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# THE GENERAL ACCOUNT OF THE NARA WOMEN'S UNIVERSITY

1949

## The Object of the Nara Women's University

The University, being one of the highest educational institutions for women, primarily aims at making inquiry into and giving instruction on profound and comprehensive fields of specialized knowledge in science and culture on one hand and getting their ability and personality highly developed on the other in consonant with their own natural propensity to home and society, and seeks thus to contribute towards the promotion of human welfare.

We are not skeptical of coeducation however we do not hesitate to acknowledge the merits of independent education. Our government has decided in their scheme of educational reformations to establish two women's universities among scores of coeducational ones and place them under their management. This proves to the fact that they also have realized the necessity and propriety of giving young girls a chance of good education in the universities specially planned for women's education, that their intellect may be as highly trained as boys' in the proper spheres of learning, besides their womanly characteristic being properly looked after and improved. Our university, one of the two, blessed with good environments, strengthened by long established traditions, has determined to discharge the assigned function on the prospectus as follows:

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4. Organigation( Department, Course, Number of students)

| Department | Course | Speciality | Chair | Fixed No. | Present No. of the First year |
|---|---|---|---|---|---|
| Literature | Sociology | | 2 | 20 | 12 |
| | The Japanese Language and Japanese Literature | | 3 | 15 | 14 |
| | The English Language and English Literature | | 2 | 15 | 14 |
| | History and Geography | (History | 2 | 10 | 9 |
| | | (Geography | 2 | 10 | 7 |
| | Total | | 11 | 70 | 56 |
| Natural Science and Home Economics | Mathematics | | 3 | 20 | 10 |
| | Physics | | 3 | 10 | 8 |
| | Chemistry | | 3 | 10 | 7 |
| | Biology | (Zoology | 2 | 8 | 9 |
| | | (Botany | 2 | 8 | 8 |
| | Home Economics | (Food and Agriculture | 2 | 15 | 15 |
| | | (Clothing | 2 | 15 | 10 |
| | | (Health Education | 2 | 15 | 1 |
| | Total | | 19 | 101 | 68 |
| Grand Total | | | 30 | 171 | 124 |

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## The Faculty and the Office Workers

(1) Regular Staff

| | |
|---|---|
| President | 1 |
| Dean | 2 |
| Professor | 33 |
| Assistant Professor | 20 |
| Lecturer | 17 |
| Assistant | 1 |
| Teachers of the Attached Schools | 62 |
| Office Worker | 100 |
| Total | 236 |

(2) Those Wo are Appointed to a post

| | | |
|---|---|---|
| President | Doctor of Letters | Taro Ochiai |
| The Dean of the Department of Literature | Professor | Masuichi Kieda |
| The Dean of the Department of Science and Home Economics | Doctor of Science in Agriculture Professoress | Yasu Hatakoshi |
| Librarian | Professor | Megumu Ito |
| Chief Secretary | | Taro Sasaoka |
| The Head of General Affairs | | Minoru Hattori |
| The Head of Treasury | | Tatsuo Kayama |
| The Dean of Guidance | Professor | Takuzo Koizumi |
| The Head of the Department of Guidance | Professor | Takichi Sozawa |
| The Head of School Affairs | Professor | Takatoshi Iwaki |
| The Head of Welfare Department | Professor | Toshio Kubo |
| The Head of Office Workers of the Library | | Masakazu Isoi |

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## The Substance of the Equipment

(1) Campus and Buildings of the University

| | |
|---|---|
| Campus | 24,345 tsubo |
| Plantation | 34,900 tsubo |
| Some other school site which can be used | 1,055 tsubo |

| | |
|---|---|
| The Aggregate area of the School Buildings | 10,015 tsubo |
| Some other Buildings which can be used (Belonging to the Saho Alumnae Association) | 2,465 tsubo |

A tsubo measures two mattresses wide.

(2) Library

| | |
|---|---|
| Collection of Books | 120,663 Volumes |

(3) The Research Facilities

| | |
|---|---|
| The Laboratory for Scientific Research | |
| The Second Semester Students | 13 |

(4) Dormitory

| | |
|---|---|
| Rooms | 128 |
| Students now in the Dormitory | 243 |

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## Board of Guidance

The Board of Guidance is mainly responsible for the students' life and behaviour inside and outside the school. However the board lays naturally more stress on improving and promoting their life inside the school including that in the dormitory on whose special system we depend for cultivation of appropriate virtues for educated young ladies with an eye on good citizenship.

The system of the Board of Guidance:

Head of Guidance Dept. (Professor) — (Guidance Section; Dormitory Section (Lady Teachers)

Dean of Guidance (Professor) — Head of Education Dept. (Professor)

Head of Welfare Dept. (Professor)

The administrative principle and its application are discussed and revised if necessary at the Guidance Conferrence which consists of the President, deans of faculties, dean of Guidance, departmental heads of Guidance Board, secretary general, and five professors who have been appointed by and among the teaching staff. The conferrence, of which the chairman being at present assumed by the dean of guidance, is called by him whenever he thinks necessary or at request of the members.

The Board has another conferrence, Liaison conferrence Between School and students, in which the representatives of the students' self goverment Body can enter into free talk with professors' deputy, on various subjects concerned mostly with school-life. The

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conferrence has no right of decision, however the head of Guidance Dept, who is among the professors' representatives, can introduce the matters duscussed therein to Guidance Conferrence that it may know students' wants and desires .

Guidance Department looks after students' life on all phases as referred to above: students' activities, self government association, students' club works; parents' association etc. besides the dormitory.

On account of the well established traditions of the Nara Girls' Higher Normal School, we are provided with a good dormitory which had once offered accommodation to nearly 500 students. We are proud of the system, though the buildings have no large pretentions to beauty and luxury, which may be conveniently termed "Family System": the dormitory is consisted of 28 units under six roofs which are united together with a corridor except one. The unit means a suite of rooms: hall, dining room, living rooms, kitchen, lavatory etc. where about 12 girls, forming a family, live in. The students live there just as they live in their own family, each girl in turn taking care of the family kitchen, and elder girls looking after younger ones, without changing their unit until graduation when they carry home, as proved by their reminiscent talks, indelibly happy memories to last as long as they live. A faithful description of the dormitory would not complete itself were it not for the additions of the superintendent of the dormitory's residence and her office, the dormitory office, bath house,

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dormitory hospital, and commodity market etc. We are particular in choosing dormitory supervisors, because we know that their personal influence means a great deal in the formation of students' characters.

The Education Department looks after the educational activities of the university in general and constitutes a branch of the Board of Guidance.

The Welfare Department is responsible for promotion of welfare of the school-faculty and the students as well as their health and hygiene—— support to poor students, discovery of side-jobs for semi-selfsupporting students, scholarship questions, provision with refreshment room for day scholars, health and recreation plans, etc.

We should consider the guidance problem from a different approach—— guidance of students in and through class-room and laboratory works. We are particular of the number of the students who are admitted to a section of the University. We do not like to take more than twenty girls into one section,—— fifteen on average on all occasions, that the professors in charge may give each of them sufficient guidance by coming in daily and close contact with her.

The Dean of Guidance's office is always stands open to any student for personal talk and he is ready and willing to give her fatherly advices.

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The Brief account of the Curricula

In this university at both Literature Dept. and Science and ~~Domestic~~ Economics Dept, are given lectures of General Education and of Special Subjects side by side from the first. Applicants for admission are to be received according to their special studies.

Because we believe it quite proper that the students should take General Education more than Special Subjects at their entrance, and Special Subjects more than General Education as they advance in year and grade. Besides it is because we can carry out the above-mentioned plan, as the university buildings suffered no damage from War and are located in one place as the result of the fact that Nara Women's Normal College alone was raised to Nara Women's University.

This illustration shows the plan.

| | |
|---|---|
| 1st year | General Culture |
| 2nd " | |
| 3rd " | Special Subjects |
| 4th " | |

It is matter of course that some Special Subjects should be taken more and others less according their character in the first year, but the students can take more units than required during four years. In the last year lectures are to be less as possible so that the students may find more time for their own free studies.

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| (1) Counting of Unit:- | Hours per week | Term(annual) | Number of Units |
|---|---|---|---|
| Lecture and one which is similar to it | 1 | ½ | 1 |
| Seminar and one which is similar to it | 2 | ½ | 1 |
| Experiment, Practice | 3 | ½ | 1 |

(2) Number of unit which should be acquired through 4 years;-
*Students of Literature dept,
(a) General Education; More than 44 units (including 4 units of required Physical Training)
(b) Special Subject; More than 80 units (~~including 4 units of required Physical Training~~)
Thus more than 124 units should be acquired by those students of literature dept.

* Students of Science and Home Economics Dept.
(a) General education; More than 40(including 4 units of required Physical Training)
(b) Special Subject; More than 84 units (~~including 4 units of required Physical Training~~)
Thus more than 124 units should be acquired by those students of Science and ~~Domestic~~ Home Economics Dept.
Besides the above-mentioned numbers of unit, more than 15 units of Teaching Profession should be taken by one who wants to become a teacher after graduation.
The average number of units applied by those who entered this year are as follow:-
General education, 22 units
Special subject, 23 units

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## General Education

As the General Education was created to train competent citizens in the democratic cultural society, the end of it is, throughout in the domain of civilization, to give neccessary new knowledge to our life and to cultivate the ability and habit of putting this into practice. Under this point of view, our University is giving the lectures of the following courses or having planned them. But we cannot help being limited by the present numbers of the faculty. So, hereafter, according to the preparations, we are going to fill the courses and revise them to realize our ideal. In addition to this, we seperated Foreign Language from Cultural Science and made six groups as follows: Cultural Science; Social Science; Natural Science; Foreign Language; Physical Education; Music.

(R. for Required, S. for Selective)

| | Course | R.or S. | Term | Hrs.Per Week | No. of Units | Year to begin |
|---|---|---|---|---|---|---|
| Cultural Science | Ethics | S. | 1 | 2 2 | 4 | 1949 |
| | Philosophy | " | 1 | 2 2 | 4 | " |
| | Logic | " | 1 | 2 2 | 4 | " |
| | Literature (Foreign) | " | 1 | 2 2 | 4 | " |
| | Literature (Japanese) | " | 2 | 2 2 | 8 | " |
| | History | " | 1 | 2 2 | 4 | " |
| | Human Geography | " | 1 | 2 2 | 4 | " |
| | Comparative Religions | " | 1 | 2 2 | 4 | 1950 |
| | Psychology | " | 1 | 2 2 | 4 | " |
| | Pedagogy | " | 1 | 2 2 | 4 | " |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Philology | s | 1 | 2 | 2 | 4 | 1950 |
| | History of Arts | " | 1 | 2 | 2 | 4 | 1950 |
| Social Science | Sociology | " | 1 | 2 | 2 | 4 | 1949 |
| | Economics | " | 1 | 2 | 2 | 4 | 1949 |
| | Politics (Constitution) | " | 1 | 2 | 2 | 4 | 1949 |
| | Statistics | " | 1 | 2 | 2 | 4 | 1950 |
| Natural Science | Outline of Mathematics | " | 1 | 2 | 2 | 4 | 1949 |
| | Physical Science | " | 1 | 2 | 2 | 4 | 1949 |
| | Chemistry | " | 1 | 2 | 2 | 4 | 1949 |
| | Geology | " | 1 | 2 | 2 | 4 | 1949 |
| | Biology | " | 1 | 2 | 2 | 4 | 1949 |
| | General Physiology | " | 1 | 2 | 2 | 4 | 1949 |
| | ~~Domestic~~ Home Economics | " | 1 | 2 | 2 | 4 | 1949 |
| | Horticulture | " | 1 | 2 | 2 | 4 | 1949 |
| | Metesrology | " | 1 | 2 | 2 | 4 | 1950 |
| Foreign Language | English | " | 3 | 6 | 6 | 36 | 1949 |
| | German | " | 3 | 2 | 2 | 12 | 1949 |
| | French | " | 2 | 2 | 2 | 8 | 1950 |
| Physical Education | Physical Education | r | 2 | 3 | 3 | 4 | 1949 |
| Music | Music | s | 2 | 1 | 1 | 4 | 1949 |

In the General Education, physical education 4 units, foreign languages (either which you take) 12 units are required.
The Literature Department students are required to take more than 2 courses from each of the cultural science including one foreign language course and the total of the courses should be over than 10.
The Science and ~~Domestic~~ Home Economics students are required to take more than two courses from each of the cultural science, social science and from the natural science including one foreign language course and the total of the courses should be over than 9.

With regard to the General Education, we are now putting it in practice according to each plan. The courses which are to take in the new style university are very important and new to us so, we are now having a General Education research society in our university and are discussing the problems which are already running and from now on.

We began with the upper mentioned schedule and made some improvement as follows.

1. We well-developed the social science.
2. To increase the ability of foreign languages, we increased the units of them.

