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(Compiled by National Diet Library)

Plan of Education Research Institute in Kagawa-ken

Emphasis of the research and statistics will be placed on:

1. Evaluation
2. Moral education and student guidance
3. Teaching methods to meet the local needs and grades of school.
4. Productive education and vocational education

Activity plan

1. Evaluation

- a. Prepare standard achievement tests for primary and lower secondary schools
- b. Prepare diagnosis test
- c. Prepare personality
- d. Prepare evaluation plan of school
- e. etc

2. Moral education

- a. Survey of moral education
- b. How moral education should be
- c. Moral education to be taught in all subject matters
- d. Special education activities and moral education
- e. Prepare handbook of student guidance

3. Work as education consultant

4. Study of curriculum of subjects

- a. Research and investigation of teaching method and equipment meeting the local situation
- b. Handbook of teaching methods of all subjects
- c. Curriculums meeting localities
- d. Research and statistics of productive education and vocational education
- e. Survey of health of school children and students of this prefecture

5. Cooperative studies with the schools

- a. Supplement survey of society
- b. Survey of school-children and students
- c. Conduct various kinds of tests
- d. Practise of teaching methods
- e. Prepare curriculum based on the above items
- f. Hold announcement meetings of study made.

6. Publish

- a. Handbook of teaching methods of all subject matters
- b. Handbook of pupil guidance
- c. Pamphlet for students in regards to moral education
- d. Publish 4th, 5th and 6th editions of the "Education Research Bulletin"
- e. Publish three reports of research

7. Hold announcement meetings

- a. Meetings of group dynamics and education statistics under the sponsorship of this institute, under joint sponsorships of the gun and city education research institutes and cooperative schools.

8. In order to improve qualities of teachers in compliance with the special law for the education public service men, three month study program will be conducted for four times to eight teachers each time.

9. Survey of education

- a. Survey of requests to this institute
- b. Survey of status of moral education
- c. Survey of school equipment
- d. Survey required in studying methods of teaching
- e. Survey of basic academic ability
- f. Survey of society
- g. Survey of school children and students
- h. Survey of health

Name and responsible fields of the staff
and 3 month students of the Kagawa
Education Research Institute

Stuff

- T. Fujita (chief) - Education principles, student guidance, science
K. Tanaka (assistant chief) --
S. Miyazaki (member) - Vocational education & homemaking course,
school administration
J. Kubo (member) - Language, curriculum

T. Hosokawa (member) - Child psychology, student guidance
Y. Kuretani (member) - Music, education finance
F. Takegami (member) - Social study, education sociology
H. Toridori (member) - Mathematics, evaluation
(This person was absent at Mr. Hager's meeting on 21 May)

Three month students (study of adoption of moral education in various subject fields)

T. Tsukuda - Busshozan P.S.
T. Hanafusa - Sogisho LSS
M. Kurogi - Okada PS (absent at meeting)
T. Fujita - Yoshino PS
Y. Norishige - Takuma PS
S. Ogasawara - Shichika PS
O. Kuwashima - Yamada PS
J. Kita - Busshozan LSS
T. Hanazaki (Mrs.) - Nishihama PS

Plan of Education Research Institute, Kagawa Ken

昭和二十六年年度香川県教育研究所運営計画

一、運営方針

- 1. 新教育の目的内容及び方法について原理と実践の両面から研究調査して本県教育の向上を
- 2. 本県における教育現場の諸問題をこつこつ研究調査し学校指導課と密接なる連絡をばかり本県の実績をあげる。
- 3. 教育公務員法研修規程にもとづいて研修生の委託をうけて研修にある。
- 4. 教育委員会法第四十七條にもとづいて専門職員を充て有効適切なる研究調査をす。

二、研究調査の重点

- 1. 人評価
- 2. 道徳教育、生徒指導
- 3. 地域及び学年に過したる指導法
- 4. 生産教育、職業教育

三、事業計画

人評価

- (1) 小中學校標準学力検査問題の作製
- (2) 診断テストの作製
- (3) 性格テストの作製
- (4) 学校における評価計画の作製
- (5) その他
- (6) 道徳教育に関する現状調査
- (7) 道徳教育のあり方
- (8) 各教科の指導を通じての道徳教育
- (9) 特別教育活発と道徳教育
- (10) 生徒指導の手引作製

道徳教育

教育施設

- (1) 本県の実情に即する教育指導法及び教員の研究調査
- (2) 各教科指導法の手引
- (3) 地域類型別カリキュラムの作製

カリキュラム

及
び教科研究

四、実施計画

| II | | I | | | 月 | 研究調査 |
|---------------------------------|--|--|--|--|--|--|
| 九 | 八 | 七 | 六 | 五 | 四 | |
| 研究調査の整理 | 研究調査の実施 調査手次入稿の 整理 | 研究調査の実施 研究調査手次の 整理 | 研究調査の実施 | 研究調査の実施 | 研究調査の実施 | 研究調査の手次 調査手次 の実施 |
| 研究調査の実施及び 整理 | 研究調査の実施及び 整理 | 研究調査の整理 | 研究調査の実施 | 研究調査の手次の実施 | 研究問題の考察の味 関係図書資料の蒐集 研究調査手次実施の準備 協力学校へ連絡 | 研究問題の考察の味 関係図書資料の蒐集 研究調査手次実施の準備 協力学校へ連絡 |
| 研究調査の実施 生徒指導研究会の開催 新テスト実施 | 研究調査の実施、卒業 指導の予作製 生徒指導研究会の開催 新テスト実施 | 研究調査の実施、卒業 指導の予作製 生徒指導研究会の開催 新テスト実施 | 研究調査の実施、卒業 指導の予作製 生徒指導研究会の開催 新テスト実施 | 研究調査の実施、卒業 指導の予作製 生徒指導研究会の開催 新テスト実施 | 研究調査の実施、卒業 指導の予作製 生徒指導研究会の開催 新テスト実施 | 標準学力検査問題作製準備 性格テスト作製準備 診断テストの作製準備 協力学校児童調査社会調査の準備 各教科指導の予作製準備 道徳教育実際の研究調査 グループガイナミックス 推計学 台教科重要事項の研究調査 児童調査、社会調査の実施 生産教育職業教育に関する調査 性格テストの実施 道徳教育に役立つパンフレットの発行 児童生徒の健康の実態調査 第一期研修終了、全日研究協議会開催 第二期研修開始 教育研究(第五号)出版 児童調査社会調査の実施及び整理 協力学校研究結果の検討 本県島崎部の実態調査 適性検査の実施、卒業 指導の予作製 児童調査社会調査の結果検討 新テストの作製 各教科指導の予作製 生産教育職業教育の検討 生徒指導研究会の開催 新テスト実施 |

