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Description of contents

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(Compiled by *National Diet Library*)

文社運第１７９号

昭和２６年５月２８日

各都道府県教育委員会　殿

文部省社会教育局長

西　崎　　恵

青年団体体育指導者講習会の開催について

このたび文部省では別紙要項により標記講習会を開催することとなりましたので貴県（都道府）青年団関係者と協議の上関係者を参加せしめるよう格別にご配意願います。

(二)運動会の運営　　（２）

(ホ)ラジオ体操

(ヘ)キャンプファイアー

(3)講　　話　（教　養）

(イ)アジアゲーム大会に参加して

(ロ)講和をひかえた国際間の動き

(4)附　　記

(イ)青少年体育の普及計画について

(ロ)青少年体育の普及のあい路

(ハ)スポーツ団体と青年団体の体育との関係

6.講　　師　（予　定）

C．I．E	W．ニューフエルド氏
文部省社会教育局運動厚生課長	西　田　泰　介
文部省社会教育局	駒　田　錦　一
日本体力医学会	東　　俊　郎
財団法人日本青年館企画室長	横　山　祐　吉

その他２，３人交渉中

7.申込方法

各都道府県は府県の担当者や青年団の体育指導者の中から２名選び，その氏名，職業，住所を記入して６月１０日までに文部省社会教育局長あてにお申込下さい。

２名のうちに少くとも１名の青年団の体育指導者を加えその人選については予め都道府県の青年団体とご連絡の上ご決定下さい

青年團体体育指導者講習会要項

1.趣　　旨

青少年活動の重要な一部をなしているスポーツ，レクリエーション活動の振興を促進するため，各都道府県の青年團体の体育指導者の研修会を行う

2.主　　催

文　部　省　　財團法人日本青年館

日本青年團協議会

3.期　　日

6月18日(月)—22日(金)

4.会　　場

浴　恩　館（東京都北多摩郡小金井町）

（中央線武蔵小金井駅下車　徒歩20分）

5.内　　容

(1)講　　[redacted]

(イ)青年團体育の運営について

(ロ)近代生活と保健体育について

(ハ)青少年活動について

(ニ)指導者について

(ホ)キャンピングについて

(2)実　　技（青少年に適する種目）

(イ)スポーツ　（2）

(ロ)ゲーム　（2）

(ハ)フォークダンス　（2）

8.経　　費

(イ)参加に要する経費は各自が負担します

(ロ)３食付で宿泊費は１日約３００円です

9.参加上の注意

(イ)参加者は第１日の午前中にご参集下さい

(ロ)食事は第１日の夕食から第５日の中食までとします

(ハ)参加者は各自で所用の主食をご持参下さい

(ニ)テキストとして社会体育指導要項を使用しますからご持参下さい　若しない方には会場で実費でおわけします

(ホ)参加者は全員合宿しますから日用品，寝まき，運動具，筆記用具等をご持参下さい。

日　程　案

1	集　合			ラジオ体操 青少年活動について 開会式	討議
2	青年団体育の運営	青少年体育の普及のあい路		実　技	国際間の動き
3	近代生活と保健体育	青少年体育の普及計画		実　技	アジアゲームス大会に参加して
4	キャンピングについて	スポーツ団体と青年団体の体育の関係		実　技	キャンプファイアー
5	指導者について	実　技	閉会式	解　散	

8.経　　費

(イ)参加に要する経費は各自が負担します

(ロ)３食付で宿泊費は１日約３００円です

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UNESCO MATERIAL

(Sources: Culture Section, Foreign Office; UNESCO Section, Mombusho; Mr. Lee's Office)

Japanese Version

Sources of Materials:
"M" - UNESCO Sect., Mombusho
"F" - Culture Secti, Foreign Office
"U" - UNESCO Office, Tokyo