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Sociology (R. for required, S. for selective)

| Chair | Course | R. or S. | Term | Hrs. per week | No. of unit | Year to begin |
|---|---|---|---|---|---|---|
| Sociology chair I Sociology | Introduction to Sociology | r | 1 2 | 2 | 4 | 1949 |
| | Social History | r | 1 2 | 2 | 4 | 1949 |
| | History of Social Thought | r | 1 2 | 2 | 4 | 1950 |
| | Social Administration | s | 1 2 | 2 | 4 | 1950 |
| | Various Problems of Sodology | s | 1 2 | 2 | 4 | 1951 |
| | Social Education | s | 1 1 | 1 | 2 | 1951 |
| | Seminar of Sociology | s | 1 2 | 2 | 4 | 1952 |
| Sociology chair II Philosophy and Ethics | Introduction to Philosophy | r | 1 2 | 2 | 4 | 1949 |
| | Introduction to Ethics | r | 1 2 | 2 | 4 | 1949 |
| | History of European Philosophy | r | 2 2 | 2 | 8 | 1949 |
| | Social Ethics | s | 1 2 | 2 | 4 | 1949 |
| | Logics | s | 1 2 | 2 | 4 | 1950 |
| | Specific Lecture of Philosophy | s | 1 2 | 2 | 4 | 1950 |
| | Epistemology | s | 1 2 | 2 | 4 | 1950 |
| | History of Ethics | s | 1 2 | 2 | 4 | 1950 |
| | Seminar of Ethics | s | 1 2 | 2 | 2 | 1951 |
| | Seminar of Philosophy | s | 1 4 | 4 | 4 | 1952 |
| Extra chair lecture | Constitution | s | 1 2 | 2 | 4 | 1949 |
| | Civil Law | s | 1 2 | 2 | 4 | 1949 |
| | Criminal Law | s | 1 2 | 2 | 4 | 1949 |
| | Introduction to Japanese History | s | 2 2 | 2 | 8 | 1949 |
| | Introduction to Oriental History | s | 2 2 | 2 | 8 | 1949 |
| | Introduction to occidental History | s | 2 2 | 2 | 8 | 1949 |
| | Cultural Anthropology | s | 1 2 | 2 | 4 | 1949 |
| | Administrative Law | s | 1 2 | 2 | 4 | 1950 |
| | History of Chinese philosophy | s | 1 2 | 2 | 4 | 1950 |
| | Statistics | s | 1 2 | 2 | 4 | 1950 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Politics | s | 1 | 2 | 2 | 4 | 1951 |
| Introduction to Economics | s | 1 | 2 | 2 | 4 | 1951 |
| Introduction to Science of Religion | s | 1 | 2 | 2 | 4 | 1951 |
| History of Indian Philosophy | s | 1 | 2 | 2 | 4 | 1951 |
| Graduation Thesis | r | 1 | | | 15 | 1952 |

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## (1) Japanese Language and Japanese Literature Course

(R. for required S. for selective)

| Chair | Course | R. or S. | Term Hrs per week | No. of unit | Year to begin |
|---|---|---|---|---|---|
| Japanese Language and Japanese Literature Chair I<br>Ancient Japanese Literature | Reading from Ancient Japanese Literature | r | 1 2 2 | 4 | 1949 |
| | Reading from Mediaeval Japanese Literature | r | 2 2 2 | 8 | 1949 |
| | Study or Ancient Japanese Literature | r | 1 2 2 | 2 | 1950 |
| | Study on Mediaeval Japanese Literature | r | 2 2 2 | 4 | 1950 |
| | History of Japanese Literature | r | 1 2 2 | 4 | 1950 |
| | Special Lecture on Japanese Literature (1) | r | 1 2 2 | 4 | 1951 |
| Japanese Language and Japanese Literature Chair II,<br>Modern Japanese Literature | Reading from Modern Japanese Literature | r | 1 2 2 | 4 | 1949 |
| | Study on Modern Japanese Literature | r | 1 2 2 | 2 | 1950 |
| | Reading from Recent Japanese Literature | r | 1 2 2 | 4 | 1950 1950 |
| | Study on Recent Japanese Literature | r | 1 2 2 | 2 | 1951 |
| | Special Lecture on Japanese Literature (2) | s | 1 2 2 | 4 | 1951 |
| Japanese Language and Japanese Literature Chair III.<br>Philosophy of Japanese Language | Outline of Japanese Grammar | r | 2 2 2 | 8 | 1949 |
| | Outline of Philosophy of Japanese Language | r | 1 2 2 | 4 | 1950 |
| | Japanese Grammar (Seminar) | r | 1 2 2 | 2 | 1951 |
| | Special Lectures on Philosophy of Japanese Language | s | 1 2 2 | 4 | 1951 |
| Extra chair<br>Free Lecture<br>History | Reading from Chinese Literature | r | 2 2 2 | 8 | 1949 |
| | Custom and Culture | s | 1 1 1 | 2 | 1949 |
| | History of Japanese Literature | | 1 2 2 | | 1950 |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Outline of Japanese History | | s | 1 | 2 | 2 | 4 | 1949 |
| History of Chinese Literature | | s | 1 | 2 | 2 | 4 | 1950 |
| Graduation | Thesis | r | 1 | | | 15 | 1952 |

(1) The English and English Literature Course

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Reading from Current Anglo-American Literature (1). | Required | 2 | 2 | 2 | 8 | 1949 |
| | Reading from Current Anglo-American Literature (2). | " | 1 | 2 | 2 | 4 | " |
| | Current Anglo-American Literature (Seminar) | " | 1 | 2 | 2 | 2 | " |
| The English and English Literature Chair 1. | Reading from Modern Anglo-American Literature | " | 2 | 2 | 2 | 8 | 1950 |
| Anglo-American Literature | Modern Anglo-American Literature (Seminar) | " | 1 | 2 | 2 | 2 | " |
| | History of Anglo American Literature | " | 2 | 2 | 2 | 8 | " |
| | Reading from Early Modern Englidh | " | 1 | 2 | 2 | 4 | " |
| | Early Modern English (Seminar) | " | 1 | 2 | 2 | 2 | 1951 |
| | Anglo-American Literature (Particular discourse) | " | 1 | 2 | 2 | 4 | 1951 |
| | Selective | | | | | | |
| | Studies on English Poems | " | 1 | 2 | 2 | 2 | " |
| | English Poems (Seminar) | " | 1 | 2 | 2 | 2 | " |
| | English Grammar | Required | 1 | 2 | 2 | 4 | 1949 |
| | English Composition (Seminar) | " | 2 | 2 | 2 | 4 | " |
| The English and English Literature Chair (2) | Orthoegy | " | 1 | 1 | 1 | 2 | " |
| Philosophy of English | English Conversation | Required | 3 | 2 | 2 | 6 | 1949 |
| | English Grammar (Particular discourse) | " | 1 | 2 | 2 | 4 | 1950 |
| | History of English | " | 1 | 1 | 1 | 2 | 1951 |
| | Study of American English | " | 1 | 1 | 1 | 2 | 1951 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | English Conversation (Particular discourse) | Required | 1 | 2 | 2 | 4 | 1952 |
| Extra Chair Lecture | Outline of Occidental History | Selective | 2 | 2 | 2 | 3 | 1949 |
| | Graduation Thesis | Required | | | | 15 | 1952 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **History and Geography (Speaiality on History)** | Outline of Japanese History | r. | 2 | 2 | 2 | 8 | 1949 |
| | Cultural Anthropology | r. | 1 | 2 | 2 | 4 | 1949 |
| | Study on Japanese History | s. | 1 | 3 | 3 | 2 | 1950 |
| **History Chair1** | Outline of History of Arts | r. | 1 | 2 | 2 | 4 | 1950 |
| **Japanese History** | Outline of Archaeology | r. | 1 | 2 | 2 | 4 | 1950 |
| | Special Lectures on Japanese History | r. | 1 | 2 | 2 | 4 | 1951 |
| | Study on Japanese History (Seminar) | s. | 2 | 2 | 2 | 4 | 1951 |
| | Special Lectures on History of Arts | r. | 1 | 2 | 2 | 4 | 1951 |
| | Outline of Oriental History | r. | 2 | 2 | 2 | 8 | 1949 |
| | Outline of Occidental History | r. | 2 | 2 | 2 | 8 | 1949 |
| | Study on Oriental History | s. | 1 | 3 | 3 | 2 | 1950 |
| | Study on Occidental History | s. | 1 | 3 | 3 | 2 | 1950 |
| **History Chair2** | Special Lectures on Oriental History | r. | 1 | 1 | 1 | 2 | 1951 |
| **Foreign History** | Oriental History (Seminar) | s. | 2 | 2 | 2 | 4 | 1951 |
| | Special Lectures on Occidental History | r. | 1 | 1 | 1 | 2 | 1951 |
| | Occidental History (Seminar) | s. | 2 | 2 | 2 | 4 | 1951 |
| | History of Custom and Culture | s. | 1 | 1 | 1 | 2 | 1949 |
| | Outline of Human Geography | s. | 1 | a | a | 8 | 1949 |
| | Social History | s. | 1 | 2 | 2 | 4 | 1949 |
| **Extra chair Lecture** | History of Occidental Philosophy | s. | 2 | 2 | 2 | 8 | 1949 |
| | History of Japanese Literature | s. | 1 | 2 | 2 | 4 | 1950 |
| | History of Chinese Literature | s. | 1 | 2 | 2 | 4 | 1950 |
| | History of Anglo-American Literature | s. | 1 | 2 | 2 | 4 | 1950 |
| | Economical Geography | s. | 1 | 2 | 2 | 4 | 1950 |
| | Historical Geography | s. | 1 | 2 | 2 | 4 | 1950 |
| | Outline of History | r. | 11 | 2 | 2 | 4 | 1951 |
| | Settlement Geography | s. | 1 | 2 | 2 | 4 | 1951 |
| | Graduation Thesis | r | 1 | | | 15 | 1952 |

## History and Geography Course (Speciality on Geography)

| | | | | | | |
|---|---|---|---|---|---|---|
| Chair | | | | | | |
| | Principles of Human Geography | r. | 2 | 2 | 8 | 1949 |
| | Principles of Physical Geography | r. | 2 | 2 | 8 | " |
| Geography, Chair I | Economic Geography | r. | 1 | 2 | 4 | 1950 |
| General Geography | Historical Geography | r. | 1 | 2 | 4 | " |
| | Settlement Geography | r. | 1 | 2 | 4 | 1951 |
| | History of Geography Caragraphy | s. | 1 | 2 | 4 | " |
| | Seminar of geography | r. | 1 | 2 | 2 | 1952 |
| | Geography of Asia | r. | 1 | 2 | 4 | 1949 |
| | Geography of Europe | r. | 1 | 2 | 4 | 1950 |
| Geography Chair II | Geography of Japan | r. | 2 | 2 | 8 | " |
| Regional Geography | Practice and Surveying of Regional Geography | r. | 2 | 3 | 4 | " |
| | Geography of North America | r. | 1 | 2 | 4 | " |
| | Studies in Regional Geography | s. | 1 | 2 | 4 | 1952 |
| | Introduction to Japanese History | s. | 2 | 2 | 8 | 1949 |
| | Introduction to Oriental History | s. | 2 | 2 | 8 | 1949 |
| Extra chair Lecture | Introduction to Occidental History | s. | 2 | 2 | 8 | " |
| | Cultural Anthropology | s. | 1 | 2 | 4 | " |
| | Outline of Archaeology | s. | 1 | 2 | 4 | 1950 |
| | Geology | s. | 1 | 2 | 4 | " |
| | Graduation Thesis | r. | 1 | | 15 | 1952 |

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## Mathematics Course

(R. for required S. for selective)

| Chair | Course | R.or S. | Term Hrs per week | No. of unit | Year to begin |
|---|---|---|---|---|---|
| Chair I Analysis I and II | Differential & Integral Calculus and Differential Equations | r | 2 3. 3 | 12 | 1949 |
| | " (Seminar) | r | 2 2 2 | 4 | 1949 |
| | Analysis I | r | 1 2 2 | 4 | 1949 |
| | Function Theory of Complex Variables | r | 2 1 1/2 1/2 | 6 | 1950 |
| | Analysis II | r | 2 3 2 2 | 10 | 1951 |
| | " (Seminar) | r | 2 2 2 | 4 | 1951 |
| | Function of Complex Variables (Seminar) | r | 1 2 2 | 2 | 1951 |
| Chair II Geometry | Analytical Geometry | r | 2 2 2 | 8 | 1949 |
| | " (Seminar) | r | 2 2 2 | 4 | 1949 |
| | Projective Geometry | r | 1 2 2 | 4 | 1951 |
| | Differential Geometry | s | 1 2 2 | 4 | 1951 |
| | Special Lecture on Geometry | s | 1 2 2 | 2 | 1951 |
| Chair III Algebra | Algebra | r | 2 2 2 | 8 | 1949 |
| | " (Seminar) | r | 2 2 2 | 4 | 1949 |
| | Theory of Numbers | r | 1/2 2 | 2 | 1951 |
| | " (Seminar) | r | 1/2 2 | 1 | 1951 |
| | Special Lecture on Algebra | s | 1 2 2 | 4 | 1951 |
| | General Physics | r | 2 3 3 | 12 | 1949 |
| | " (Experiments) | s | 1 3 3 | 2 | 1949 |
| Extra chair Lecture | Probabilities and Statistics | r | 2 1 1 | 4 | 1951 |
| | " (Seminar) | s | 2 1 1 | 2 | 1951 |
| | Special Lecture on Dynamics | s | 1 3 3 | 6 | 1951 |

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## Physics Course

| Chair | Course | R.or S. | Term | Hrs.per Week | No.of Units | Year to begin |
|---|---|---|---|---|---|---|
| | Dynamics I | r. | 1 | 2 2 | 4 | 1949 |
| | Exercise of Dynamics | s. | 1 | 2 2 | 2 | " |
| | Physical Mathematics I | r. | 1 | 3 3 | 6 | " |
| Physics Chair I | Exercise ofPhysical Mathematics I | s. | 1 | 2 2 | 2 | " |
| Properties of Matter | Dynamics II | r. | 1 | 2 2 | 4 | 1950 |
| | Thermodynamics and Theory of Gases | r. | 1 | 2 2 | 4 | " |
| | Specific Lecture of Dynamics | s. | 1 | 2 2 | 4 | 1951 |
| | Introduction to Properties of Matter | r. | 1 | 2 2 | 4 | " |
| | Specific Lecture of Properties of Matter | s. | 1 | 2 2 | 4 | 1952 |
| | Optics I | r. | 1 | 1 1 | 2 | 1949 |
| | Electromagnetism, Ir. | r. | 1 | 1 1 | 2 | " |
| | Procedure of Experimental Physics | s. | 3 | 1 1 | 6 | " |
| Physics, Chair II | Experiment of Introductry Physics | r. | 1 | 3 3 | 2 | " |
| Electromagnetism | Optics II | r. | 1 | 2 2 | 4 | 1950 |
| and Optics | Electromagnetism II | r, | 1 | 2 2 | 4 | " |
| | Physical Experiments I (Optics) | r. | 1 | 3 3 | 2 | " |
| | Spectroscopy | s. | 1 | 2 2 | 4 | 1951 |
| | Physical Experiments II (Electromagnetism) | r. | 1 | 3 3 | 2 | 1951 |