備考
年間を通じて一般及び各教科指導要領を公布することを研究課題とする。

| IV | | | III | | |
|-----------------------|--|--|--|--|---|
| 三 | 二 | 一 | 三 | 二 | 一 |
| 次年度用意 研究調査の 討及者 | 研究調査整理 次年度用意 | 研究調査実施 | 研究調査の 実施及び整理 | 研究調査の 実施 及び整理 | 第二次研究 の実施 |
| 次年度計画の 樹立 | 研究調査の 完成 | 地域類型別 研究調査 | 研究調査の 実施 | 研究調査の 実施 研究会 開催 | 研究調査 実施の 実施 |
| 第四期研究 修了 | 標準学力検査 実施結果の 処理検討発表 第三期研究 報告 教育研究 （長古）出版 | 児童調査 社会調査の 検討及び 研究発表 会の開催 標準学力 検査の 実施 | 第四期研究 修了 標準学力 検査の 予備テスト 及び検討 実施 性格テスト の検討整理 研究発表 会との 共同研究 発表会の 開催 | 研究協力 学校 研究物の 整理 第二次研究 報告出版 標準学力 検査の 予備 テスト 実施 第三期 研究 修了 | 第二次研究 報告出版 標準学力 検査の 予備 テスト 実施 第三期 研究 修了 児童調査 社会調査 の検討 教育研究 （長古） 出版 研究協力 学校 研究物の 整理 |

| 備考 | 給仕 | 令 | 令 | 令 | 令 | 令 | 令 | 所員 | 主事 | 所長心得 | 取組名 | 主任研究分担 | 主任所務分担 |
|---|-------|----------------|-----------|---------|-----------|----------|---------|------|-------|--------------|--------------|---------------------------|---------------------------|
| 研究方担の主目ものは右のようであるが教育原理、教育心理、道徳教育、生徒指導等一級教員研修課程と考へられ、これは全員の研究です。 | 松井 敦子 | 鳥取 八起 | 武上 文雄 | 樽谷 良範 | 細川 亮平 | 久保 基作 | 宮崎 茂男 | 田中 清 | 藤田 壽雄 | 教育原理、生徒指導、理科 | 教育原理、生徒指導、理科 | 企画、庶務、会計、レクリエーション、企画、研修生係 | 企画、庶務、会計、レクリエーション、企画、研修生係 |
| | | 数学(算数)評価 | 社会科、教育社会学 | 音楽、教育行政 | 児童心理、生徒指導 | 口語、教育課程 | 取組、学校経営 | | | | | | |
| | | 調査係、資料係、研究協力学校 | 研究協力学校係 | 出版係 | 図書係、資料係 | 研修生係、出版係 | | | | | | | |

六、三ヶ月研修講座計画

講座名 期間 講師名 備考
 教育学 10 香川大学教授 高塚津田高校長

五、三ヶ月研修

| | | | |
|-------|----|--|----------------------------------|
| 教育原理 | 30 | 香川大学 教授 久保学校指導部長 | 高塚津田高 校長 藤田 所長 心得 |
| 教育社会学 | 10 | 香川大学 教授 | 高塚津田高 校長 |
| 教育心理学 | 30 | 香川大学 教授 藤田 所長 心得 香川大学 教授 藤田 所長 心得 香川大学 教授 藤田 所長 心得 | 教育指導主任 香川大学 教授 藤田 所長 心得 |
| 教育行政 | 15 | 香川大学 教授 坂口学務管理課長 | 久保 所長 片山 所長 |
| 教育統計 | 30 | 香川大学 教授 坂口学務管理課長 | 坂口学務管理課長 |
| 学校図書館 | 10 | 椎石図書館長 | 椎石図書館 理事 |

七、毎週研修時間配当表

| 曜 | 時 | 月 | 火 | 水 | 木 | 金 | 土 |
|---|-------|---|---|---|---|---|---|
| | 8.30 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |
| | 9.00 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |
| | 12.00 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |
| | 1.00 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |
| | 4.00 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |
| | 5.00 | 〃 | 〃 | 〃 | 〃 | 〃 | 〃 |

八、三ヶ月研修生(第八期 昭和三十七年度第一期)

| 取 | 名 | 氏 | 名 | 研 | 究 | テ | マ | ー |
|----------|----|-----|----|------------------------|---|---|---|---|
| 香取山小中校 | 教諭 | 佃 | 繁行 | 社会科学と道徳教育 | | | | |
| 結城市立中中校 | 教諭 | 花房 | 忠晃 | 中学校における道徳指導及教科と道徳教育の関連 | | | | |
| 結城市立小中校 | 教諭 | 黒木 | 正己 | 社会科学における道徳指導の実際 | | | | |
| 仲多度市立小中校 | 教諭 | 藤田 | 瑞穂 | 社会科学における道徳指導 | | | | |
| 三戸市立南小中校 | 教諭 | 徳重 | 好市 | 社会科学における道徳指導 | | | | |
| 仲多度市立小中校 | 教諭 | 小笠原 | 静雄 | 小学校における生産教育について | | | | |
| 結城市立中中校 | 教諭 | 桑島 | 修 | 学校家庭における道徳指導について | | | | |
| 香取市立中中校 | 教諭 | 喜多 | 淳一 | 中学校における道徳指導の原理 | | | | |
| 高松市立小中校 | 教諭 | 花崎 | 敏子 | 口語科における道徳指導の実際 | | | | |

R.H.

(3/10) File
Misc

TO: Dr. Gram, Kochi Military Government Team

FROM: H. K.

Dr. Grams:

I want to give you a piece of my mind. You press upon the co-education, the annexion of schools and all the rest of it in Japan. What things you do are only too needless. That way, you leave the Japanese educational department in a state of bewilderment, causing unwilling students to be a failure in life. All this goes to make Japanese people more and more angry. We are wise to your attempt at lowering the standards of Japanese education. Do you fear Japan like that? Or are Americans ashamed of their education being inferior to Japanese education?

To be sure, Americans are behind Japanese by a long chalk in education. When I hear your speech, your scholarship and thought strike me as being low and poor. You are a doctor for all that. That's ridiculous. Japanese doctors are by far ahead of you. No comparison, I assure you.

I am disposed to put America up to sending a more learned one if she intends to instruct Japanese people. We dislike American instructions. Our disaffection might cause us to go over to Communism.

How insolent of America to meddle in Japanese education without being asked. You always make mention of "occupation." No occupation but usurpation, none the less. Without a fair play, it is never an occupation. By means of atomic bombs, you cowardly killed innocent people. A shame upon you! It is high time you were off.

We hate the Yankee's occupation. Japan should be independent promptly. No matter what excuse may be given by America for camouflaging her evils, she is an enemy we will never forget nor forgive forever.

Instead of making good her evils, she is up to needless things such as coeducation, annexion and otherwise. She bewilders Japanese education angers teachers and students, degrades public morals and have freedom misunderstood, causing Japan to be on a way to ruin.

Originally, America was made up of ship wrecked persons and workers who were mean. Unlike Japan and England, she is without tradition and dignity, the people being naturally of beggar-like character. Accordingly she is jealous of Japan's tradition which she wants to collapse. She is an impardonable enemy.

Some Japanese flatter you and carry favor with you, causing you to feel you are in your element.

It is disgusting to see your face, quite sickening. I want you to go back home. Don't linger in Koehi.

File

DOCUMENTARY REQUIREMENTS FOR STUDENT VISAS

1. Two signed copies (or one original and one certified true copy) of a letter of admission to the school to which destined.

2. Documentary evidence that adequate financial arrangements have been made to cover the entire cost of travel to and from the United States, tuition, and all living and incidental expenses while in the United States.

This evidence must be submitted in duplicate and may consist of items such as the following:

- (a) Affidavit of support executed by the sponsoring individual, institution, or organization. Such affidavit must include a guarantee that the applicant will depart from the United States and return to Japan upon completion of his studies. Affidavits executed by individuals should be signed by at least two persons, and should also include, to the extent deemed necessary, information regarding the sponsors' income, resources, obligations, and expenses; the plans and arrangements made for the applicant's support; and personal data concerning the sponsor (permanent address, nationality status, number of persons dependent upon him for support, etc.). The affidavit must be supported by sufficient corroboratory evidence (likewise in duplicate) to establish that the sponsor has sufficient financial resources to fulfill the obligation undertaken. This evidence may be in the form of certified copies of the latest income tax returns; affidavits from an employer showing the employee's salary and the

length and permanency of employment; reports of a commercial rating concern regarding an individual or his business; affidavits from an officer of a bank regarding a depositor's account, showing the date the account was opened, the present balance, and its accumulation by small or lump-sum deposits. (The requirements for affidavits executed by well-known and reputable organizations and institutions may be modified in accordance with individual circumstances, but must include the guarantee concerning the applicant's departure from the United States and must clearly state the exact nature and extent of the obligation assumed.) More detailed information concerning the form of affidavits of support may be obtained if necessary by the applicant from the American Consular Service, Yokohama, or by the sponsor in the United States from the nearest office of the United States Immigration and Naturalization Service.