1. Adult Education & UNESCO M
2. Extracts from UNESCO Courier M
3. Food and Agriculture Organization M
4. In the Classroom with Children Under 13 Years of Age M
5. International Bank for Reconstruction and Development M
6. International Civil Aviation Organization M
7. International Labor Organization M
8. International Monetary Fund M
9. International Refuge Organization M
10. International Relations Club and International Work Camp (English Version) M
11. International Telecommunication Union M
12. Introduction to UNESCO F
13. Let's Visit UNESCO House M
14. Observations on the 5th General Conference of UNESCO 1950 M
15. Observations on the 4th General Conference in Paris 1949 M
16. Observations on the UNESCO-Sponsored International Science Conference M
17. Our Rights as Human Beings M
18. Outline of UNESCO F
19. Pen Pals' Club Activities in Japan M
20. Report of the 5th General Conference in Florence 1950 F
21. Report on Secondary School Workshop for International Understanding M
22. Some Suggestions on Education for International Understanding M
23. Some Suggestions on Teaching About the UN and Its Specialized Agencies M
24. Teacher & Post-War Child in War-Devastated Countries (English Version) M
25. Teacher Training & Education for International Understanding M
26. UN, UNICEF and UNESCO M
27. UN International Childrens Emergency Fund M
28. UN and World Citizenship M
29. UN and World Citizenship M
30. UNESCO Bibliography M
31. UNESCO Bulletin M
32. UNESCO and Education Reform and Outline of UNESCO M
33. UNESCO & Japanese Constitution Political Science & Peace M

34. UNESCO Book Coupon System M
35. UNESCO Conference in Kyushu M
36. UNESCO and Korean War M
37. UNESCO Material #120 F
38. UNESCO Material #133 F
39. UNESCO Material #134 F
40. UNESCO & Science Atomic Energy & Peace M
41. Universal Declaration of Human Rights M
42. Universal Declaration of Human Rights M
43. UPU IMCO ITO WMO M
44. What is UNESCO M
45. Will to Cooperate M
46. World Health Organization M
47. You and UNESCO M

English Versions

1. Basic Program Adopted by the Fifth Session of the General Conference, Florence 1950 U
2. Book of Needs 1 U
3. Courier, October 1950 U
4. Gigantic Task Which Needs Your Help U
5. International Theater Institute U
6. International Work Camp (Translated) U
7. Report of Preparatory Conference of Representatives of Universities U
8. School Psychologists U
9. Teacher and Post-War Child (Translated) U
10. Technical Assistance for Economic Development U
11. Teaching of Handwriting U
12. UNESCO U
13. UNESCO in 1950, Aims & Work of the Organization U
14. UNESCO and the Economic & Social Council U
15. UNESCO Constitution U
16. Universities in Need U

ユネスコ資料

(注文先：外口事務所文化課，文部省ユネスコ課，
リー氏事務所)

日本語版

資料注文先：M－文部省ユネスコ課
F－外口事務所文化課
U－ユネスコ事務所 東京

1. 成人教育トユネスコ　M
2. ユネスコ新報ヨリ抜粋　M
3. 食料ト農業團体　M
4. 13才以下ノ子供達ト教室ニテ　M
5. 再建ト開発ノタメノ口際銀行　M
6. 口際民間航空團体　M
7. 口際労働團体　M
8. 口際財政基金　M
9. 口際保護團体　M
10. 口際リレイションズ・クラブト口際ウォーク・キャムプ（英語版）M
11. 口際電気通信組合

12 ユネスコヘノ紹介　F

13. ユネスコ本部ヲ訪ネマセウ　M

14. 1950年度ニ於ケルユネスコ第五回総会ニ出席シテ　M

15. 1949年度パリー ニ於ケル第四回総会ニ出席シテ　M

16. ユネスコノ後援ニ依ル国際科學会議ニ出席シテ　M

17. 人間トシテノ私達ノ権利　M

18. ユネスコノ概ム要　F

19. 日本・於ケルペン倶楽部ノ活動　M

20. 1950年度ノフローレンス ニ於ケル第五回総会ノ報告　F

21. 国際相互理解ノタメノ中・高等學校師完会ノ報告　M

22. 国際相互理解ノタメノ教育ニツイテノ助言　M

23. 国際連合[redacted]トソノ傘下ニアル諸国体ニ就テノ指導ニ就テノ助言

24. 戦争ニヨリ荒廃シタ日々ニ於ケル教師ト戦後ノ子供(英訳) M

25. 国際相互理解ノタメノ教師ノ訓練ト教育　M

26. 国際連合ト ユニセフ ト ユネスコ　M

27 ユニセフ　M

28. 国際連合ト世界市民　M.