DECLASSIFIED E.O. 11652 Section 3 and 5(D) NND

| Chair | Course | R. or S. | Term | Hrs. per Week | No. of Units | Year to begin |
|---|---|---|---|---|---|---|
| | Specific Lecture of Electromagnetism | s. | 1 2 2 | | 4 | 1952 |
| | Physical Mathematics II | r. | 1 2 2 | | 4 | 1949 |
| | Exercise of Physical Mathematics II | s. | 1 2 2 | | 2 | 1949 |
| Physics Chair III | Intrcduction to Quantum-Physics | r. | 1 2 2 | | 4 | 1950 |
| Theory of Quantum | Quantum-Mechanics | r. | 1 3 3 | | 6 | 1951 |
| | Theory of Relativity | s. | 1 2 2 | | 4 | " |
| | Specific Lecture of Quantum-Physics | s. | 1 2 2 | | 4 | 1952 |
| | Differential and Integral Calculus Differential Equation | s. | 2 3 3 | | 12 | 1949 |
| | Algebra | s. | 2 2 2 | | 8 | " |
| | Analytical Geometry | s. | 2 22 2 | | 8 | " |
| Extra Chair Lecture | Theory of Complex Function | s. | 2 1 2 1 2 | | 6 | 1950 |
| | Probability and Statistics | s. | 2 1 1 | | 4 | 1951 |
| | Readings from Physical Books and Papers | r. | 1 2 2 | | 2 | 1952 |
| | Special Study of Physics | r. | 1 | | 1 | " |

DECLASSIFIED E.O. 11652 SECTION 3 (E)(2), NARA Date 11-14-78

## Chemistry Course

(R:for required S.for selective)

| Chair | Course | R.or S. | Term | Hrs. per week | | No. of unit | Year to begin |
|---|---|---|---|---|---|---|---|
| Chemistry, Chair I Analytical and Inorganic Chemistry | Experiments on Inorganic Chemistry | r | ½ | | 6 | 2 | 1949 |
| | Analytical Chemistry | r | 1 | 2 | 2 | 4 | 1950 |
| | Experiments on Analytical Chemistry | r | 1 | 3 | 3 | 2 | 1950 |
| | Specific Lecture on Inorganic Chemistry | s | 2 | 2 | 2 | 8 | 1951 |
| | Geo-chemistry | s | 1 | 2 | 2 | 4 | 1951 |
| | Chemistry of Metals | s | 1 | 2 | 2 | 4 | 1952 |
| Chemistry Chair II Organic and Bio-chemistry | General Chemistry II (2 Organic Chemistry) | r | 2 | 2 | 2 | 8 | 1949 |
| | Experiments on Organic Chemistry | r | ½ | 6 | | 2 | 1949 |
| | Lectures on Experimental Method on Organic Chemistry | r | 1 | 2 | 2 | 4 | 1950 |
| | Specific Lecture on Organic Chemistry | s | 2 | 2 | 2 | 8 | 1951 |
| | Bio-chemistry | s | 1 | 2 | 2 | 4 | 1951 |
| | Experiments on Bio-chemistry | s | ½ | | 6 | 2 | 1951 |
| | Enzyme Chemistry | s | 1 | 2 | 2 | 4 | 1952 |
| | Physiological Chemistry of Plant | s | 1 | 2 | 2 | 4 | 1952 |
| | Specific Lecture on Bio-chemistry | s | 1 | 2 | 2 | 4 | 1952 |
| Chemistry chair III Physical Chemistry | General Chemistry I (1 Inorganic and Physical Chemistry) | r | 2 | 2 | 2 | 8 | 1949 |
| | Physical Chemistry | r | 1 | 3 | 3 | 6 | 1951 |
| | Experiments on Physical Chemistry | r | ½ | 6 | | 2 | 1951 |
| | Lectures on Experimental Method of Physical Chemistry | s | 1 | 2 | 2 | 4 | 1951 |
| | Specific Lecture on Physical Chemistry | s | 2 | 2 | 2 | 8 | 1951 |
| | Colloid Chemistry | s | 1 | 2 | 2 | 4 | 1951 |
| | Chemical Physics | s | 1 | 3 | 3 | 6 | 1952 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Mathematics | r | 2 | 3 | 3 | 12 | 1949 |
| | Gneral Physics | r | 2 | 3 | 3 | 12 | 1949 |
| | Plant Physiology | s | 2 | 2 | 2 | 8 | 1949 |
| | Experiments of Introductory Physics | r | 1 | 3 | 3 | 2 | 1950 |
| Extra chat Lecture | Geology and Mineralogy | s | 1 | 2 | 2 | 4 | 1950 |
| | Industrial Chemistry | s | 1 | 2 | 2 | 4 | 1950 |
| | Readings from Chemical books | r | 2 | 2 | 2 | 4 | 1951 |
| | Chemistry of ~~High~~ Highpolymers | s | 1 | 2 | 2 | 4 | 1951 |
| | Dissertation | r | 1 | | | 8 | 1952 |
| | History of Chemistry | s | 1 | 2 | 2 | 4 | 1952 |

DECLASSIFIED E.O. 12333 Section 3.3(b)(1) NND 760033

## Biology Course (Speciality on Zoology)

(R. for required S. for selective)

| Chair | Course | R. or S. | Term | Hrs. per week | No. of unit | Year to begin |
|---|---|---|---|---|---|---|
| | Invertebrate Zoology Exercise | r | 2 | 1 | 1 4 | 1949 |
| Zoolog Chair I | ~~Exercise of Animal Systematics~~ | r | 1 | 3 | 3 2 | 1949 |
| Animal Embryology and Animal Genetics | Animal Embryology | r | 1 | 2 | 2 4 | 1950 |
| | ~~Animal~~ Exercise | r | 1 | 3 | 3 2 | 1950 |
| | Animal Cytology and Histology | r | ½ | | 2 2 | 1950 |
| | ~~Animal~~ Exercise | r | ½ | | 3 1 | 1950 |
| | Marine Exercise | r | | | 1 | 1950 |
| | Experimental Embryology | r | ½ | 2 | 2 | 1951 |
| | Experimental Exercise | r | ½ | 3 | 1 | 1951 |
| | Animal Genetics | r | 1 | 2 | 2 4 | 1951 |
| | ~~Animal~~ Exercise | r | 1 | 3 | 3 2 | 1951 |
| | Seminar | r | 2 | 2 | 2 4 | 1951 |
| Zoology Chair II | Vertebrate Zoology and Entomology | r | 2 | 1 | 1 4 | 1949 |
| Animal Physiolog and Animal Ecology | Animal Ecology | r | 1 | 2 | 2 4 | 1950 |
| | " " Exercise | r | ½ | 3 | 1 | 1950 |
| | ~~Animal~~ Vertebrate Zoology and Entomology, Exercise | r | 1 | 3 | 3 2 | 1950 |
| | Animal Physiology | r | 1 | 2 | 2 4 | 1951 |
| | ~~Animal~~ Exercise | r | 1 | 3 | 3 2 | 1951 |
| | Animal Physiology | r | ½ | | 2 2 | 1951 |
| | Marine Exercise | r | | | 1 | 1951 |
| | Seminar | r | 1 | 2 | 2 2 | 1952 |
| Extra Chair Lecture | Mathematics (N) | s | 2 | 3 | 3 12 | 1949 |
| | General Physics (N) | s | 2 | 3 | 3 12 | 1949 |
| | Outline of Chemistry part (1) | s | 2 | 2 | 2 8 | 1949 |
| | Outline of Chemistry part (2) | s | 2 | 2 | 2 8 | 1949 |
| | Others should be selected from that of Botany course. | | | | | |
| | Special Research | r | | | 15 | 1952 |

DECLASSIFIED E.O. 11652 SECTION 3 (E)(1)(D) NND 760

Biology course (Specialty on Botany)

(R.for required S.for selective)

| Chair | Course | R. or S. | Term | Hrs per week | No of unit | Year to begin |
|---|---|---|---|---|---|---|
| Chair I | Plant Physiology | r | 2 | 2 1 | 2 1 | 6 1949 |
| Plant Physiology and Plant Ecology | ~~Plant~~, Exercise | r | 1 | 3 | 3 | 2 1950 |
| | Plant Ecology | r | 1 | 2 | 2 | 4 1951 |
| | ~~Plant~~ Exercise | r | 1 | 3 | 3 | 2 1951 |
| | Field Exercise of Plant Ecology | r | 2 | | | 2 1951 |
| | Seminar | s | 1 | 2 | 2 | 2 1951 |
| | Biochemestry | r | 1 | 2 | 2 | 4 1951 |
| | ~~Plant~~, Exercise | r | ½ | | 6 | 2 1951 |
| | Marine Exercise | r | | | | 1 1951 |
| Chair II Plant Morphology and plant Systematics | Plant Morphology | r | 1 | 2 | 2 | 4 1949 |
| | ~~Plant~~, Exercise | r | 1 | 3 | 3 | 2 1949 |
| | Plant Systematics | r | 1 | 3 | 3 | 6 1950 |
| | ~~Plant~~ Exercise | r | 1 | 3 | 3 | 2 1950 |
| | Field Exercise of Plant Systematics | r | 2 | | | 2 1950 |
| | Marine Exercise | r | | | | 1 1950 |
| | Plant Cytology | r | 1 | 2 | 2 | 4 1951 |
| | ~~Plant~~, Exercise | r | 1 | 3 | 3 | 2 1951 |
| | Seminar | s | 1 | 2 | 2 | 2 1951 |
| Extra Chair Lecture | General Physics | s | 2 | 3 | 3 | 12 1949 |
| | Outline of Mathematics | s | 1 | 2 | 2 | 4 1949 |
| | Chemistry | s | 1 | 2 | 2 | 4 1949 |
| | Others should be selected from that of Zoological Course | | | | | 1949 |
| | ~~Animal~~ Genetics | r | 1 | 2 | 2 | 4 1951 |

Home
~~Domestic~~ Economics Course (Speciality on Food ~~Diet and Horticulture~~ and Agriculture)

(R.for required S. for selective)

| Chair | Course | R.or S. | Term | Hrs per week | No of unit | Year to begin |
|---|---|---|---|---|---|---|
| Chair I Nutrition ~~Theory~~ and Food ~~Science~~ | Nutritional Chemistry | r | 1 | 2 2 | 4 | 1949 |
| | Cooking Science | r | 3 | 3 3 | 6 | 1949 |
| | Nutritional Chemistry (Experiments) | r | 2 | 3 3 | 4 | 1950 |
| | Food Chemistry | r | 1 | 2 2 | 4 | 1950 |
| | " (Experiment) | r | 2 | 2 2 | 8 | 1950 |
| | Food Administration | r | 1 | 1 1 | 2 | 1951 |
| | History of Food | r | ½ | 1 | 1 | 1951 |
| Chair II Horticulture and Agriculture | Horticulture | r | 2 | 1 1 | 4 | 1949 |
| | " (Experiments) | r | 1 | 3 3 | 2 | 1950 |
| | Treatment of the Food Stuff | r | ½ | 1 | 1 | 1951 |
| | " (Practice) | r | ½ | 3 | 1 | 1951 |
| | Plants Alimentaries | r | 1 | 1 1 | 2 | 1951 |
| | General Physics | r | 2 | 3 3 | 12 | 1949 |
| | Chemistry | r | 2 | 3 3 | 12 | 1949 |
| | Outline of Dwelling | s | 1 | 2 2 | 4 | 1949 |
| | Outline of Study on Juvenile | s | 1 | 2 2 | 4 | 1949 |
| Extra chair Lecture | General Physics (Experiment) | r | 1 | 3 3 | 2 | 1950 |
| | Chemistry (Experiment) | | 1 | 3 3 | 2 | 1950 |
| | Outline of ~~Domestic~~ Home Economics | r | 1 | 2 2 | 4 | 1950 |
| | Outline of Clothing | s | 1 | 2 2 | 4 | 1950 |
| | Physiology | r | 1 | 2 2 | 4 | 1950 |
| | Biology | r | 1 | 2 2 | 4 | 1951 |
| | Family Economics | s | 1 | 2 2 | 4 | 1951 |
| | outline of Domestic Economics Management | s | 1 | 2 2 | 4 | 1951 |
| | Hygiene | r | 1 | 2 2 | 4 | 1951 |
| | Bio-chemistry | r | 1 | 2 2 | 4 | 1951 |
| | " (Experiment) | r | ½ | 6 | 2 | 1951 |
| | Colloid Chemistry | s | 1 | 2 2 | 4 | 1951 |

DECLASSIFIED E.O. 12065 SECTION 3 (E)(1)(D) NND 760

## ~~Domestic~~ Home Economics Course (Speciality on Clothing)

| Chair | Course | R. or S. | Term | Hrs. per Week | | No. of Units | Year to begin |
|---|---|---|---|---|---|---|---|
| | Material of Clothing | r. | 2 | 2 | 2 | 8 | 1949 |
| ~~Domestic Economics~~ | Clothing Hygien | " | 1 | 1 | 1 | 2 | " |
| | Science of Clothing (Practical Work) | " | 2 | 3 | 3 | 6 | " |
| Chair I | Fibrous Chemistry | s. | 1 | 1 | 1 | 2 | 1950 |
| Clothing Science | Study on Spinning | r. | 1 | 1 | 1 | 2 | 1951 |
| | Dyeing | " | 1 | 2 | 2 | 4 | " |
| | Betterment and Preservation of Clothing | s. | 1 | 2 | 2 | 4 | 1951 |
| | Design for Clothing | r. | 1 | 2 | 2 | 4 | 1949 |
| ~~Domestics Economics~~ | Clothing Construction | s. | 3 | 3 | 3 | 6 | 1949 |
| Chair II | Coloring | r. | 1 | 2 | 2 | 4 | 1950 |
| Clothing aesthetics | History of Clothing Civilization | r. | 1 | 1 | 1 | 2 | 1950 |
| | Aesthetics of Clothing | r. | 1 | 2 | 2 | 4 | 1951 |
| | Aesthetics of Clothing (Seminar) | r. | 1 | 3 | 3 | 2 | " |
| Extra Chair Lecture | General Physics | r. | 2 | 2 | 2 | 12 | 1949 |
| | Chemistry | r. | 2 | 3 | 3 | 12 | " |
| | Outline of Dwelling | s. | 1 | 2 | 2 | 4 | " |
| | Outline of Study on Juvenile | s. | 1 | 2 | 2 | 4 | " |
| | General Physics (Experiments) | r. | 1 | 3 | 3 | 2 | 1950 |
| | Chemistry (Practice) | r. | 1 | 3 | 3 | 2 | " |

