously deteriorated as a result of both economic and social pressure in the aftermath of a disastrous war. A frank and intensive study of this question should be one of the first order of business for the JEA, for the issue is not only of great concern to the Japanese people in itself but Japan's first delegates to the WOTP must be well-prepared to introduce the

subject as it occurs in Japan and to seek remedial measures from other delegates.

Among the other questions which will be taken up at the WOTP convention are those concerning the qualitative improvement of the members of the educational organizations, the role of the teacher in serving education, the significance of the organizations for those in the teaching profession, the salary of teachers, and international understanding among teachers. Each of the above problems is of special interest to Japan, and it will be exceedingly worthwhile to dispatch Japanese delegates to the world conference.

An unfortunate thing is that the Japan Teachers' Union is opposing the organization of the Japan Education Association on the ground that the union is capable of competently handling cultural activities, that the principals of the schools and educational officials of the prefectural government are principally members of the JEA, and that the centralization of education is feared.

While the past activities of the JTU have proved its inability to cope with cultural problems, the other charges must be seriously considered by the members of the JEA. It must be noted that the Japan Education Society of the pre-war period became the gathering place of those who might be called "education bosses." The Society's membership was composed of Education Ministry officials who joined upon their retirement from their government post and arbitrarily ruled the nation's educational system. Needless to say, this must not be repeated, if the democratization and the decentralization of the educational structure are to be maintained and strengthened.

The Japan Education Association has a definite place in this nation's educational picture. The hope is held that the Japan Teachers' Union will lend its full cooperation so that the standards of the teaching profession in Japan will reach new heights of capability, efficiency and service.

SUPPLEMENT IV

The following is a translation by the Tokyo News (a daily news service in English) of an article published in the Yomiuri Shimbun, one of Tokyo's large Japanese-language newspapers, 28 April 1951.

Teaching Jobs Becoming Increasingly Popular

The number of students desiring to enter teachers' colleges began picking up last year. During the early postwar years there was little interest among youths to become school teachers.

This year the number of applicants for teachers' college entrance increased over the last year by 20 percent. Encouraged by the new trend, the Ministry of Education is planning to eliminate all the "assistants" in schools, who were merely filling in because qualified teachers were scarce.

According to a survey by the Ministry of Education, the number of applicants to the 46 teachers' colleges this year was 22,500, which is about 1.5 times the number the schools could admit.

The Ministry lists the following as the causes for the recent tendency:

1. Boards of Education's efforts to advise high school graduates about the colleges they should enter have born fruits.

2. Students understand now that the teachers' colleges offer well-rounded courses as in most liberal arts colleges.

3. Monthly aid fund of ¥500 each is given all teachers' college students.

4. The starting pay for teachers is 10 or 20 percent better than other public servants.