- (b) Evidence of grants of scholarships should also be in duplicate and should be specific concerning the amount and duration of the scholarships.
- (c) If it will be necessary for a student to accept employment in the United States, he may do so provided the employment will not interfere with his pursuance of a full course of studies in day classes. Arrangements for such employment must be made prior to submitting his application, as during his stay in the United States he will be permitted to accept only such employment as specified in his visa or may be later,

specifically and exceptionally, authorized. Affidavits from prospective employers in the United States should be presented in duplicate and should include specific details concerning the nature and hours of work and remuneration therefor.

- (d) There should be included in the affidavit of support, or in a separate statement made by the applicant and/or sponsor, an estimate showing his annual expenses in specific detail and indicating the sources of income from which sufficient funds will be obtained to meet such expenses.

3. Two certified extracts from family register (Koseki-shohon), with two English translations thereof, showing place and date of birth.

4. Two copies, with two English translations, of a certificate from local Japanese authorities showing whether applicant has ever been arrested or imprisoned or has had military service, and giving full details concerning any such arrest, imprisonment, or military service.

5. Six passport-style photographs.

6. A personal history statement in triplicate, giving full curriculum vitae. This statement should be prepared in accordance with form provided by the Japanese Foreign Office (Room 323, NISSAN BUILDING, Tokyo).

Misc

| | | |
|-----------------------|---|---|
| Liaison | *Honda, (Takatsuka), Kagawa, (Matsuoka) | Liaison with Mombusho, CIE, CAT |
| 2. During the meeting | | |
| General Affairs | *Honda, Fujimoto, Kagawa, other 5 (Girl students - 5) | Control of office work, proceedings, accounts, negotiations, broad- casting, goods (paper, etc.) |
| Records | *Mori, Obayashi (20 copyist) | Acceptance of reports, prints, book-binding, distribution, reports, writing reports to Mombusho. |
| Service | Reception - Kawata, Yoshino Participants - Matsumoto, Ozaki of Kagawa-ken | Reception, cleaning of rooms, decoration, tea, meeting place, record- broadcasting, reception of letters, calling out, tea party, business of general meeting, photos, care of hotels, tram schedule. |
| | Participants - *Watanabe, Miss out of the Watanabe prefecture) (30 students) lecturer, | |
| | Lecturer & leaders - Kawai, Tanaka, Yoshino (2 girl students) | Flower arrangement, cakes, tea |
| | CIE & CAT - Kawaguchi (student and 3 other girl students) | Decoration of rooms, Dolls, flowers, fruits, tea, translation, liaison |
| Books | *Baba, Maekawa (student) | To lend books, shops |
| Recreation | *Kawata, Ozaki, Yoshino, Takamatsu-shi (60 students) | Music, drama, dance, soft-ball, pingpong, tea party, entertainment |

ReportThe Social Education Section of the Kochi Prefectural School Board

March 1949

On the women education1. Guidance of women at the Mutual Encouragement Meetings for Social Education:

As indicated by the points given below, it was made public at these meetings how a movement for establishing new villages and towns in accordance with the democratic spirit had been executed, and how the community authorities as well as many organizations had been working respectively. There could the attendance therefore learn better things mutually. On a basis of the above the techniques of democracy were learned at these meetings.

a. Term: From Dec. 1948 to Mar. 1949 at 36 districts

b. Goal of guidance of women:

1) To explain the nature of democratic organizations plainly and make clear the errors of previous organizations (especially of women organizations) which were led round by some influence. To explain about an organization which can hold its meeting easily and simply.

2) To explain for the people of towns and villages where any women organization has been not yet established, that a democratic organization can be started when the women there cry for such.

3) To explain about duties and responsibilities of democratic organizations.

4) To explain how to draft a constitution. (To distribute the pamphlets tendered by SMOR)

c. How to hold a meeting:

1) Those who are conducting women organizations reveal the real state of their organizations and are questioned by the attendance.

2) The above goals of guidance are explained through a free discussion so that the attendance can get a deeper understanding.

3) The round-table discussion method is followed in general so that all the people can realize how to discuss.

d. Date of the meetings and districts as object of the meetings:

(Describing only those districts which was visited by Mr. Fukutomi while he didn't visit some districts because of his attending a conference at Takamatsu in January, visiting Kochi by Vice-chief of the Education Section in February, etc.)

| | | | |
|-------------|---|-------------|----------------------|
| Dec 13 1948 | Asakura Primary School | Kochi-shi | 4 districts |
| " 14 " | Dairoku " " | " | 6 " |
| " 15 " | Hatsuzuki " " | " | 3 " |
| " 16 " | Showa " " | " | 7 " |
| " 18 " | Hirooka Shimono-mura Lower Secondary School | Agawa-gun | 9 towns and villages |
| " 20 " | Kamiya-mura Primary School | " | 4 " |
| " 21 " | Kamiyatsukawa-mura P.S. | " | 5 villages |
| " 23 " | Nanogawa-mura L.S.S. | " | 4 towns and villages |
| " 25 " | Nagahama Primary School | Kochi-shi | 5 districts |
| Jan 11 1949 | Takaoka J. S. S. | Takaoka-gun | 7 towns and villages |
| " 13 " | Suzaki-cho Primary School | " | 6 " |
| " 17 " | Higashi-Tsuno-mura P.S. | " | 1 village |
| Feb 1 " | Wakui Primary School | Aki-gun | 3 villages |
| " 2 " | Kawakita P. S. | " | 8 towns and villages |
| " 3 " | Tano Primary School | " | 6 " |
| " 5 " | Murotozaki-cho Primary School | " | 3 " |
| " 7 " | Konoura-cho Primary School | " | 3 " |
| " 11 " | Maehama-mura Primary School | Kami-gun | 4 " |
| " 12 " | Tomiya-mura Primary School | " | 11 " |
| " 14 " | Kusume-mura Primary School | " | 5 " |
| " 16 " | Akegasumi-mura Primary School | " | 3 " |
| " 18 " | Makiyama-mura Primary School | " | 2 villages |
| " 21 " | Ineo-mura Primary School | Nagaoka-gun | 9 towns and villages |
| " 22 " | Kureda-mura Primary School | " | 6 villages |
| " 24 " | Tanoi-mura Primary School | " | 5 towns and villages |
| " 25 " | Nishi Toyanaga Primary School | " | 3 villages |
| Mar 5 " | Niida-mura Primary School | Takaoka-gun | 7 towns and villages |
| " 8 " | Shimizu-cho Primary School | Hata-gun | 4 " |

A meeting to be held at Ihara-mura in addition has been postponed to 5 April.

e. As a result of these meetings the following experiences are to be referred to in future:

- 1) There are villages where the women have not attempted to get rid of the feudal pattern. They are of such the mistaken thinking that they cannot be confident in their self-standing ability unless they establish their organizations just under the control of the governmental authorities, the village authorities, authorized organizations in villages, powerful organizations in communities, etc. They should be encouraged vigorously, and the spirit of democracy should be beaten into their head.
- 2) Some women are of the opinion that a powerful organization cannot be exist unless it is established as a big one over all the town or village as in the past. Some men were of the similar way of thinking in spite of their leading position.
- 3) Concrete and positive manners of leading must be introduced. For example, picture-shows, picture-plays, and visual things are recommended. (As for the picture-plays, the one titled "Taro no Mura" (Village of Taro) was brought with, enjoyed popularity and was understood easily. Such the ones as titled "How to form a democratic organization?" tendered by MG are also recommended.)
- 4) Women can speak frankly at meetings of women alone, now that a necessary technique of presiding is used properly.
- 5) It was also experienced that the meetings were insufficient while there were not hours enough to discuss the specified subject. There were many requests for holding meetings of women leaders alone in each district scheduled for two days this year. In response to the requests a proper program is intended to be made.