DECLASSIFIED E.O. 12065 SECTION 3 NLJ/RAC NO. _____

| Chair | Course | R.or S. | Term | Hrs.per Week | No. of Units | Year to begin |
|---|---|---|---|---|---|---|
| | Outline of ~~Domestic~~ Home Economics | r. | 1 | 2 2 | 4 | 1950 |
| | Physiology | r. | 1 | 2 2 | 4 | " |
| | Biology | r. | 1 | 2 2 | 4 | " |
| | Family Economics | s. | 1 | 2 2 | 4 | 1951 |
| | Outline of ~~Domestic~~ Home Economics Management | s. | 1 | 2 2 | 4 | " |
| | Hygiene | r. | 1 | 2 2 | 4 | " |
| | Clothing Commodity | r. | 1 | 1 1 | 2 | 1950 |
| | Outline of Study on Diet | s. | 1 | 2 2 | 4 | 1950 |
| | Anatomy of Human Body | s. | 1 | 2 2 | 4 | " |
| | Design | s. | 1 | 1 1 | 2 | 1951 |

DECLASSIFIED E.O. 11652 SECTION 3 (E)(2), NARA Date 12/31/75

## ~~Domestic~~ Home Economics (Speciality on Health and Physical Education)

| Chair | Course | R. or S. | Term | Hrs. per Week | No. of Units | Year beg. |
|---|---|---|---|---|---|---|
| | Physiology | F. | 2 | 2 2 | 8 | 1949 |
| | Nutritional Chemistry | " | 1 | 2 2 | 4 | " |
| | Anatomy | " | 1 | 2 2 | 4 | 1950 |
| ~~Domestic Economics~~ | Bio-statistics | " | 1 | 1 1 | 2 | " |
| Chair I | Principles on Medicine | " | 1 | 3 3 | 6 | " |
| ~~Health~~ Education | Principles on Hygiene and Public Health | " | 1 | 3 3 | 6 | " |
| | Nurse and Correcting Methods | " | 1 | 1 1 | 2 | " |
| | Theory of Human ~~Development~~ | " | 1 | 1 1 | 2 | " |
| | Physiology of ~~Physical~~ Education | " | 1 | 3 ~~3~~ | 6 | 1951 |
| | National Hygiene and Poling of Population | " | 1 | 2 2 | 4 | " |
| | ~~Bacteriology, Immunology~~ and Parasitology | " | 1 | 2 2 | 4 | " |
| | Superintendence for Health Education | " | 1 | 1 1 | 2 | " |
| | Injury and First-aid Treatment in Sports | " | 1 | 2 2 | 4 | " |
| | Principles of Health and Physical Education | " | 1 | 1 1 | 2 | 1949 |
| | History of Physical Education | " | 1 | 1 1 | 2 | " |
| ~~Domestic Economics~~ | Methods of Physical Education | " | 3 | 6 6<br>5 4<br>5 4 | 10 | " |
| Chair II | Theory of Musics | " | 1 | 1 1 | 2 | " |
| Physical Education | Vocal Music and Piano | " | 2 | 3 3 | 4 | " |

DECLASSIFIED E.O. 12065 SECTION 3 (E)(1)(D) NLE

| Chair | Course | R. or E | Term | Hrs. per Week | No. of Units | Year to begin |
|---|---|---|---|---|---|---|
| | Psychology of Physical Education | " | 1 | 1 1 | 2 | 1950 |
| | Institution and Superintendence for Physical Education | " | 1 | 11 1 | 2 | 1951 |
| | Principles of Tests and Measurement in Physical Education | " | 1 | 1 1 | 2 | " |
| | Specific Lecture on Health Education | Elective | 2 | 1 1 | 4 | 1950 |
| Extra Chair Lecturer | Specific Lecture on Physical Education | " | 2 | 1 1 | 4 | " |
| | Music | " | 2 | 1 1 | 2 | " |
| | | | | 1 | 2 | " |

DECLASSIFIED E.O. 11652 SECTION 3 (E)(1)(D) NO. _____

## Supplement

### (A) The Nara Women's Normal College

(1) Foundation — March 31, 1907
(2) Organization

Curriculum of Study

| | |
|---|---|
| Literature Course | |
| The First Division | Japanese, Chinese, History (Chiefly on Japanese and Chinese) |
| The Second Division | History, Geography, Japanese, Chinese (Chiefly on History and Geography) |
| Science Course | |
| The First Division | Mathematics, Physics, Chemistry(Chiefly on mathematics) |
| The Second Division | Physics, Chemistry, Mathematics(Chiefly on Physics and Chemistry) |
| The Third Division | Biology |
| Home Economics Course | |
| The First Division | Home-making, Babycraft, Sanitation, Clothing (Chiefly on Home-making) |
| The Second Division | Clothing, Home-making, Babycraft, Sanitation (Chiefly on Clothing) |
| Physical Education Course | Theory of Physical Education, Babycraft, Sanitation, Biology, Physiology and Hygiene, Anatomy, Theory of Music (Chiefly on Physical Education) |

The Course of Instruction Requires four years.

(3) Faculty

| | |
|---|---|
| Professors and Assistant Professors | 45 |
| Lecturers | 6 |
| Total | 51 |

(4) Number of Students Enrolled

| | |
|---|---|
| The Fourth year | 120 |
| The Third Year | 135 |
| The Second year | 73 |
| Kindergarten Teachers' course | 16 |
| Total | 344 |

(5) Investigation on Graduates

| | |
|---|---|
| Graduates | 3,497 |
| Graduates now Holding the Post of Teaching | 1,493 |
| The Percentage of the Graduates Holding the Post of Teaching and the Graduates | 42.69% |

### (B) The Attached Senior and Junior High School

| | |
|---|---|
| (1) Teachers | 36 (Including Superintendent) |
| Office Workers | 3 |
| (2) Number of Students Enrolled | |
| Senior High School | 382 (10 Classes) |
| Junior High School | 416 ( 9 Classes) |
| Total | 798 |

### (C) The Attached Elementary School

| | |
|---|---|
| (1) Teachers | 21 (Including Superintendent) |
| (2) Number of Pupils Enrolled | 552 (12 Classes) |

### (D) The Attached Kindergarten

| | |
|---|---|
| (1) Kindergarteners | 9 (Including Superintendent) |
| (2) Infants | 249 (8 Classes) |

1st Anniversary Edition

# E.S.S. Times

Monthly periodical

No. 9 Not For Sale SEPTEMBER 1, 1950

## EDITORIAL

### *Democratic Society*

The general Election of E.S.S. was dramatically contested; a new democratic body of E.S.S. was born for the first time. Yet, this sort of remolding of its color, all-out staff change of E.S.S. are considered little earlier and lopsided resolution for the baby-like, mewling society. Skipping over the revealed line-up of newly-born staffs of the society we can happily find out many a exclusively able members in it. Therefore coming period of their activity may be fully promissing and also dependent upon their go-getting efforts.

However, this earlier change of members of staff bears a bad result. An abominable outcome of the impetuous election is virtually visible in the status of E.S.S.. It is possible a loomed figure of "boss" out from behind a smart curtain of advices.

On a curtain-adorned stage newly-born greenhorns dance all the day, and they are unconscious of obnoxious background. Needless to say, in a democratic body, this is a sign of collapse and implies la fin. All the sophomore staffs who were pioneers quit their key roles, which was succeeded by freshmen.

In this earlier period is it necessary that all of them quit their positions of the society?

It appears that their sweeping resignation means [illegible]

# JAS Confab At Rokko Heights

## Mr. Izutani, President; E.S.S. New Staffs Born

First General Election Is carried out in E.S.S.

Rokko, July 5 — The new staffs of E.S.S. were elected by the general election at Rokko Heights on July 3. By an emphatic margin of votes Mr. T. Izutani got the Presidency of E.S.S.

Sophomores who were almost at vital positions quit their posts in line with the newly-set-up constitution of the society. List of new staffs

| | |
|---|---|
| President | T. Izutani |
| Chief of Ed. Dept. | K. Nakajima |
| Chief of Acc. Dept. | K. Nakayama |
| Chief of P.R. Dept. | N. Suzuki |
| Vice President | R. Shiomi |

### NEW PRESIDENT'S ADDRESS

Rokko, July 5. — "All the members will cooperate with each other to do well in this E.S.S. and to make it worth our labour," new President Izutani stressed in his inaugural address. He made public his address on the inauguration day. The full text of his address is as follows.

Dear Members

## 50 Americans, 100 Japanese Student Argued; E.S.S. Send Delegates

The Kansai session of the 11th Japan-America Student Conference was opened with the opening ceremony held at Kobe Women's College on August 4, and closed with the farewell party at Kobe Chamber of Commerce and Industry on Aug. 9. The delegates to this conference were 50 Americans and 100 Japanese students who were divided into 11 groups — politics, economics, social problems (A, B), education (A, B), literature, religion (A, B), science and medical science.

From Kobe Univ., 5 sophomore-members of E.S.S. presented themselves and took the active parts at their tables. The attendants were: Mr. Takashi Kimura, Mr. Toshio Oda, and Mr. Hiroo Takemura (education table), Mr. Akira Ueno (social problems table), and Mr. Masaru Yamamoto (religion table).

They had their discussions at Kobe Univ. of Economics on Aug. 5, 7 and 8. On Sunday, Aug. 6, they enjoyed recreation trip to Awaji Island. The last day the chairmen of the tables announced the summary reports

result. An abominable outcome of the impetuous election is virtually visible in the status of E. S. S.. It is possible a loomed figure of "boss" out from behind a smart curtain of advices.

On a curtain-adorned stage newly-born greenhorns dance all the day, and they are unconscious of obnoximos background. Needless to say, in a democratic body, this is a sign of collapse and implies la fin. All the sophomore staffs who were pioneers quit their key roles, which was succeeded by freshmen.

In this earlier period is it necessary that all of them quit their positions of the society?

It appears that their sweeping resignation means not only to retire from active life but to be inclined to create "supreme comander" for the democratized E. S. S. body as well. Veteran as they are, their actions impose a serious problem upon us. They courage, fraw up their indication and send it to new staffs by dint of "upper class".

There is few room for freshmen's plaus and outspoken intentions. Even if the line-up of staffs was fixed the structure of E. S. S. at present can not be said tough enough.

For E. S. S. which is about to grow up, these phases must be important crisis. According to the E. S. S. Constitution revised recently, it has a post of adviser, who can just advise E. S. S. staffs on their activities. Ex-staffs of sophomore in this case have to suggest and set forth their opinions by legal steps as common members, for in the society no discrimination is permitted.

It is objectionable that their advices are possibly viewed as if indications or orders. Now we hope newly-elected staffs make little of ex-staffs' indications and endevour with their own vigorous effort that E.S.S. may be erected tightly as an excellent "minshuteki" society and developed wonderfully. Nip in the bud "boss" system in E.S.S. body!

line with the newly-set-up constitution of the society. List of new staffs

| | |
|---|---|
| President | T. Izutani |
| Chief of Ed. Dept. | K. Nakajima |
| Chief of Acc. Dept. | K. Nakayama |
| Chief of P.R. Dept. | N. Suzuki |
| Vice President | R. Shiomi |

## NEW PRESIDENT'S ADDRESS

Rokko, July 5. — "All the members will cooperate with each other to do well in this E. S. S. and to make it worth our labour," new President Izutani stressed in his inaugural address. He made public his address on the inauguration day. The full text of his address is as follows.

Dear Members;

After the war, there has been a rage for English study among the Japanese who realized keenly how much our knowing so little of foreign nations produced the great sad result to the whole peace.

Many students are sent to the United States of America to study, and correspondence with a foreigner, Japan-America Students Conference, and so on are bringing good result for us. Our English Speaking Society has grown, working as our Constitution says "to put English to practical use and to contribute to promote international friendship through English" since it was established last year.

Elected to be a president of E.S.S. which has a hopeful and brilliant future observing its first birthday, I can not avoid in seeing many difficult matters in front of E.S.S., and thinking of my poor ability and experience of doing these things. At the same time, however, I can not but be encouraged to have received such

(Continued on Page 3)

nomics, social problems (A, B), education (A, B), literature, religion (A, B), science and medical science.

From Kobe Univ., 5 sophomore-members of E.S.S. presented themselves and took the active parts at their tables. The attendants were: Mr. Takashi Kimura, Mr. Toshio Oda, and Mr. Hiroo Takemura (education table), Mr. Akira Ueno (social problems table), and Mr. Masaru Yamamoto (religion table).

They had their discussions at Kobe Univ. of Economics on Aug. 5, 7 and 8. On Sunday, Aug. 6, they enjoyed recreation trip to Awaji Island. The last day the chairmen of the tables announced the summary reports of their discussions, and after that they had the farewell party which began with the English speech of H. I. H. Takamatsu.

Besides, the E.S.S. Times specially sent two associate editors, Miss Uemura and Miss Urashima.

# New Constitution Settled, E.S.S. Is Tight

*Staffs to be elected. Structure, dues fixed*

New constitution was born on June 21 at the general Conference when the former E.S.S. constitution impotent practically was wholly abolished.

The draft field by Mr. Takemura, President of E.S.S., was hotly discussed in the E.S.S. Chamber at Rokko Height. After 3-hour discussion on the draft in Japanese language a constitution effective from July 1 was to settled to announcement. The major points of the new constitution are: a) that the E.S.S. structure was firmly fixed. b) President and staffs are to be elected by a general conference c) Permanent fee was decided.

# First General Confab Held At CIE Kobe Lib.

*New Budget arranged, Women's Club Oked*

The first General Conference was convened by new President Izutani at C.I.E. Kobe Library on August 11 from 1 p.m. About 20 staffs had the outspoken opinions on every agendum.

The key points of conference was 1. Budget 2. Women's Club. 3. Revision of Constitution 4. Personal-Affairs.

Mr. Nakayama, chief of Acc. Dept., released division table of all the E.S.S. budget to each clubs and departments. A staff of type-writer club demanded more budget, than ¥.150 in opposition to Nakayama's plan. Revised table of budget after discussions was re-published, which was passed in harmoney and decided to be permanent ratio in principle.

The issue of "Women's Club" Mr. Takemura Ex-president, suggested in this session was supported in its purport to establish, but not get materialized.

Staffs discussed on revision of Constitution and agreed to place "adviser" item in it. Other revision was brought upon qualification of members, by which henceforth anybody who wishes to join the society can do anytime.

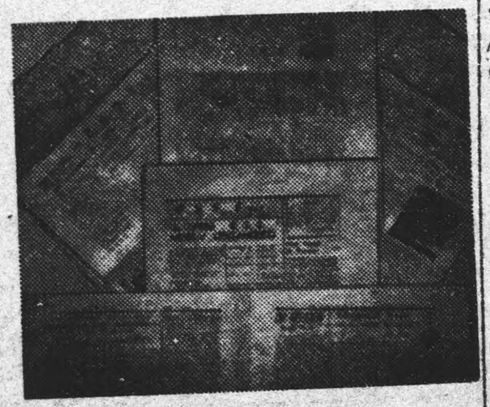
Vigorous struggle arose as they came to Takemura's Issue that his position as Secretary of Cultural Dept of School Government and E.S.S. Presidency are uncertain nowadays. The decision after bubbling argument was that he should stay at the position of "liaison officer" from E.S.S. to the Cultural Department of School

# E.S.S. Times Celebrates 1st Birthday

## *Will Develop More In Future*

### ONLY A ENGLISH PAPER AT SCHOOL; Informs widely —

The 27th of September is an anniversary of the No. 1 issue of the E.S.S. Times. No one would imagine such a great development as today, when this paper was published for the first time. Under the assured freedom of speeches by new constitution of Japan, we have been trying to understand each other more deeply..



## Mr. Nagayabu Congratulates

I am very pleased to be able to welcome the 1st anniversary of the E.S.S. Times which is the monthly periodical of English Speaking Society. I did my best to make this only one English paper in our university better as a chief editor during the past one year.

According to the result of the somehow or other I had been interested in making the newspaper. Going the editorial Dept. as a half-baked reporter my interest inneffably deepens itself. Now by a new election I was elected a chief editor of E.S.S. Times just as it celebrates a full year round from its start.

I am, therefore, unable to look back so-called hard, bumping footprints in its history, nor put critical eyes on it. I express only my hope and wishes as a chief. The E.S.S. Times, first of all, shall break its traditional shell and view the ample world. An E.S.S. organ itself is no more than one basis for high-lighting development in near future.

Second, E.S.S. Times shall be the best place where everybody can exchange his opinion with each other. I hear that about a hundred copies of E.S.S. Times nowadays being read by the foreigners who live both in Japan and America.

Nothing gives us more pleasure than to see this paper making the foreigners know what Japanese students think. and contributing to deepen understandings between the nations.

Much thanks are due to Mr. K. Nagayabu, the former chief-editor of the paper for his all-out efforts.

# Newspaper Lecture By Mr. Shibata

principle.

The issue of "Women's Club" Mr. Takemura Ex-president, suggested in this session was supported in its purport to establish, but not get materialized.

Staffs discussed on revision of Constitution and agreed to place "adviser" item in it. Other revision was brought upon qualification of members, by which henceforth anybody who wishes to join the society can do anytime.

Vigorous struggle arose as they came to Takemura's Issue that his position as Secretary of Cultural Dept of School Government and E.S.S. Presidency are uncertain nowadays. The decision after bubbling argument was that he should stay at the position of "liaison officer" from E.S.S. to the Cultural Department of School Government.

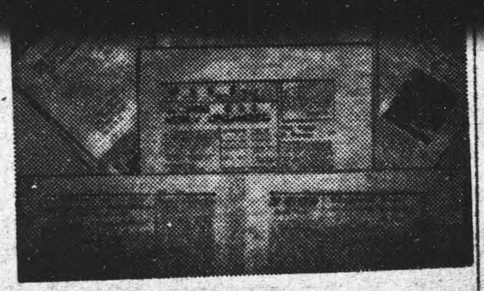
Table of Budget

| | |
|---|---|
| E.D. | ¥. 2000 |
| Typ. | 250 |
| Cp | 200 |
| Cv | 350 |
| PRD | 200 |
| etc | 150 |
| Total | ¥. 3500 |

## Kicks Off Hotness

In order to promote and practise English in summer vacation E.S.S. had summer courses in Kobe, Osaka and Koshien area from July 14 or thereabout for over a month.

Conversation exercise, memorizing the story and talking freely in English were repeated in these courses led by the sophomores.



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According to the result of the general election in our society, Mr. Ken Nakajima, who was a news reporter, was elected to a chief editor of the E.S.S. Times newly. I want to express my hearty thanks to all the reader's co-operation and kind guidance given to the Editorial Dept. of E.S.S.

I wish that this paper will contribute to the peaceful world through English which has become an international language.

In welcoming the 1st anniversary of publishing this paper, I sincerely hope that all of you will help the new editors in any case and co-operate more and more to develop the E.S.S. Times.

## Chief Editor Nakajima

I'm very glad to congratulate E.S.S. Times on its birthday as a chief-editor. Throbbing exams, tedious speech of the Gakucho and Kakubo — everything has come and gone hurriedly. Then I found myself in the E.S.S.. It was a few days later when pinned-up E.S.S. Times absorbed my attention, best place where everybody can exchange his opinion with each other. I hear that about a hundred copies of E.S.S. Times nowadays being read by the foreigners who live both in Japan and America.

Nothing gives us more pleasure than to see this paper making the foreigners know what Japanese students think, and contributing to deepen understandings between the nations.

Much thanks are due to Mr.K. Nagayabu, the former chief-editor of the paper for his all-out efforts.

## Newspaper Lecture By Mr. Shibata

OSAKA, Aug. 10. — With the aims to deepen the members' understanding about newspapers and to improve the editors' and reporters' technique of publishing the E.S.S. Times, 5 lectures in English about journalism, especially how to write and edit, given by Mr. W.T. Shibata, associate editor of the English Mainichi, listened by about 20 members had been held by the Editorial Dept. of E.S.S. on every Thursday's afternoon from 13 of July at C.I.& E. library here.

His lectures may be summarized as follows:

- 4 chief functions: 1. To publish the news accurately without comment, 2. To comment upon the news in the editorial, 3. To entertain, 4. To stimulate commerce, industry and social progress by the publication of advertising.
- How to begin the story: 1 The name (Who?) 2. The thing (What?) 3. The time (When?) 4. The place (Where?) 5. The cause (Why?) 6. The circumstances (How?) News start with anything most important in that case.

# SYMPOSIUM

# "My Favorite English"

Editor's Note: These copies are required by the Press to issue the special edition about "Your Favorite English" to exite the students' interest in studying more of English literature in memory of the 1st anniversary of the E. S. S. Times.

As we have arranged them in SYMPOSIUM calling after that of the God of Eros in ancient Greek, some corrections are made by complier for the uniformity of style.

x x x

ATTENDANTS (Not in order)

Associate Editor of The English Mainichi
Mr. Tatsuo Shibata
Prof. of Kwansei Gakuin Univ.
Mr. D. A. Clugstone
Prof. of Kobe Univ.
Mr. Giichiro Ikeda
Prof. of Kwansei Gakuin Univ.
Mr. Bill Porter
Prof. of Kobe Univ. & Kwansei Gakuin Univ.
Mr. Roy Smith
Presider Mr. Masaru Yamamoto

x x x

—— I am very glad to be able to have this opportunity of holding this meeting in your busy lives. We have been studying English for a long while, but sorry to say we can not be said to have mastered, nay, to be able to appreciate English at all. As we have told you all before, we are to have the 1st anniversary of the E. S. S. Times in September. In this conjecture, we

author of "Green Mansions."

There are also many contemporary writers who have a strong, vivid style. MacKinlay Kantor is one.

x x x

—— It is always said that we must read the Bible more to study Western, especially English literature as well as Christianity which idea is flowing deep in the mind of Europeans. It is fresh in my memory that the commentator of "Shirley" has got ill reputation by her shallow study of the Bible in her annotations. Shakespeare must also be read, isn't it?

Another authors mentioned by Mr. Shibata will also contribute to our betterment of English style. Well, Mr. Clugstone would you succeed Mr. Shibata?

x x x

Mr. Clugstone

"For some in ancient books delight,
Others enjoy what moderns writes;
Now I should be extremely loth
Not to be thought expert in both".

So wrote Dr. Johnson and I agree, but can not measure up, for by and large, I prefer "ancient books". Heming way and Maugham I gladly lay down to take up Dickens or Lamb. In choosing my favorites, I confess that I am not at all original. For instance I enjoy and read Shakespere very much, and never miss the opportunity of seeing one of his plays.

But my favorite English (it was of this, I believe, that I was supposed

gious proclamation in magnificient language. With what wonderful artistry do they say the things that they feel they must say. Again, look at the parables of Jesus. These are so very simple. The subjects are very every-day affairs. A child can understand them, yet we are always seeing something new in them. That is one mark of a classic.

One does not by any means live entirely in the past, however. For instance, I recently learned to know the writings of Mary Webb ("The Golden Arrow") and Alan Paton ("Cry, The Beloved Country"). These two writers have a quality that is all too rare these days-charm. So I do try to listen to the little stanza that I quoted from at the beginning and commend it to you. I memorized it because I used to see it so often. It was on the wall of one of the reading rooms in my own university library.

x x x

—— Thank you very much for your long speech on the various information about the Bible and Shakespeare and Dr. Johnson's stanza on reading which is the most important and imperative for us students. The readers may fresh their "must" to study more of the Bible and Shakespeare. And I shall be over careful to say that Mr. Clugstone is an authority of Hebrew.

(To be continued on the next issue.)

## Vivid Freshmen In Summer

Rokko, Aug. 15 — About 10 fresh-

Prof. of Kobe Univ.
Mr. Giichiro Ikeda
Prof. of Kwansei Gakuin Univ.
Mr. Bill Porter
Prof. of Kobe Univ. & Kwansei Gakuin Univ.
Mr. Roy Smith
Presider Mr. Masaru Yamamoto

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—— I am very glad to be able to have this opportunity of holding this meeting in your busy lives. We have been studying English for a long while, but sorry to say we can not be said to have mastered, nay, to be able to appreciate English at all. As we have told you all before, we are to have the 1st anniversary of the E. S. S. Times in September. In this conjecture, we are having this meeting by your very kindness to help and guide the following fellows hearing the voices of you, veterans in English circle. Closing here my poor opening address, we want to hear the most instructive and interesting speeches of yours.

At the beginning, Mr. Shibata, would you mind breaking the ice? For you are, I think, light heeled in this sort of work to express your opinion. (Unanimous claps of hands)

x x x

Mr. Shibata

By "Favorite English", I think we all mean the passages that remain long in our memory after reading them, and this, again, becomes a matter of style.

The Bible and Shakespeare are, of course, two "musts" for all those desirous of studying English, especially the writing of English.

But if I were asked to mention other writers of English whose style has greatly impressed me, I would mention Edgar Allan Poe for his poems, as well as the Romantic poets of England. Since there is rhythm in prose as well as poetry, I would also like to include Lafcadio Hearn, and Henry Hudson,

x x x

Mr. Clugstone

"For some in ancient books delight,
Others enjoy what moderns writes;
Now I should be extremely loth
Not to be thought expert in both".

So wrote Dr. Johnson and I agree, but can not measure up, for by and large, I prefer "ancient books". Heming way and Maugham I gladly lay down to take up Dickens or Lamb. In choosing my favorites, I confess that I am not at all original. For instance I enjoy and read Shakespere very much, and never miss the opportunity of seeing one of his plays.

But my favorite English (it was of this, I believe, that I was supposed to write) is the favorite of the majority of the readers of English — The Bible. When one speaks of the Bible as English literature, he only means the Authorized, or King James' translation. (1611) Later translations make the meaning much clearer, and are better for the student learning English. But the Authorized Version, in the language of Shakspere's time, has had even more influence on the English language than Shakspere. An interesting book has recently been written on this subject, "Our Roving Bible" by Laurence E. Nelson.

One cannot really say for himself where to divide the meaning of the Bible as literature, and its place as the Word of God may be divided. One is heartily glad that the document of the Christian faith is clothed in such rich dress.

The Bible opens in the first chapter of Genesis with a majestic prose poem of great beauty and grandeur. It uses very primitive Hebrew scientific ideas in order to state a profound religious truth. How human and great as literary documents are the stories of Abraham, Joseph, Moses, David or Solomon. The writings of the prophets are religion about the Bible and [illegible] and Dr. Johnson's stanza on reading which is the most important and imperative for us students. The readers may fresh their "must" to study more of the Bible and Shakespeare. And I shall be over careful to say that Mr. Clugstone is an authority of Hebrew.

(To be continued on the next issue.)

## Vivid Freshmen In Summer

*Rokko, Aug. 15* — About 10 freshman members have the class even during the summer vacation. Though Dr. MacLauchlin was absent because of his visiting Nojiri, yet Rev. E. T. Boyer who had evacuated from Korea, and is just staying at Dr. MacLauchlin's here, preaches to them instead.

Every Monday's and Tuesday's evenings they read The Gospel according to St. Luke, and Wednesday's, The Ruth in the Old Testament being corrected their pronunciations. (7 p.m ~ 9)

And Thursday night the members enjoy the conversation lesson siting around Rev. Boyer.

## New President's Address

(*Continued From Page 1*)

a great oppotunity. And I hope all members will cooperate with each other to do well in this work and to make it worth our labour, which we have received from the excellent sophomores. I believe that it is cooperation which is one of the most effective elements in the community that we can attain pride and satisfaction when we have finished our work. Happily we have many kind and excellent advisers and members.

The E. S. S. Times
Published by
The Editorial Dept
of
E. S. S., Kobe Univ.

Ken Nakajima, chief.