2. Guidance of women organizations in locality:

Local women organizations were assisted by certain officials who proceeded to the localities to meet the requests from there.

| | | | |
|------------|---|-----------|---|
| Jan 10 '49 | Narushio Women Association | Kochi-shi | On a subject of: Women and Citizenship |
| Feb 8 " | Representatives of various women organization | " | How to make up a program in a democratic organization |
| Feb 23 " | Round-table talk with the women of the Agricultural Cooperative | " | |

| | | | | |
|--------|---|-------------------------------|-----------|-----------------------------------|
| Mar 1 | " | Ochi-cho Women Association | Kochi-shi | On techniques of democracy (1) |
| Mar 13 | " | " | " | " (2) |

3. Cultural Lecture-meeting for women:

It was held under the joint sponsorship of the Kochi Municipal authorities and the prefectural School Board on a subject of "Women and the reconstruction of Japan" at three places in Kochi-shi and two places in localities during Mar 11 to 13. The speaker was Miss Yokoyama Hisayo, member of the social education committee of the Ehime Prefectural Office. Many eager women attended the meetings everywhere. Women's desire for intelligence is vigorous.

I am of too poor ability to fulfill the demand of women. But my dearest wish is to serve for women by my more strenuous efforts. I wish heartily to be led by you.

On purity education

It is one of contents of social education. The degeneration after the war has been a great danger on the way of reconstructing a cultural state. It is partly caused by the faults of the previous social, home, and school education and lacking of religious conviction.

The prefectural School Board decided on establishing a committee for the purpose of strengthening the purity education and leading the local youth and women.

Regular meetings of the committee have been held monthly and study and discussion of the problem have been continued.

1. Calender for leading the local people:

| | | |
|-------------|---|-------------|
| 13 January | Toba-mura Youth Association | Takaoka-gun |
| 12 February | Jizoji-mura Youth Association and Women Association | Nagaoka-gun |
| 10 March | Saoka-mura Women's Association | Kami-gun |
| 7 March | Uji-mura Youth Association and Women's Association | Tosa-gun |

2. Materials are in the press. They will be distributed immediately after printed to all organizations.

About Social Class (General Adult Education Course)

The institutes for women education have been utilized as the educational institutes for the general public from a standpoint of equality of men & women. We are very thankful for the leadings and helps which have been given through good office of Dr. Gram, Chief of CE, KMGT and Mr. _____ CE, KMGT.

There have been established 157 classes which are classified according to districts as given below. In future it is intended to establish one class for each school zone of primary schools, that is, the classes totaling the same number as that of primary schools in the prefecture.

| <u>Districts</u> | <u>Number of classes</u> | <u>% of that to the number of primary schools</u> |
|------------------|--------------------------|---|
| Kochi-shi | 8 | 33% |
| Aki-gun | 16 | 38 |
| Kami-gun | 28 | 58 |
| Nagaoka-gun | 12 | 32 |
| Tosa-gun | 9 | 36 |
| Agawa-gun | 19 | 39 |
| Takaoka-gun | 25 | 30 |
| Nata-gun | 40 | 37 |

The present state is low tone. The most important part of the education remains to be made. However the majority of attendants are women. It is very glad some to see the women's desires for seeking for new knowledges in order to live in a new age.

We have hoped the sponsors in each locality to take measures in contact with the local real state for the purpose of increasing the male attendants. For example, date, place, and name of speaker should be made wellknown among the people of community by means of posters etc. through hands of pupils of primary or lower secondary schools.

The establishment of social classes have caused the good effect that youth organizations, PTAs, women organizations, etc. have begun to work for making good villages in closer connection with one another. Democratic good organizations are being established in those towns & villages which have not yet such organizations as women association or youth association. If the social classes contribute to more understandings of administration of towns & villages and national policies, their influences on the whole society will be the good ones in future. The prefectural School Board is making efforts to give them leadings and to furnish them with speakers on a basis of the instruction of HG.

Calender for leading the local people.

- 18 Jan. Social Class at Go Primary School,
Higashitsuno-mura, Takaoka-gun
- 24 Jan. The same in Akegasumi-mura, Kani-gun
- 9 Feb. The same in Hirooka Ueno-mura, Agawa-gun
- 19 Feb. The same in Godaizan, Kochi-shi
- 1 Mar. The same in Akiyama-mura, Agawa-gun

Points of the Mutual Encouragement Meetings for Social Education

1. Principles:

The prefectural authorities have often held studying meetings centering around the problems what the duties of social education are, what organizations and facilities are needed for it, and what a policy is to be established in order to arrange for them. However we have stepped in the state where only such the enlightening things are insufficient.

Now that the responsibilities and the real power of educational administration have been put in the hands of the people and the school board system has been started, also the problem of social education has come to be solved by us as our own problem. The Social Education Law is expected to be considered at the next session of the Diet and to be enacted in near future. A fundamental problem how to reconstruct the cultural state through educational means is thus being solved steadily. Therefore the prefectural School Board intends to hold an encouragement meeting in each district in contact with the real state of locality and to consider the problem how to practise the social education for the purpose of contributing to the future progress.

2. Sponsors:

The Kochi Prefectural School Board and all cities, towns, and villages over all the prefecture

Supporters:

The Kochi Prefectural Teachers Union and the Kochi Prefectural Cultural Education Association

3. Policies of execution:

a. The whole prefecture is divided into 34 districts. And in each of them one place of meeting is set.

b. The term of meeting is only one day everywhere.

c. Concrete preparations for execution are left entirely to inspectors of the inspection chamber and officials concerned in each district.

d. Materials for information are prepared by the business bureau of the prefectural School Board.

e. As for the expenses 1,000 yen is paid for each meeting by the prefectural authorities.

f. In each district an arrangement committee is held in advance and proper measures are taken in an effort to obtain cooperation from the school authorities.

g. Some officers of the business bureau of the prefectural School Board take part in meetings being organized in two groups.

4. Date:

As for the whole prefecture: From Dec. 1948 to Feb. 1949

As for this district: On.....,,,

5. Order of the day:

Chairman (presiding officer): A responsible person in each district.

| Points | Order of the day | Remarks |
|--------|--|--|
| Hours | | |
| 9.45 | Call to order (The inspector of the inspection chamber) | |
| 9.50 | Address (Chief of the Social Education Section) | Explanations are given as regards the principles of the meeting and the Bill of the Social Education Law |
| 10.20 | | |
| 10.30 | Reports (Heads of villages and towns in the district) | Their opinions are made public frankly for 15 to 20 minutes as regards the current state of social education in each town or village |
| 11.30 | | |
| 11.30 | Discussion (All the attendants) | Discussion is made about the above reports with the reporters and the prefectural officials concerned as leaders. |
| 12.00 | | |
| 12.00 | Lunch | |
| 13.00 | | |
| 13.00 | Encouragement meetings according to subjects (All the attendants) | Reports for 60 minutes and discussion for 30 minutes are made in three groups - PTA, Women Organization, and Boy Scouts and Girl Scouts. |
| 14.30 | | |

Discussion by picture-
tales method

(All the attendants)

Discussion is made on a
basis of wall-pictures
centering around the
readjustment, consolida-
tion, and function pro-
blems of the various
social education organiza-
tion

6. Attendants:

As for the cities it will be decided on otherwise)

- a. Headmen and officials in charge of education of towns & villages
- b. Representatives of PTAs (10 for each PTA)
- c. Representatives of schools (more than 2 for each school)
- d. Representatives of youth organizations (More than 10 of male and female taking into consideration the residential and professional zones)
- e. Representatives of women organizations (The same as above-mentioned)
- f. Those who have learned the technique of NATCO
- g. Policemen in residence
- h. Representatives of public halls (director and another officer)

7. Remarks:

In case of executing this program a library-bus will be brought with, in order to hold a cinema-meeting. Proper preparations for it are needed.

Program during April to June

1. Program in April.

- a. To present a list of program for social classes to MG
- b. To select those schools which are to be entrusted with studying the matters concerning social classes. (It should be left entirely to the District Educational officers)
- c. To present a report of execution of social classes in the 1948 fiscal year to the Education Ministry.
- d. To investigate the real state in localities as regards social classes -- occasionally to do monthly.
- e. To distribute the points of leadint the purity education among various organizations.
- f. To notify all organizations in localities of the Women Week which is scheduled to be observed during Apr. 10 to Apr. 16 as follows:

April 10: A discussion meeting of women alone is held in Kochi-shi by Panel method.

Speakers (Panel):

Mrs. Yokokawa, Toyono, Chief of Branch of Women's Temperance Society
 Nakajima, Chairman of the Municipal Assembly
 Yada, Chief of the Women's Section of the prefectural office Employees Union

Place: The Kochi Girls' University

April 12 A round-table talk to encourage the women repatriates and war-sufferers.

At the Widows Dormitory at Godaisan, Kochi-shi

April 13 The same at the municipal Chigusa Dormitory

April 13 A meeting to talk with the women of special profession on the subject of "The history of emancipation of women."

April 16 A women lecture-meeting

Speaker:

Mr. Watanabe, Director of the Domestic Relations Court,
on the subject of new laws.

Dr. Yamazaki, chief at the Prevention Section of the
prefectural Health Department, on the subject of
women's emancipation and the home life.

A film is screened free of charge

All the abovementioned are observed under the joint sponsorship of
the Kochi Municipal authorities, the Women's & Minors' Bureau and the
prefectural authorities.

Every organization in localities makes efforts respectively to hold
meeting, to raise the women's position and to rationalize the home-life.

It is desired to hold annual general meeting or monthly regular meeting
within this week.

Program in May and June

To lead social classes and purity education in localities.
To print en bloc the materials to lead for women in to localities.

CIVIL EDUCATION SECTION
EHIME CIVIL AFFAIRS TEAM
APO 1050

Reply to Informal Memorandum #63

DATE: 7 October 1949

TO: CE Officer, SCAR

FROM: CE Officer, ECAT

SUBJECT: School Excursions

1. This office, being aware of the above topic for quite some time, has called the attention of the School Board to this matter.

2. The School Board referred the matter to the administrative Section of the secretariat in charge of Mr. Ido. Mr. Ido held several conferences with this office on this matter. This office indicated that:

- a. The idea needs to be studied with more impartial view to determine whether the occasion justifies the time and money spent.
- b. In difficult time such as now it may be wise to discourage the idea.
- c. Whatever the decision, the School Board must make it. When they reach a decision it is the desire of this office that the result be clearly defined, well publicized, and properly handled.

With the advent of excursion season, Mr. Ido formulated a plan which was submitted to the temporary meeting of the School Board on 3 October 49. Mr. Ido found that parents, teacher, and students alike favor an excursion trip if it can be afforded. Therefore Mr. Ido surveyed the situation and found that ¥1,000 - ¥1,500 is within the reach of ordinary people's pocketbook. He surmised that sum will allow 4-5 days of excursion, if the expense is limited to bare necessities. The school board disagreed at the end. The regulation is called temporary because they figured that further revision may be necessary since the period now is one of transition. Forms of application and report have included many of the ideas suggested by this office.

3. This office has talked to parents, school teachers, and affiliated officials on this matter. Consensus of the parent's opinions is over-whelmingly in favor of the excursion if they could afford it. They think that the excursion is not only educational but offers the students probably their only opportunity to see the world outside their own prefecture. Majority of the teachers agree with the parents. The superintendent of the school is not too enthusiastic about the idea,

but he also sees the point of view of the parents. Pressure of the parents was relatively strong on the superintendent. School consultants believe that the trip can be very beneficial educationally if teachers handle the occasion correctly.

Kyokan #691

5 October 1949

Re: TEMPORARY REQUIREMENTS FOR SCHOOL EXCURSION

All public schools from upper secondary school on down had been told to cease school excursion until now because of food problem, economics, transportation difficulty, and other various reasons. However in the light of various happenings after that, school excursions will be permitted at this time according to following regulations. These school excursions are limited by number of days, with no regard to whether they are held within or outside the prefecture. However, it is especially desirable that good judgement is exercised in interpretation of ruling on such matters as nights spent on train or boat by upper secondary students while traveling, and geographical conditions which put primary and lower secondary schools in difficult accessible area. Also even though transportation difficulty and such have been eased somewhat, the present economic situation indicates that the financial effect on household budget will be great that not only should encouragement of excursions be absolutely avoided, but also measures should be taken to suppress excursion as much as possible.

In case students of public schools from upper secondary school on down find it necessary to spend a night (or nights) away from home, the school principal must submit to the school superintendent an application for permission to make an excursion on a form (as attached as Incl. #1 at the end) according to following conditions ten days before the trip and receive his permission. However, schools under jurisdiction of local education office will receive their permission from the chief of local education office.

Regulations:

1. Two nights and three days will be the rule for upper secondary schools. However, this need not include time spent on boat and train while traveling to and from destination. Also number of days on excursion must not be included as part of classwork as specified by circulars Gaku #2335, 26 October 48 (Re: Revision of Curriculum of New Upper Secondary School) and Kyogaku #21, 18 January 49. (Re: Revision of Curriculum of Vocational Courses of New Upper Secondary School). Refer to chapter 3, section 2 of Explanation of New Upper Secondary School curriculum, entitled "Courses and Their Unit Standard", for further information.
2. One night and two days will be the rule for primary and lower secondary schools. Also two nights and three days will be permitted in case of area which is situated in difficulty in-

accessible area. However days spent in excursion must not be included as part of school days according to Chapter 45 of Regulations on Administration of School Education Law.

Conditions to Obtain Permission:

1. The excursion must be of educational value.
2. It is necessary to obtain approval of over 80% of the parents concerned.
3. The number of participating students must be at least 80% of total students of that grade.
4. It is absolutely forbidden to coerce participation of students against their wish.

Topics to be Noted:

1. There must be at least one chaperon for 30 students, and it must be seen that supervision is well-maintained.
2. Presence of parents will be welcomed.
3. Necessary expense must be held at minimum.
4. Physical examination of participating students must be made prior to the trip, and those physically incapable must be omitted.
5. Chaperons and responsible persons must take all precautions to prevent any accidents and misfortunes by constantly being attentive to children's physical condition and alert to all dangers accompanying changes in environment.
6. As for the students staying behind, a separate plan should be made to see that they are not left wanting.