# AN 'UNRULY MEMBER'

*By Takamichi Ninomiya*

I. 1. In the sweat of thy face shalt thou eat bread.
2. He that hath knowledge spareth his words.
3. Let thy words be few.
4. Peace, peace; when there is no peace.
5. For the good that I would I do not: but the evil I would not, that I do ---- O wretched man that I am! who shall deliver me from the body of this death?
6. Be not wise in your own conceits.
7. The tongue can no man tame; it is an unruly evil.

II. ----the use of speech was to make us understand one another, and to receive information of facts; now, if anyone said the thing which was not, these ends were defeated; because I cannot properly be said to understand him; and I am so far from receiving information that he leaves me worse than in ignorance, for I am led to believe a thing black when it is white, and short when it is long. And these were all notions he (i.e. 'master' Houyhnhnm) had concerning that faculty of lying, so perfectly well understood, and so universally practised, among human creatures.

Gulliver's Travels (pt. IV - A Voyage to the Houyhnhnms (huin(a)ms) - ch. iv); III represents one of the most famous passages in Plato's Republic tr. by Benjamin Jowett; and IV is the opening passage of D.H. Lawrence's Lady Chatterley's Lover.

Let the Bible represent the 17th century, Swift the 18th, Jowett the 19th, while Lawrence the 20th or ours, and you will easily perceive that there exits a tradition — however roughly represented — in English literary style, the characteristics of which are simplicity, clarity, rationality, vigour, correctness, etc.; all in all a clear-cut masculinity. It may slightly vary acording to the fashion of the day, temperament of the writer, demand of the subject, and many other factors for which anyone who writes cannot help, but it always remains as an undercurrent, as it were, clear, pure and strong, beneath the surface of troubled waters, shows itself at every turn of the age when troubles are too palpably felt, in the matter of style confusions of any kind -- elaborate, overwrought, redundant, obscure, florid expressions, in short, signs of effeminacy. It still persists and emerges, among others, in one of the latest writers of our age, George Orwell (Animal Farm, and 1984) I am not going to criticize him as a writer, which is no doubt irrelevant, because here I am exclusively concerned with the style — especially the prose style of an English author; suffice it to say that Orwell reminds me particularly of Swift, whose style as a satyrist he tries to emulate, consciously or unconsciously, as a perfection of its kind, but whose precision, compactness, pertinence, he falls, as it seems to me, far short of. (Here we encounter a problem, too fundamental, too generalized and elusive to be solved at once — that of

in this respect, and will more than illustrate what my 'tongue-tied' comment failed to explain. Study them carefully, no neglecting even a single accent, commit them to memory (they are easy to remember because of their rhythmical structure, worth memorizing both for their familiarity and instructiveness.) And it is on these materials alone, choicest and orderly stored, that we can depend and expect to be a tolerably good writer in a foreign language. Let us here recall to our minds what pains Franklin has taken to attain his perspicacity in phraseology, which he amply exemplified in his Autobiography, and he did that for his own language!

Now by way of concluding remarks, allow me to refer you again to my examples, this time not for its outward form, but for its contents; first to I (6) (learn the virtue of humility there!), next to I (2) and (3) which will show you what wise man's words should be! and lastly to I (7). "The tongue is an unruly member!" (as in this form the passage is usually quoted). Yes, what an 'unruly member' we have to deal with, when we are members of E.S.S.!

Hoping that this little essay will be rid of the plague of misprints which sometimes infest your paper.

## No Conversation Contest

The E.S.S. Conversation Contest planed to vie in its commemoration of the first anniversary have come across some knotty obstacles to cancel.

The schedule to compete with the E.S.S. of the Kwansei Gakuin Univ. is being underlined.

## To Our Readers

is an unruly evil.

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III. Until philosophers are kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils, — no, nor the human race, as I believe, — and then only will this our state have a possibility of life and behold the light of day.

IV. Ours is essentially a tragic age, so we refuse to take it tragically. The cataclysm has happened, we are among the ruins, we start to build up new habitats, to have new little hopes. It is rather hard work: there is now no smooth road into the future: but we go round, or scramble over the obstacles. We've got to live, no matter how many skies have fallen.

Group I is from the English Bible of 1611, so-called Authorized Version, (1)-(4) from the old Testament, and (5)-(9) from the New; II is quoted from J. Swift's

ant, obscure, florid expressions, in short, signs of effeminacy. It still persists and emerges, among others, in one of the latest writers of our age, George Orwell (Animal Farm, and 1984) I am not going to criticize him as a writer, which is no doubt irrelevant, because here I am exclusively concerned with the style — especially the prose style of an English author; suffice it to say that Orwell reminds me particularly of Swift, whose style as a satyrist he tries to emulate, consciously or unconsciously, as a perfection of its kind, but whose precision, compactness, pertinence, he falls, as it seems to me, far short of. (Here we encounter a problem, too fundamental, too generalized and elusive to be solved at once — that of whether 'Style is man' or not; but it is going too far).

To return to the subject of our immediate concern: first, why do I prefer this kind of style to others? Simply because I think it the best style. But why is it the best? Because, when one writes anything at all, one has to learn to give order to one's thought, and this ordering implies, in the intrinsic sense of the word, not addition, multiplication, or any sort of complication, but rather, selection, elimination and, in a word, a simplification. This is the only natural process, where correctness, perspicacity etc. are chiefly to be aimed at. Hence, as I guess, the proverbial saying of Bacon, ----writing (maketh) a correct man'. But, metaphysics apart, who wants to be misunderstood by deliberate intricacy, when one expresses oneself either in speech or in writing? esp. when one stammers out in a foreign language? And this imperceptively leads us to another question — why do I recommend it to you? From no other reason but that I believe the best examples, and no less, are always to be followed, if followed at all. Those examples shown above are highly qualified

an unruly member' we have to deal with, when we are members of E.S.S.!

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## To Our Readers:

Due to the giving out of the electric power at the printer in the cause of the typhoon, the September-issue could not be published regularly, for which we express our apologies.
There will be no issue of the E.S.S. Times next month, because the exam is to start on October 2.

THE E.S.S. TIMES

## E.S.S. HAS MANY DIFFICULTIES JOINT MEETING HELD

Rokko, Aug. 7 — About 20 members of the E.S.S. of four schools — Doshisha Univ., Osaka College of Foreign Studies, Nagoya College of Foreign languages, and Kobe Univ. held a joint meeting at Kobe Univ. to exchange informations about their societies.

The common difficulties in managing societies are

1.) Finance
2.) Training of Freshmen
3.) Inclination to only staff's club

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# ENGLISH ECHOES AT ROKKO HEIGHTS

By R. Uemura & S. Urashima, Special Correspondents of E.S.S. Times

Shake hands, firm hands
Far across the sea.
I'll say "Konnichiwa" to you
You'll say "Hello" to me,
Bow low, so low
Show us how it's done
Let Stars and Stripes fly side by side
With the flag of the Rising Sun.

Singing cheerfully in loud and varied voices, youth of both Japan and America shook their hands with smile under the Stars and Stripes and the flag of the Rising Sun here at Rokko Heights surrounded with the green mountains.

The Kansai session of the 11th Japan-America Student Conference

sen ne." Smiling and gesticulating, he continued, "This conference is very interesting, but one thing which astonished me is that there are a lot of persons who do not understand Christianity." To the question of what he thinks of other religions besides Christianity, he said, "They have really good teachings but the question is whether they are applicable to real life or not?"

2nd Session (Aug.5, Religion)

After the calling to the order of the meeting by Chairman Yamamoto looking to the flowers set at the midst of the table, the minutes of the proceeding session was read by the Secretary, Mr. Herbert Coston. Approv-

jelly-fish welcomed the delegates with their dancing. At noon, M.S. Tokushima-maru reached Sumoto, where in sudden rain all the delegates started for Mikuma-kan Hotel by bus or on foot.

Unfortunatly it rained successively, so some delegates were forced to stay at the hotel playing games, cards, and so on. But others went out to the sea-shore even in the heavy rain. On the other hand, another enjoyed horse-riding. In one corner of a room, the eating contest of watermelons was being held. In the other corner, a few of them were in sound sleep, rising early to get in time this morning.

After cheerful and gay meeting, they left the hotel at 4 p.m. On their way home, some were tired to sleep, others were seasick because of their fatigue and the gloomy weather. But the latter was cured by the students of the Medical Science Table. God Heavens! having such nice delegates.

At 7.45 p.m., fifteen minutes earlier than the time was expected, all the delegates could see the pier of Kobe after interesting and jovial one-day-trip to Awaji-Island.

3rd Session (Aug.7, Social Problem)

We had met Miss Emma K. Skinner, Chief Librarian of the SCAP CIE. Kobe Library before the conference started. She told us to the question what she thinks of the 6-3-3-4 Education System in Japan, "It is, I think, getting well," with friendly voice.

When we visited Social Problems B Table, they were discussing on over-population and means to solve it. 'Birth Control' was also discussed

By R. Uemura & S. Urashima, Special Correspondents of E.S.S. Times

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Singing cheerfully in loud and varied voices, youth of both Japan and America shook their hands with smile under the Stars and Stripes and the flag of the Rising Sun here at Rokko Heights surrounded with the green mountains.

The Kansai session of the 11th Japan-America Student Conference sponsored by the International Student Association of Japan was held at Kobe University of Economics attended by 150 Japanese and American young delegates from Aug. 4th to 9th.

1st session (Aug. 5, Education)

We entered into the Education B Room in which Mr. Hiro Takemura of Kobe University was the table chairman, guided by Mr. Honda, a committeeman. At that time, 'Academic Freedom' was being discussed in this table, but all delegates, above all, Japanese were not accustomed to this conference. It seemed to us that chairman Takemura was in confusion because it was the first time for him to be a table chairman in such a conference.

As the chairman declared to have a recess, we went to the committee room to have interview with Elder Ted Price, a Mormon missionary in Japan being introduced by Mr. Masaru Yamamoto the chairman of Religion A Table. He spoke to us using natural Japanese sometimes, "It is very difficult to compare the American delegates' activity with the Japanese one: the Japanese delegates speak English very well, but it is rather wrong to hesitate to express their opinion. *'Hazukashigaru no wa emari yoku arimasen ne.*" Smiling and gesticulating, he continued, "This conference is very interesting, but one thing which astonished me is that there are a lot of persons who do not understand Christianity." To the question of what he thinks of other religions besides Christianity, he said, "They have really good teachings but the question is whether they are applicable to real life or not?"

2nd Session (Aug. 5, Religion)

After the calling to the order of the meeting by Chairman Yamamoto looking to the flowers set at the midst of the table, the minutes of the proceeding session was read by the Secretary, Mr. Herbert Coston. Approving the minutes, next came the discussion on 'What Is Religion?" from the points of "What man is", "Why man is living", "Where man goes after his death", and so forth. The atmosphere of the conference was seemed to be rather calm because of the topics they were discussing. However, by the co-operation of Japanese and American chairmen, the discussion was smoothly proceeded. Another thing was the lady-delegates were very shy to express their opinions.

All the delegates finished the 1st day of this conference at 8 p.m. and they went down longing for the recreation trip to Awaji Island on 6th.

Recreation Trip to Awaji (Aug. 6)

M.S. Tokushima-maru who had all the delegates on her deck left Kobe for Sumoto, in Awaji, at 9 a.m. On her way, the vessel was sounded by the chorus of varied voices, soprano, tenor and bass spread over the deck. Chatting between Americans and Japanese also echoed. Here and there many were busy to take their pictures — like a photo contest.

Drawing near to Sumoto, many

At 7.45 p.m., fifteen minutes earlier than the time was expected, all the delegates could see the pier of Kobe after interesting and jovial one-day-trip to Awaji-Island.

3rd Session (Aug. 7, Social Problem)

We had met Miss Emma K. Skinner, Chief Librarian of the SCAP CIE Kobe Library before the conference started. She told us to the question what she thinks of the 6-3-3-4 Education System in Japan, "It is, I think, getting well," with friendly voice.

When we visited Social Problems B Table, they were discussing on over-population and means to solve it 'Birth Control' was also discussed. As this table had a few Americans the Japanese delegates were seen to be lonesome. Many a "Please speak more slowly" were presented by a few Japanese delegates in the course of discussion.

In the intermission we asked Mr. Akira Ueno, a delegate from Kobe Univ., to say something regarding this conference, when he gave us his impression in his fluent English, "I'm very sorry not to be able to prepare enough to have a good idea for this conference because it was little bit late to know the subject we were to discuss, but I enjoyed this conference very much." As we had 10 minutes intermission we went out to the porch, where chairman from each table were listening to committee's attention. Mr. H. Coston, an instructor of Palmore Institute and Co-chairman of Religion A Table was seen standing near us, so we asked him whether he feels that the Japanese are interested in religion or not. He answered with smile, "I think that most of the Japanese are not interested in religion, but some students have an ardent interest in it."

(Continued On Page 6)

# ENGLISH ECHOES AT ROKKO HEIGHTS

(Continued From Page 5)

While we caught Mrs. Ruth Saito of Palmore Institute who was walking with her husband arm in arm, and she said with an actress like smile: The co-education system is natural it gives opportunities of understanding which cannot be gained at non-mixed schools.

Bell rang, and we visited Education B Room again. Then we felt the session be going more smoothly than that of the last time when we came here. In this session the most interesting topic was 'the examination system'. These were three different opinions on why the examination is needed in schools. Mr. Moriyuki Okochi of Doshisha Univ. was an ice-breaker stressing that the exam is necessary to make students study, but Mr. H. Takemura of Kobe Univ. apposed him saying that they did not study for the exam only, they had the opportunity of arranging their ideas they had got in the lecture and review them in exam. In this serious discussion a delegate said, "It is necessary to get high marks for taking good position in society after graduation in Japan." (laughing)

When we had interview with three delegates from Kobe Univ. in this table, they answered us, "It's difficult to understand what Americans say, we suppose that it is because they came from the different parts in America. We regret to say that some delegates are not punctual."

We met Elder Aipolani, a missionary of Church of Jesus Christ of Latter Day Saits, at the porch, then we asked him, "Do you think that the Japanese

tics Table. They discussed about the political movements of students. Japanese students showed the organization of the Federation of School Government of Japan (Zengakuren) to Americans. It seemed that the atmosphere of this room was a little bit different from other tables because of the fact that the subjects taken up in this group were more difficult than that of other groups.

Then we changed the room and went to Education B thrice. It seemed to us that all the delegates learned the technic of proceeding the conference. We felt it necessary to have much more time for discussion, but in this group in spite of such a short time they could manage their meeting skilfully. This last session was closed by the ending address of the chairman expressing his hearty thanks to all delegates' co-operation. Then the applause arose here and there.

As soon as the meeting was adjourned, we asked Miss Marie Woener, a director of Army Education Center 25th Div., co-chairman of Education B group. To the question "How did you feel about the atomosphere of this conference?" She answered in courteous manner. "I found the atomosphere very friendly and congenial. All delegates were very kind and helpful to aid Americans in every way possible. I felt this conference showed a high degree of co-operation and friendliness between all of the delegates." Next question raised was about her impression upon Chairman Takemura, a delegate from Kobe Univ. The hale-looking lady answered that he had handled the discussion very skilfully, and his command in English is excellent. The interview was finished with her grateful thanks to Steering Committee.

It was very hard work to speak to

hands had the copies trembled very much. Some chairmen called Miss Yoshioka "Mr. Chairman" in spite of the lady presider when they began to make speech, so Miss Yoshioka smiled bitterly before her desk.

At the intermission between announcing the reports and the farewell party, we met the delegates from Kobe Univ. to ask their impressions on this conference. Mr. Toshio Oda remarked, "The Americans speak the concrete, not the abstract comparing with the Japanese." Mr. M. Yamamoto, Chairman of the Religion A Table, and Mr. H. Takemura, Chairman of the Education B Table were asked to tell something they felt as the chairman in the conference, "It was trouble for us, chairmen to be disturbed by the committee who brought often some information or notices." they said. As to presiding over the conference as a chairman, Mr. Yamamoto told us, "In Religion Table, I could not help nominating the speakers when the agenda was too difficult to discuss." On the other hand, Mr. Takemura said, "In our table I need not do so, because all the delegates spoke out their opinions without intermission". Both of them stated, "It was very convenient for us to have Americans as our secretaries". All the delegates from Kobe Univ. expressed their cordial thanks to the Steering Committee that have done good and great work through this conference. They said that they enjoyed the conference very much and it was a great pleasure for them to make acquaintance with many Americans.

## Farewell Party (Aug. 9)

The dinner party began with the English speech of H.I.H. Takamatsu, President of the International Students Association of Japan, attended this party as the honorable guest. Miss E.K. Skinner said that his English was very excellent.

that they did not study for the exam only, they had the opportunity of arranging their ideas they had got in the lecture and review them in exam. In this serious discussion a delegate said, "It is necessary to get high marks for taking good position in society after graduation in Japan." (laughing)

When we had interview with three delegates from Kobe Univ. in this table, they answered us, "It's difficult to understand what Americans say, we suppose that it is because they came from the different parts in America. We regret to say that some delegates are not punctual."

We met Elder Aipolani, a missionary of Church of Jesus Christ of Latter Day Saits, at the porch, then we asked him. "Do you think that the Japanese people understand Christianity?" To this question, "Yes, I think so," he answered. When he was asked if every one in his group speaks out his opinion, he answered, "They understand the subject but they cannot explain what they are think of." He praised Mr. M. Yamamoto's chairmanship and said he is a very wonderful chairman and moreover he is a very earnest student."

When we were going to go up to the 2nd floor, we could have the opportunity of seeing Mr. Teruyoshi Yasufuku of Kyoto Univ. who is Chairman of the Japanese delegation introduced by Mr. H. Takemura. He stressed the perfect conclusion was not so important. Chair-man Yasufuku answered our question about the difficulties in managing this conference, "One of the difficulties we faced for preparing this big scale meeting is to get enough money."

4th Session (Aug. 8. Politics)

In the last session we determined to go to the Polited, we asked Miss Marie Hoshi, a director of Army Education Center 25th Div., co-chairman of Education B group. To the question "How did you feel about the atomosphere of this conference?" She answered in courteous manner. "I found the atomosphere very friendly and congenial. All delegates were very kind and helpful to aid Americans in every way possible. I felt this conference showed a high degree of co-operation and friendliness between all of the delegates." Next question raised was about her impression upon Chairman Takemura, a delegate from Kobe Univ. The hale-looking lady answered that he had handled the discussion very skilfully, and his command in English is excellent. The interview was finished with her grateful thanks to Steering Committee.

It was very hard work to speak to Prof. Roy Smith after the last session because many people surrounded him to get the occasion of talking with him, at last we could stand before him to ask some questions regarding this conference. He stated with smile like a grandpa, "All the delegates did not so much hesitate. I think that subjects decided by the Japanese were rather too wide to discuss in short times, so I hope that the more narrow subjects had better be picked up. He continued and said, "Attending two tables, Politics and Economics, I felt Economics Table was more mercantile than Politics Table."

Announcement of the Summary reports (Aug. 9)

On 9th, the gathering was held to close this significant international conference at Kobe Chamber of Commerce and Industry.

The announcement of the summary reports was started presided by Miss Mineko Yoshioka of Kobe Women's College and given by 11 chairmen of each table. at 3 p.m. some of them having stage-fright on the platform, their need not do so, because all the delegates spoke out their opinions without intermission". Both of them stated, "It was very convenient for us to have Americans as our secretaries." All the delegates from Kobe Univ. expressed their cordial thanks to the Steering Committee that have done good and great work through this conference. They said that they enjoyed the conference very much and it was a great pleasure for them to make acquaintance with many Americans.

Farewell Party (Aug. 9)

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In the dance party after dinner, being found dancing played by American and Japanese partners, the international atmosphere was brought. Mr. and Mrs. Saito who married recently fired flesh of cameras in their dancing. Mr. Daniel J. Meloy, Chairman of the American delegation gave us his sentiments on this conference and said, "I am very glad to be able to exchange free opinions." The 1950 Japan-America Student Conference in Kansai was over with the pleasant ball.

Repeating to say, "See you again, Goodbye." and thanking to the Steering Committee we went home with joyful memories in our mind, We played important role to have the peaceful world through such a conference.

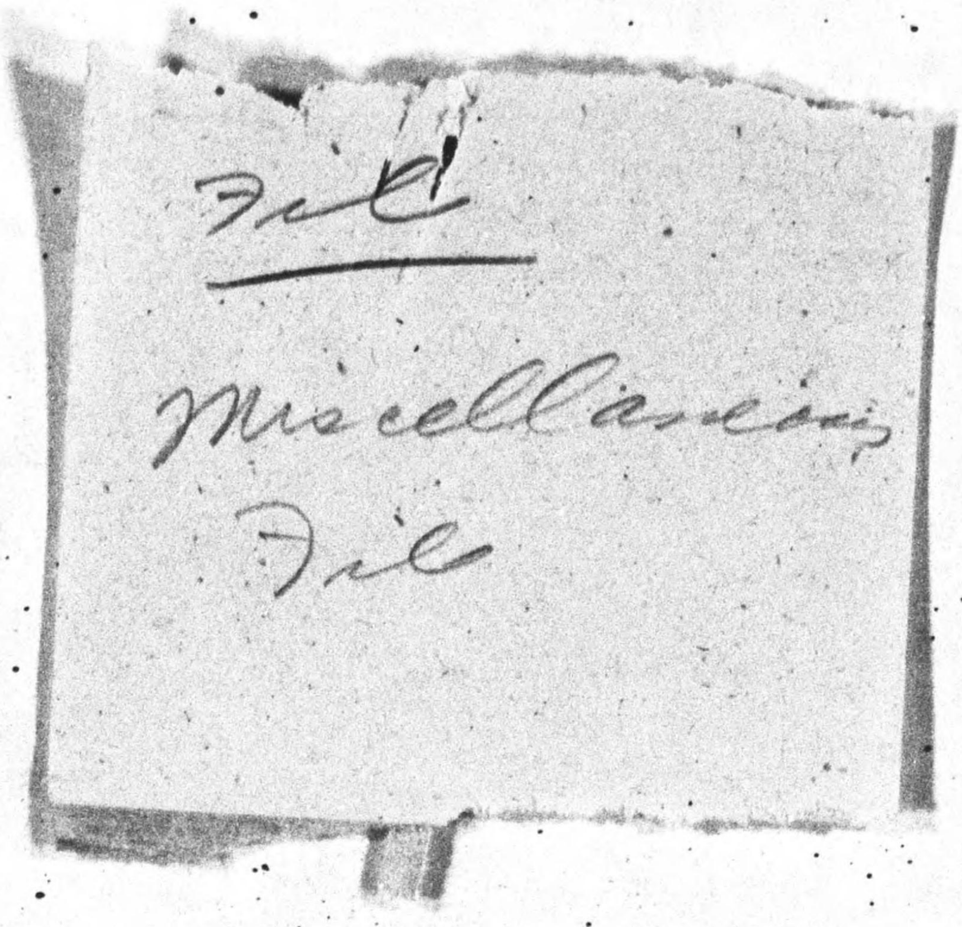
Memorable Meeting is adjourned.

× × ×

Through Mr. Fujio Yokoyama, a committeeman, we obtained some letters of the attendants which express their impressions of the conference. All the letters show that the writers had enjoyed and got a mutual understanding through this conference with gratitude for the excellent work of the Committee.

La Fin !

DECLASSIFIED - E.O. 12065 SECTION 3 (b)(1) NND 969078



DECLASSIFIED E.O. 11652 SECTION 3 (E)(1)(2)(3) NLJ/RAC NO. [illegible]

Draft

~~Precepts for an Administrator~~

How Good an Administrator are You?

~~Signs of Democratic Administrator~~

Rating Scale:

Put "1" when little observed
Put "3" when best observed
Put in "2" when medium

Give yourself 1 point if rule listed is observed to a slight degree

1. My section personnel are being paid on Equal Wage for Equal Work scale.

2. Punctuality is observed in my section, including myself.

3. I let reason and not emotion, dictate my dealings with my section people. I do not favor any individual above others but have a system by which I evaluate each person's merit in an objective way, regardless of age and social background.

4. In a case of failure on the part of my subordinates I take the responsibility myself and help them to remedy the situation.

5. I have given opportunities to cultivate latent talents in my section people who succeeded in assuming more than their assigned responsibilities.

6. Within the budget and directives from higher echelon, I create new and effective types of service, and then find the persons adequate for the service rather than vice versa.

7. I consider local situation and trends of the time and arrive at a group decision as regard what the highlights of the section's activities are at any given time.

8. I make a point of curtailing expense and eliminating waste of money for ineffective programs; in case of money being left over from the budget, I do not plan field trips or parties in order to use it up.

9. I do not hesitate to fire my section people who are incapable for the job and do not possess the will to improve, even though the particular persons are related to or backed by some people who wield influence, or ~~to~~ the whom you owe allegiance.

10. In my section there is a bookstack open to all employees in my section, any time of the office hour. The books are well classified, up-to-date materials and references are sorted so that any person may have an easy access, without other's service, to what he or she wants to find. All personnel are interested in adding to the materials and tries to share what they see elsewhere.

11. I do not let my political ~~partisan~~ views influence the section people.

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12. I do not let any political party interfere with the honest operation of the work of my section.

13. I do not accept any undue presents that may imply bribery or any type of entertainment for my official service from any person, group, or government agencies who are not responsible for my pay-roll.

14. I do not rebuke my section people in the presense of a third person.

15. I do not use office property and supplies for private purposes.

16. My attitude and speech are the same to all visitors regardless of their status, age, sex, appearance, nationality and the individual's attitude toward me. In other words, I am niether haughty to anybody nor humiliate myself toward other people. I am natural, business-like, ~~and to~~ frank + to the point in all my dealings.

17. I have been kind to my subordinates, can enumerate instances that I acted kindly; for example; I learned that my subordinate was suffering from illness, gave him or her leave of absence without being asked, or, helped solve frictions among section people.

18. I hold staff meeting at least once a month, at which everyone is given opportunity to express ideas concerning work of the office.

19. There are times when I laugh with my section people heartily, for we understand humor and share it together.

When your score is above 50 you are pretty ready for good service when below 30 you are a poor leader of democracy.

20. I try to cooperate with outside, both govt + civic agencies + offer services for ~~the achievement of common purpose~~ activities sponsored by them behind the stage (backstage helper)

Prof level

## Questionnaire for Democracy in Organizations

A. Answers should be "no" to the following:

1. Is the organization limited geographically either as stated in its constitution or taken for granted (with exception of a few certain types of organizations where geographic bases are necessary)? _____

2. Is membership involuntary, some social or other pressure having been used to induce members to join? _____

3. Does the organization desire a large membership, regardless of the particular interests or enthusiasm of individual members? _____

4. Are all persons who can possibly be eligible automatically considered members without any specific qualifications? _____

5. Is a majority of the members inactive, taking little or no part in planning or carrying out the activities of the organization (other than dues or contributions)? _____

6. Is all planning and directing of activities carried on by officers? _____

7. Are there more persons designated as officers than absolutely necessary for executive functions? _____

8. Are all committees organized from among or headed by officers? _____

9. Are general meetings held only annually? _____

10. Is the organization too large or meetings too infrequent for members to associate together in a friendly manner and come to know each other? _____

11. Are meetings formal from beginning to end with no informal diversion? _____

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Questionnaire for Democracy in Organizations, cont'd

12. Do officers or committees of officers make decisions on important matters without putting such matters to discussion and vote at general meetings. _____

13. Is there a wide range of ages among members which results in domination by older members (except in a few certain types of organizations where age limits would not be applicable)? _____

14. Are purposes and objectives vague? _____

15. Is the president concurrently head of several other organizations? _____

16. Is the president always the organization's representative? _____

17. Were officers nominated and voted for as officers only and then assigned various posts according to relative numbers of votes, rather than being nominated and voted for separately for each office (with possible exception of president and vice-president)? _____

B. Answers should be "yes" to the following:

1. Do all officers have a particular interest in the objectives and purpose of the organization? _____

2. Are general meetings held frequently (approximately once a month) according to times stated in the constitution? _____

3. Are special meetings announced to members well in advance? _____

4. Are general meetings attended by a majority of members on the rolls? _____

5. Is there any provision for dropping inactive or other undesireble members? _____

6. Is membership limited to interested individuals who meet requirements? _____

DECLASSIFIED - E.O. 12065 Section 3, Para. 3 By [illegible]

Questions for Democracy in Organizations, cont'd

7. Do ordinary members participate widely by being placed on various committees and discussing and voting on all important matters, such as whether to participate in a certain civic program or not, amount of dues or contributions, etc? _____

8. Are ordinary members given opportunities to develop their individual talents and abilities? _____

9. Are ordinary members given opportunities to actually practice and learn democratic procedures? _____

10. Does the name of the organization reflect its purpose and was it actually selected by the group itself? _____

11. Are financial reports given to members? _____

12. Are democratic procedures used in meetings, provided for in the consitution or by-laws? _____

13. Are nominations and elections held separately for each office? _____

14. Were several persons (at least 3) nominated for each office, with the result that in each case some were defeated in the subsequent election? _____

15. Did members of the group decide originally what officers would be needed following a discussion of the matter? _____

16. Are elections held by secret ballot? _____

17. Are new faces encouraged to take part in meeting programs rather than all meetings being dominated by one or two speakers? _____

18. Of current program of the organization, were a good many of the points actually originated and suggested by ordinary members? _____

19. Does the president refrain from making motions himself or from debating or discussing a question while presiding? _____

20. Is quorum specified? _____

21. Does full and free discussion precede decision on all matters? _____

DECLASSIFIED E.O. 12958 SECTION 3.3(b)(1)(6)

File-

Nippon Times
22 November 1950

## STUDENTS SEEK FINANCIAL HELP

### Side Jobs Are Difficult to Get in Order to Pay Way Through School

Only 35 per cent of the university and college students of Japan today are completely dependent on their parents for schooling expenses. Thirty-three per cent are wholly self-supporting. The rest receive aid from their parents to the extent of a mere ¥ 1,000 per month. Most students work to pay their way through school, but their earnings are limited and, besides, jobs are hard for them to get, says the Yukan Seinai Keizai.