Reports:

Within one week after the trip, report on the excursion must be made (as of form attached at the end as Incl. #2) and submitted to the school superintendent in case of the upper secondary school and to the chief of the local education offices in case of primary and lower secondary schools.

Application for School Excursion

Date

To: Mr. Tsueo Sugino, Superintendent

1. Destination, route, and time schedule of the trip.
2. Percentage of approving and disapproving parents. (Certification of representatives must be included)
3. Grade, total number of students, and total number of participating students for this excursion.
4. Name and position of teachers participating for guidance and supervision.
5. Name of parents accompanying the groups.
6. Physical examination given or not (Certification of school doctor must be attached)
7. Source of fund and approximate estimate of the expense for one student.
8. State whether outside aid is received or not. If received, state the source.
9. Educational method and position and name of teachers responsible for students not participating.

Permission for excursion is requested on condition that adherence to above rules will be strictly observed.

Name of Principal

Report on Excursion

Date

To: Mr. Tsuneco Sugino, Superintendent

1. Date of departure and return.
2. Route (Only in case of alteration)
3. Number of students participating
 - a. Boys
 - b. Girls
 - c. Total
4. Number of teachers acting as chaperon.
5. Number of parents accompanying.
6. Actual expense spent, per students.
7. Educational Benefit (on separate sheet)
8. Any accidents?
9. Others.

Report is submitted as above.

Name of Principal

(Apr 49)
Copied ↓

F
(467)

From "HANDBOOK on JAPANESE JUNIOR RED CROSS ORGANIZATION in SCHOOLS IN JAPAN" as reviewed and approved by the Educational Division, C.I.&E. Section, and the Welfare Division, Public Health & Welfare Section, General Headquarters, SCAP.

* * * * *

- P. 1: "Junior Red Cross functions in the school. This means that Junior Red Cross organization and activities are integrated with regular classroom work."
- P. 1: "The membership is on the group basis. There is no individual membership. Schools join by a class group."
- P. 2: "As soon as a school class with teacher's approval has decided to join Junior Red Cross."
- P. 2: "The annual registration fee shall be five yen per member."
- P. 2: "This fee is sent to Chapter Headquarters."
- P. 2: "There will be many persons who will not favor the new system of the registration fee; but it should be considered from the educational point of view, that is, how this plan will teach the boys and girls to be good citizens of New Japan. This may be one way to impress boys and girls of their sense of duty to themselves and to the welfare of others. To maintain an organization there must be sufficient financial support."
- P. 7: "(Certain parliamentary rules should be followed in setting up an organization and electing officers. The Junior Red Cross should follow that procedure which is recommended by the Ministry of Education.)"

* * * * *

EMIME CIVIL AFFAIRS TEAM
APO 1060, U. S. ARMY

15 July 1949

EMIME PREFECTURE

LOCATION - SIZE - POPULATION

Emime Ken is located on the West and North side of the Island of Shikoku at approximately 33 50' N, 132 55' E. It is bounded on the northwest and north by the Inland Sea; on the northeast by Kagawa Ken and Tokushima Ken; on the southwest by Kochi Ken and on the west by Bunge-Suido.

The prefecture has a north-south and east-west extent of 100 miles. Its area is 2187 square miles, slightly larger than the state of Delaware and in 1940 had a population of 1,178,705 persons. Population at the present time is estimated to be approximately 1,500,570.

The 6 large cities of this prefecture with their population are:

| | | | | | |
|-----------|---|---------|------------|---|-------------------------|
| Matsuyama | - | 156,567 | Uwajima | - | 55,030 |
| Niihama | - | 56,929 | Saijo | - | 46,677 |
| Imabari | - | 56,557 | Yawatahama | - | 59,691 (As of 1 Aug 48) |

The chief officials are:

Governor - Aoki, Shigetomi
Vice Governor - Miyauchi, Wataru
Chairman, Ken Assembly - Tatsukawa, Akira

TERRAIN REGIONS

1. Northern Shikoku Lowlands

Constitute 10% of the prefecture. The area is a very narrow strip one to four miles wide (with a few exceptions) which follows the coast line along the Inland Sea. The terrain is flat with the foothills of the mountainous interior intensely cultivated by means of terracing. The foothills rise from 1500 - 3500 feet above sea level. Rail lines follow the coast in a tortuous route with many tunnels. There are many islands off shore in this prefecture, especially on the Inland Sea side.

2. Central Shikoku Mountains

These constitute one half of the prefecture with peaks rising to 9000 feet. Many valleys are 2000 feet deep with roads running along precipitous sides. Roads over these mountains are frequently impassable due to landslides, earthquakes and washouts.

3. Southern Shikoku Broken Lands

Constitute 40% of the prefecture. The land is characterized by steep hills and narrow winding valleys. Only two large cities are in this area. Many small but important towns are found here though the area is rather inaccessible because of the poor roads.

Springs:

Dogo-machi near Matsuyama is famous for its hot springs. The average temperature of the water is 127.4 F.

Rivers:

None of the rivers in the prefecture are navigable.

Seasons:

Summers are very hot, cloudy and rainy. Winters are cold, cloudy and rainy with much snow in the mountains.

Catastrophes:

Since 1800 there have been 22 major earthquakes in Japan. Ehime Ken has been affected by four of them. The last major quake was on 21 December 1946. A number of people were killed and considerable damage done. Typhoons occur usually in September.

Economy:

The population is predominantly rural with the industrial area located near Niihama. Matsuyama is the largest city with a population over 150,000. The population density is slightly over the national average. Manufactured articles include textiles, chemicals, machinery, tools, food products, lumber and woodware, metals, ceramics, printing and utilities. The agricultural products are rice, barley, rye, wheat, maize, soybeans, broadbeans, buckwheat, millet, peas, sweet potatoes, white radishes, taro, melons, onions, Irish potatoes, egg plant, oranges, tangerines, pears, persimmons and peaches. About 2% of the fish in Japan are caught in Ehime. One half of the land is in timber, but its cutting is slow due to transportation difficulties. One of the largest copper mines in Japan is the Besshi Mine at Niihama. It is second largest in the production of pyrite ore.

Communications:

One railroad runs from Takamatsu, Kagawa Ken to Uwajima, Ehime Ken following the seacoast lowlands. A road runs over the mountains to Kochi Prefecture but it is a poor road, frequently impassable. In general the road net is limited and poor, many roads being impassable even in jeeps. Water transportation is the principal source of import with many ports on the Inland Sea side of the prefecture.

CIVIL AFFAIRS -- REGIONAL AND DISTRICT TEAMSChiefs, Civil Education Officers and Assistant Civil Education Officers

| <u>Region</u> | <u>Chief</u> | <u>CF Officer</u> | <u>Assistant CE Officer</u> | <u>Assistant CE Officer</u> |
|---------------|-------------------|------------------------|---|---------------------------------|
| Chugoku | Col. Kowalski | L. Evans Chugoku | G. Bauguess Yemageta | M. Groth Chugoku |
| Hokkaido | Col. Switzer | W. Niblo Hokkaide | W. Gustafson Gifu | M. Gagner Tohoku |
| Kanto | Col. Hollingsheed | R. Fox Kanto | R. McManus Kanagawa M. Steig Tokyo | R. Davies Tokai-Hok. |
| Kinki | Col. O'Mohundro | L. Langley Kinki | P. Anderson Oseke | J. Colletti Kinki |
| Kyushu | Col. Burghoim | A. Lucchi Kyushu | R. Beer Saitama | M. King Kyushu |
| Shikoku | Col. Teole | R. Hager Tokai-Hok. | B. Dobbins Kegawa | C. Johnson Shikoku |
| Tohoku | Col. Ayotte | J. Austin Tohoku | E. Dysert Iwete | E. Plenk Kanagawa |
| Tokai-Hok. | Col. Coulter | S. Lyman Fukuoka | E. McTaggart Ibareki | E. Lee Kanto |

Present location of each person is shown under the name.