Hence, every month sees a heavy increase in the number of students seeking help from the Nippon Ikuei Kai, a society which extends scholarships to deserving self-supporting students. The recipients, for the most part, come of families of the prewar leading classes. Sons of ex-prefectural governors and former ranking military officers are included in large numbers.

As of October 31, there were 95,719 students benefited by the society. The scholarships offered range in amount from ¥500 or less to ¥ 4,000 a month, status of the school the recipient attends and his grade. Students taking a university post-graduate course come in for ¥ 5,800 a month. Students of correspondence universities get a sum not exceeding ¥ 6,000 for each once-a-year period of personal teaching.

The ¥2,400 million appropriation out of the State treasury for next year's scholarship will come as a boon to students struggling for selfsupport.

Scholarship-aided students stand good chances of securing employment after graduation, in that a scholarship serves as an indisputable testimony to the recipient's showing at school.

DECLASSIFIED - EXT. ITEMS - SECTION 3 (E), NARS

## Some Points to Consider in Planning a Program

1. In determining the program, who is consulted regarding their interests, needs and desires--how is this done?

2. Is there a felt need for activities suggested for inclusion in the program?

3. Can activities proposed to be included in the program be financed?

4. Is time allotted to various parts of the program on the basis of relative importance?

5. Is there continuity in the program?

6. Are materials and services available through public and private agencies such as libraries, social education sections, public welfare offices, agricultural offices, schools, professional organizations, etc.?

7. Is provision made for substitute activities or talent in event of unexpected changes?

8. How many people will participate in the program?

9. How many people will benefit from the program?

10. Can the program be understood by the audience?

11. Is the program for the year balanced with respect to its educational and recreational aspects?

12. What procedures have been established to evaluate various parts of the program?

13. Is a variety of methods used in presenting the program?

14. Are current controversial issues of deep concern to community handled in a satisfactory manner?

15. What portion of the concerned people will participate in the program?

16. What arrangements will be made to bring new people in?

17. How is the program to be publicized?

18. What opportunities will be provided for the development of new interests among concerned people such as (a) dramatics (b) choral singing (c) art and handicraft hobbies, etc.?

DECLASSIFIED - E.O. 12065 SECTION 3 (E)(1)(D) NND 760033

## THE IROBLEM - METHOD

The whole group was divided into 8 sub-groups and a problems solving method was used at workshops foll wed by a panel discussion to evaluate the answers to the problems. Some of the problems were practical and realistic but others were too clear yet we found this method effective and interesting. The following are some of the problems presented. There were eight different answers to each problem. The comments given by different people are also included.

Problems relating to Budget-making:

May 16, 1950

No. 13

The following budget was given to the participants for correction and addition without changing the total amount of money.

| | |
|---|---|
| Social Education Advisory Committee | 200,000 yen |
| Adult Education Training Courses | 500 yen |
| Libraries | 2,000,000 yen |
| Subsidy to CPH | 200,000 " |
| Guidance to PTA | 200,000 " |
| Visual Education | 1,500,000 " |
| Social Athletics | 1,200,000 " |
| Boy Scouts | 100,000 " |
| UNESCO | 100,000 " |
| Publication | 50,000 " |
| Lecture meetings for youths | 100,000 " |
| Women's organizations | 30,000 " |
| Forum | 500,000 " |
| Community Schools | 50,000 " |

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| | |
|---|---|
| Preservation of National Treasure | 300,000 yen |
| Adult Day Activity | 100,000 yen |
| Travel Expense and Misc. | 1,000,000 yen |
| Prefectural CPH | 5,000,000 yen |
| General Promotion of Culture. | 1,000,000 yen |
| Regious Organizations | 20,000 yen |
| | 14,200,000 yen |

At the panel discussion Mr. Nelson, and Mr. Morgan, CI&E, SCAP and Mr. Tanaka and Mr. Teranaka, Ministry of Education, gave the following comments:

Mr. Morgan:

Bear in your mind that every item is in comformity with the educational policies. A budget itself is the balance of activities. In going over your budget I found out that some illegal items are included. Uniform terminology is recommended. The money subsidized by the national treasury must be used for exclusive purposes.

Mr. Nelson:

200,000 yen for Social Education Advisory Committee! If it is aggreable to you, I don't raise any objection but cantion you. The committee may be too large or regulations may be violated.

Adult education leadership courses! It's too vague. State more specifically.

Is the money for CPH subsidy or for training courses?

If the money for social athletics is used to subsidize an amateur athletic association, that will violate the law.

The item of promotion of culture is too vague. Instead there should be a fairly large amount of money allocated to publication.

Holding a PTA study group violates Social Education Law. It is better to change it to adult leadership training.

Complete separation between PTA and the government should be emphasixed. Guidance of democratic techniques is needed by many groups. The national congress of PTA is going to be established soon.

DECLASSIFIED E.O. 12065 SECTION 3 VOLUMES NOT

The money for women's leadership training courses violates the principles. National holidays should not be overemphasized. They are not so important as a continuing program.

In organization guidance which Group D used the word guidance is too strong. I raise objection to the word guidance. Consultation service is better.

No. 14

You are the chief of the social Education Section. There are 18 people in your section. Organize these people.

DECLASSIFIED E.O. 12065 SECTION 3 (b)(1) NARS DATE 12-18-78

Problems Relating to Community and Social Education Activities:

No.7

You are the president of a women's organization. The chief of Welfare Section of the prefectural government requested you to co-operate with them in cleaning eampaign by making each member of the women's organization donate 300 yen. What will you do?

No. 8

You are amember of P.T.A., a member of the Chamber of Commerce and Industry, of town assembly, of Rotary Club, and also on the C.P.H. Advisory Committee. The Social Education Section of the Secreat of the Board of Education is going to sponsor an extention course in the evening at a primary school for youths and adults excluding students but including many repatriates. What can your organizations do? And what will you do?

No. 16

You are the chief of the Social Education Section. A representatives of Agricultural and Forestry Section came to you saying that 4-H clubs are under his jurisdiction. What would you anser?

No. 21

The population of your town is 10,000. You are on the Social Education Advisory Committee. A new CPH has been established. Social Education Advisory Committee has been requested to recommend members on the C.P.H. Advisory Committee. What do you recommend?

No. 22

You are the chief of Social Education Section. One of the leaders of a Seinendan asked you to get athletic tools for them. If not, he will tell the superintendent of education to fire you out. What will you do?

DECLASSIFIED E.O. 11652 SECTION 5 (E)(2)(B) NO. [illegible]

## Problems Relating to C.P.H.

No. 1

The city mayor thinks that C.P.H. activities are the thing he should be proved of and appointed his nephew as the manager of a C.P.H. There is no C.P.H. advisory committee organized yet. A part of the C.P.H. building is used as a theatre with admission fees taken. One of the rooms in C.P.H. is used for holding an official party. You are a member of Social Education Advisory Committee.

No.2

You are the chief of a branch C.P.H. The chief of the main C.P.H. treats you as an office boy. All the activities of a branch C.P.H. are directed by the main C.P.H. You believe that a branch C.P.H. should not depend upon the main C.P.H. for everything. What would you do to improve the situation?

No.6

A Buddhist preest uses his temple as CPH. In addition to the religious rites the temple sponsors C.P.H. and cultural and recreational activities. Is this wrong? Explain why.

No. 9

The mayor of the city has permitted one of the political parties to which he belongs to have an office in the C.P.H. The political party pys the rent. There have been some voices against this issue, but the mayor says that C.P.H. does not support one particular party but the political party helps organization like P.T.A. pays the charge when they use the room, so does the political party. In other words if the political party pays the charges and still they cannot be allowed to use the building, that is a discrimination. You are a member of a women's organization, and notice that the C.P.H. is being monopolized by political activities. What would you do?

No. 20

Several managers of C.P.H. visited you and asked for suggestions about a federation of C.P.Hs. What kind of advice would you give?

DECLASSIFIED E.O. 11652 SECTION 5 (E)(2) NARS DATE 12/18/75

Problems Relating to P.T.A.

No.3

Mr. Suzuki is the president of a P.T.A. At the convention recommended by his co-capitalist, he was selected as president. He used to be a peer, and he is rich. He is known as a boss of the village. Some one else was elected as the mayor of the billage. Since Mr. Suzuki has donated the highest amount of money to P.T.A. he thinks he has the right to act for all the members. Mr. Suzuki, recently, ought that coeducation is not good and told the principal to stop it. The principal protested against it and reported to the superintendent of education, who visited the P.T.A. boss immediately and was entertained with sake. The superintendent decided to stop coeducation.

Now, you are a member of the P.T.A. You know tha t most of the members are in favor of the principal's opinion. What are you going to do?

No. 4

The chief of the social education section requested you president of P.T.A., to present him that names and occupations of the members of P.T.A. What are you going to do?

No. 10

You are a member of P.T.A. not of your own accord byt because your child is attending the school. One day, your child brought home a letter from the principal requesting parents to pay 200 yen as P.T.A. dues. You know how miserably children whose parents refues to pay the amount are treated at school, but you think it impossible for you to pay the amount. What would you do?

No. 15

You are a social education consultant. An election of the city is coming soon. A representative of a P.T.A. came to you to get advice in regard to the role of P.T.A. in the election. What would you answer?

DECLASSIFIED E.O. 12065 SECTION 3 (b)(1) NARS DATE 12-18-80

File

Files in the Receptionist Room

22 November 1950

DRAWER I

**Administration and Policy:**

**Administration:**

Application for Employment

CE Problems

Correspondence

Correspondence (Higher Hdqs.) In-coming

Correspondence (Higher Hdqs.) Out-going

Correspondence (Inter-office) In-coming

Correspondence (Inter-office) Out-going

Correspondence (Japanese) In-coming

Correspondence (Japanese) Out-going

Daily Bulletin

Memorandum

Miscellaneous Letters

Personnel (DAC & FN)

Personnel (Japanese)

Table of Organization

Telephone, Telegram and Radiogram

U.S. Education Mission's Activities

Weekly Activities Schedule

**Policy:**

Law-Education

Ministry of Education Communication

Ministry of Education Communication (Hatsu Gaku)

Mission & Priority of Activities

DECLASSIFIED Eff. Nr.: 9810 Section 3 Volume No.

Official Gazette

Operational Directives

Policy - Civil Education

Prefectural Government Officials (Kinki)

SCAP Directives

Report:

Civil Education Conference

Field Trip Report

Incident Report

Monthly Activities Report (Civil Education)

Monthly Activities Report (Kinki Civil Affairs Region-Oct 50 - )

Monthly Activities Report (Kinki Civil Affairs Region-Jul 50 - Sep 50)

Monthly Activities Report (Kinki Civil Affairs Region-Nov 49 - Jun 50)

Monthly Activities Report (Other Region-Civil Education From Aug 50)

Monthly Activities Report (Other Region-Civil Education From Nov 49-Jul 50)

Report

DECLASSIFIED E.O. 12065 SECTION 3 (E)(1)(iii) NLJ 96-

DRAWER II

Education:

Education General I

Education General II

Education Agriculture

Edu. - For Blind

Edu. - Health & Hygiene

Edu. - Institutions

Edu. - Safety

Edu. - Vocational

Institute for Educational Leadership

School Board:

School Board - General

School Board - Hyogo

School Board - Kyoto

School Board - Nara

School Board - Osaka

School Board - Shiga

School Board - Wakayama

School:

Elementary School

Kindergarten

Korean

Private School

Lower Secondary School

DECLASSIFIED E.O. 12065 SECTION 3 VOLUMES NO.

Upper Secondary School

Try-out School

University Kansai Gakuin

University - Kobe

University - Kyoto

University - Nara Women's

University - Osaka

University - Shiga

Statistics:

Statistics - Hyogo

Statistics - Kyoto

Statistics - Nara

Statistics - Osaka

Statistics - Shiga

Statistics - Wakayama

Teachers' In-Service Training

Teacher Screening

Teachers' Unions

Teachers' Union (1949)

Teachers' Union - Osaka

Teachers' Union - Shiga

Budget

Curriculum

Evaluation

DECLASSIFIED E.O. 12333 SECTION 3.4(b), NARA DATE

Press Clippings I

Press Clippings II

School Lunch

School Reorganization

Student Government

Text Book, Books