"HOW TO HOLD A MEETING"

(TWO REELS)
(SHIN TOHO)

P.R.H.

cej
Rust

| <u>SCENES</u> | <u>NARRATION</u> |
|--|--|
| 1 - 7. TOP TITLES | |
| 8. Animation - Primitive man | Long, long ago, the primitive man realized that what could not be done by a single person was possible if strength were combined. |
| 9. Same | In this way, people worked together for the objective of union, and groups were born. |
| 10. Boss of a primitive man | However, there were times when the strong ones exercised violence and ignored the rights of others for his own interests. |
| 11. Calendar - | Even today, as in the past, people everywhere in the world are joined together by common cause. That is, they are working together aiming toward a common ideal or a common objective. They are organizations like the United Nations Organization on which depends the future of the entire world. |
| 12. UNO | |
| 17. Front of village meeting house | In the same way, that is clearly evident in the meetings in Japanese communities. Wherever the meeting may be held, or whoever may be assembling, or whatever the objective may be, there is some single common thing (interest). That is to say, it means that in order to make this meeting democratic, and in order to increase its fruitfulness, everyone must maintain peace and order, that is, the spirit of fair play. |
| 18. Baseball field | For instance, as an example of a group, let us look at a baseball team. Each of them, as individuals, is holding down his own position. However, at the same time he is working as a member of a group. All of them must observe the regulations, namely perform in the spirit of fair play. |
| 21. Strikes out | |
| 22. Next batter | What would happen if the regulations were not observed? |
| 23. Runner runs in opposite direction | |
| 24. Batter and umpire whisper | Or what would happen if a few people seized authority? |
| 25. Inside meeting hall Chairman Pro-tem Secretary Pro-tem | Regulations for fair play have been provided for to prevent disorder, and so that the objectives of a group will not be wrecked by the authority of a "boss". Then, let us see what those regulations are, and how they protect the rights of the majority of that group. Recently, the rate of sickness and death among the school children of this village has risen extremely high. Children, on their way to school, or who play outdoors, are always exposed to great danger. These children need, more than anything else, the establishment of a safe and healthy playground. |
| 27. People listen | These people are assembled here tonight to solve this problem. Last week these people adopted the regulations of (governing) this group. As everyone knows, the |

- though there are slight differences in accordance with the objectives of a group, the regulations become the foundation of that group. Then let us now introduce some of the people assembled here. Over there is Mr. Ishikawa. He is a member of the Land Reform Committee and his elder brother is an obstinate land-owner. Next to him is Mr. Taguchi. He is a contractor. Then there is Mr. Watanabe who has a toy and sporting goods factory. The other three are their henchmen.
28. Pan to group of bosses
- 28-A. Sitting over there is Mr. Matsumoto who works in a bank. And sitting next to him are Dr. Sasaki and Nurse Yamanaka of the Child Welfare Bureau. Next to them is Mr. and Mrs. Fujiwara who are fish dealers. The chairman pro-tem, Mr. Fukada, is a school teacher. And the secretary pro-tem, Mr. Kokubu, is a member of the Land Reform Committee. Now, the election of officers is about to begin.
29. Chairman
30. Secretary pro-tem
31. People Talk together
32. Chairman
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.
- 44.
45. Bosses are pleased
- CHAIRMAN: "We will nominate the chairman."
 WATANABE: "Chairman"
 CHAIRMAN: "Mr. Watanabe?"
 WATANABE: "I nominate my friend Mr. Ishikawa."
 CHAIRMAN: "Are there no objections?"
 HENCHMAN-B: "No objections."
 CHAIRMAN: "As there are no other nominations, it has been decided that Mr. Ishikawa will be the chairman."
 "Next we will nominate the secretary."
 TAGUCHI: "Chairman"
 CHAIRMAN: "Mr. Taguchi?"
 TAGUCHI: "I nominate Mr. Watanabe for secretary."
 ISHIKAWA: "No objections."
 CHAIRMAN: "Then we will decided on Mr. Watanabe as secretary."
 "Next we will nominate the treasurer."
 ISHIKAWA: "Chairman"
 CHAIRMAN: "Mr. Ishikawa?"
 ISHIKAWA: "I nominate Mr. Taguchi for treasurer."
 CHAIRMAN: "Are there no objections?"
 WATANABE: "No objections."
 HENCHMAN-A: "No objections."
 CHAIRMAN: "Then it has been decided that the chairman will be Mr. Ishikawa, the secretary, Mr. Watanabe, and the treasurer Mr. Taguchi."
 No, No!
 This is wrong. There seems to be a little mistake. These three were decided on because there were no other nominations.

- 45-A. Animation Just like this man, these people have come to be able to easily use those positions for self-interests.
46. Interior of hall It seems certain that Ishikawa will maneuver for the benefit of his land-owner brother by taking advantage of his two positions as Chairman and a member of the Land Reform Committee. In the same way, Taguchi will monopolize the work of contracting for the playground, and probably will secure the rights for its equipment. Watanabe probably will be able sell them the products of his factory.
47. Same Then let's hold the election over again, and let us see how it can be carried out so that the will of the people can be better manifested. The officers chosen by the will of the majority of the people must carry out the various objectives of that group. That is why such officials must be chosen by the will of the majority of the people. This is the same when electing three, or 15, or 50 officials.
48. CU blackboard Well, it's gotten a little better. This time more than two persons have been nominated for each office.
49. Voting They are now voting. They are using a secret ballot. This method gives the voter the chance to freely express his will. And it is a free method wherein each person has absolutely no restraint (placed upon him).
50. CU black board The results of the voting have appeared. But look, only a small number of people have voted. That is why the same people again have been elected.
51. Voting Counts ballots CU blackboard Then let's do the election over again. This time everyone has voted. That is a splendid thing. But wait a moment. It seems as if everyone voted only for the chairman, and the same persons were again elected for secretary and treasurer.
52. CU blackboard (SIT) Let us see what they've learned this time. In order to show the real will of a gathering, that is, in order to reflect the will of the majority, sufficient candidates must be nominated by all of the people participating in this gathering.
53. Writing ballots Voting Blackboard (SIT) Everyone must choose candidates who will represent the will of the majority of the people. Everyone must vote. They must vote without fail for each official.
54. Chairman pro-tem "It is time for a recess."
55. Recess Scene Now you have understood how important it is to respect the will of the majority of the people in choosing officers of a group. In the same way, it is important that the majority will also be reflected in every activity of the group. Each person must share all interests with that group. Thus, each person must have a voice in all the activities of the group. For instance, let us look at the case of this group.

- The decisions reached here will immediately affect everyone. Most of the people in this group have children. Those children are always playing in unsanitary and dangerous places. If one of them becomes ill, it will affect the rest of the children. For instance, in the case of building a playground for the children, it's cost is paid for by each person in taxes...and so care must be observed that it (the money) is spent effectively.
56. New officers The recess is over. Discussions are about to begin. Let us listen for a while.
- Chairman "Now we will start."
Ishikawa "Chairman"
Chairman "Mr. Ishikawa?"
Ishikawa "Chairman, I have a motion. I think Ukinuma is suitable for the children's playground."
57. Chairman: "Is there any second to the motion?"
58. Taguchi: "I second the motion."
Chairman: "Mr. Ishikawa has moved that the playground be at Ukinuma, and Mr. Taguchi has seconded the motion. I now ask your opinions."
61. Monologue MAN-A: "Isn't that place too far from the school?...But even if I say so....."
- FARMER: "Gosh, that's queer.....That out of the way place..I'll bet Ishikawa has something up his sleeve...But I can't say anything.....Ishikawa's my senior."
- KOKUBU: "The land that Ishikawa's brother owns is more suitableHe's trying not to have his land taken."
- FUKADA: "Such an important question as this really should first be looked into by a committee then decided.....It isn't something that should be decided by one person....but what can I do....."
- WOMAN: "Yes, it's a wonderfully healthy and safe place....right by a railroad crossing where there is a refuse dump with swarms of flies and mosquitos....but I'm a woman and....."
- Announcer: But it is wrong not to say anything and adhering to a sense of obligation or sympathy, or because of connections. In problems like this one, everyone must express his opinion. Unless this is done the real objectives of that group cannot be realized.
63. Woman stands up WOMAN: "That dirty place. It can never be a healthy and safe playground for the children! If they play in a place like that, they'll all get sick!"
- ISHIKAWA: "Shut up! old woman! Woman, keep your mouth shut!"
- FARMER: "It's because she's a woman that she can't keep her mouth closed. Isn't it the woman who has to take care of the children when they get sick?"
- MAN-B: "You're unfair, Ishikawa....trying to make the town buy that good for nothing land just so that your own land can be saved! You're trying to get a commission, aren't you?"
- Everyone "Babble"

66. Confusion
CHAIRMAN: Quiet! Quiet!
Well, well, this has developed into something terrible. Opinions certainly are being voiced, but what confusion. If this happens, it's almost better if no opinions were voiced at all. If this confusion continues, nothing will be accomplished. The only things that will be gained will be mutual hate and misunderstanding.
67. Baseball Field
68. Meeting
We're reminded of that baseball scene, aren't we? The chairman must remember that he has been selected by the will of the gathering, so that the discussions are carried out briskly, so that order is maintained, and so that everyone's rights are fairly and equally observed. Thus, without the cooperation of everyone, the chairman cannot carry out his duties.
69. Animation
For instance, the chairman has duties similar to those of a traffic officer, to permit people to go where they wish without breaking regulations.
70. Meeting
The chairman must make it so that everyone will observe the regulations of the meeting, so that people may move toward their objective without creating confusion. Those regulations are extremely simple. First stand up when you wish to speak, then waiting for the chairman's recognition.....
72.
MRS. FUJIWARA: "Chairman."
CHAIRMAN: "Mrs. Fujiwara?"
MRS. FUJIWARA: "I have a motion. In order to build a good playground for the children, first.....
If you want to speak, first stand up and say "Chairman," and waiting for the chairman's recognition, you may then speak for the first time, what you want to say must be said simply and clearly.
MARUYAMA: "Chairman"
CHAIRMAN: "Mr. Maruyama?"
MARUYAMA: "I have a motion. I would like to have a committee of five selected to look for a suitable place for a playground, and it's cost, and to report it at the next meeting.
If someone wants to second the motion, that person must stand.
KATO: "Chairman."
CHAIRMAN: "Mr. Kato?"
KATO: "I second the motion."
If the motion is seconded, the chairman repeats the motion so everyone can understand.
CHAIRMAN: "There has been a motion which has been seconded to choose a committee of five to look for a suitable place for a playground, and to find out its cost, and to report to the next meeting.
Next the chairman requests everyone's opinion.
CHAIRMAN: "I would like your opinions."
73. Announce
Announce
74. Announce

- Announce
75. This gives everyone the opportunity to approve or disapprove of the motion. Those with opinions must speak, observing the regulations in the same way. At that time, the main points of the question must be voiced simply and clearly. The chairman is always careful that the speaker does not discuss subjects other than that which has been moved. If the speaker digresses, or becomes emotional, or unmannerly, the chairman takes control and pushes the proceedings amicably. When the voicing of opinions is completed, the chairman decides on its adoption or rejection.
- CHAIRMAN: "Are there no more opinions? Those in favor, please raise your hand. Thank you. Those opposed, please raise your hand. Thank you. Noting that the great majority are in favor, it is adopted. Then we will take up the next item on the agenda.
76. Announce Well, what do you think? Is't this way better? Both in the discussions and in the decision to adopt or reject, everyone has participated. Moreover, it has been carried out smoothly and effectively. The essential thing is that everyone await his turn and maintain the spirit of fair play. It is to carry out the questions decided by a majority vote.
77. CU Bulletin Bd. Let us look into tonight's meeting.
77-A. Hall The committee is just about to report.
- COMMITTEE CHAIRMAN: "When we members of the committee proposed to the members of the village assembly the site of the playground to be newly established, the members of the village assembly voiced warm approval of our work. With reference to these plans, when we committee members showed the estimates for land rental, leveling and various equipment to be placed thereon, the village assembly could recognize only a part of the estimates we requested as there was not much margin in this year's budget for this village. Here, Mr. Kuroda has a proposal to make. With reference to this, we will have Mr. Kuroda tell you. Please.
- KURODA: "Mr. Chairman, ladies and gentlemen. When I happened to mention this estimate last night at a meeting of the Parent-Teacher's Association, they all expressed great concern. One teacher pointed out that if the teachers, parents, and the upper classmen joined forces, they probably could do the leveling of the land themselves. If that could be done, I believe that all that would remain would be the various equipment to be used on the playground.
- CHAIRMAN: "I would like to hear your opinions on the proposal which has just been made."

WATANABE: "Chairman."

CHAIRMAN: "Mr. Watanabe?"

WATANABE: "It is certainly a pity if our plans should be upset by the lack of materials. Fortunately there is quite a bit of old lumber in my factory. If this could be utilized in some way.....and the fact is that I think I could contribute a few bats and balls."

ICHIMURA: "Chairman."

CHAIRMAN: "Mr. Ichimura?"

ICHIMURA: "I still have some toys which I played with when I was a child and I would like to contribute them."

HAYASHI: "Chairman."

CHAIRMAN: "Mr. Hayashi."

HAYASHI: "If we advertise our plan more to the people of the village, I think there would be many. Many people who would help us."

CHAIRMAN: "There have been many proposals. I would like to take these up formally and decide them by vote. What do you say?"

82. Working on
playground

Plans are carried out in this way. To do this, observe the regulations of meetings, and if we cooperate and recognize each other's rights, it will be for the benefit of ourselves, our children and ultimately the community. The children's play is freed from danger.

84. New grounds

85. Cooperative
farming

The farmers are participating in farmer's cooperative associations and are improving their conditions of living. The women are cooperating and eliminating black marketing.

86. Women

87. Miner's meeting

Through cooperation between the miners and the management, it is becoming so the miners can work without worry.

88. Mine

89. Spinning
factory

Time outside of working hours for the factory girls is also their own enjoyable time.

90. Dorm.

91. Closing hours

After working hours, the office workers are coming to have plenty of time to appreciate life.

92. PTA Meeting

Through cooperation between the parents and the teachers, the opportunity is being afforded the children who will shoulder the next generation, and it is becoming so that a rich life can be guaranteed.

94. Crowds

If the people of all sections of society who constitute the nation are justly and strongly united, that nation will develop completely.

95. Diet

A healthy nation, just like a healthy tree, must have healthy and tenacious roots. That is, those roots are the people.

THE END