29. 口際連合ト世界市民 M

30. ユネスコ関係書籍 M

31. ユネスコ公報 M

32. ユネスコト教育改革トユネスコノ概要 M

33. ユネスコト日本憲法（政治學ト平和） M

34. ユネスコ図書トクーポン制 M

35. 九州デ開催サレタユネスコ会議 M

36. ユネスコト朝鮮動亂 M

37. ユネスコ資料 第百二十号 F

38. ユネスコ資料 第百三十三号 F

39. ユネスコ資料 第百三十四号 F

40. ユネスコト科學 原子力ト平和 M

41. 萬口人權宣言 M

42. 〃 M

43. UPU IMCO ITO WMO M

44. ユネスコトハ M

45. 協力スル意志 M

46. 世界健康團体 M

47. アナタトユネスコ M.

A-900

F 425

Civil Education Section
Shikoku Civil Affairs Region
APO 1050

Conference for Youth Affairs Technical Advisors
25 and 26 January 1951

Civil Education Section: Mr. Robert M. Hager, Education Officer
Mr. Bernard J. Dobbins, Asst Educ Officer (YA)
Mr. Yuichi Tanimoto, Advisor
Mrs. Taeko Inagaki, Special Interpreter

Youth Affairs Technical Advisors: Miss Misako Kondo, Ehime
Mr. Masao Nishimoto, Kagawa
Mr. Tsuneo Ozaki, Kochi
Mr. Mitsuru Maruta, Tokushima

P R O G R A M

Thursday, 25 January 1951 — Conference Room, 5th Floor, Region Building

1300 Opening of conference

1310 Greeting — Col. E. H. T. Schechinger, Chief, Shikoku Civil Affairs Region

1320 Reports by Youth Affairs Technical Advisors

1. Priority of activities during Oct-Dec and report of progress.

2. Relationship between YATA and youth specialists of the social education sections, boards of education, in providing assistance for youth associations.

3. Chief obstacles encountered by YATA.

4. Plans for Jan-Mar.

1450 Ten minute break

1500 Discussion of reports

1530 Operation of the Youth Affairs Technical Advisor's Office
Mr. Dobbins

1610 Deciding subjects for discussion on Friday

1640 Adjournment

Friday, 26 January 1951

0900 Discussion

1050 Ten minute break

1100 Education for Out-of-School Youth Mr. Hager

1150 Closing of Conference

Presented

Subjects for discussion to the YATA conference

by YATA on Shikoku

Ehime-ken

1. Scrutiny of structure of Seinen-dan.

   a). Organization of interest groups in geographic Seinen-dan.

   b). Whether dividing Seinen-dan members along their age ranges is good or not?

   c). Structure of Ken Federation of Seinen-dan.

2. Establishment of sponsoring organization for youth or juvenile organization.

3. How to guide Seinen-dan on the matter of financial difficulty?

4. What emphasis the youth advisor should put on the guidance of Seinen-dan?

Tokushima-ken

1. Youth and recreation.

2. How to take group system in geographic Seinen-dan?

3. Regarding to financial problem of Seinen-dan.

Kagawa-ken

1. Many Seinen-dan has the structure like federation of chapter or branch Seinen-dans. It seems that difficulty of getting close relationship between officers and members and bringing financial difficulties in the organization depends on the very structure. How to guide Seinen-dan on that matter?

2. Regarding to the relationship between youth organization and City, Town and Village Office.

3. Joint-sponsorship of events that is conducted by private organization and government agency is understood not to be desired theoretically. But, is it not inevitable thing to do at present as the actual matter?

Kochi-ken

1. Getting guiding-post of the work which is required for youth advisors by CES, Civil Affairs Region. Distribution of the written instruction or exhibition of the charted articles of it is desired.

2. Increasing number of youth advisor and the like throughout the country in the nearest future, and promoting the work of them.

3. Regarding to the practical way of keeping youth advisors' office and local geographic Seinen-dan closely in order to get smooth liaison with each other.

F 425

Civil Education Section
Shikoku Civil Affairs Region
APO 1050

Youth Affairs Conference
25 and 26 July 1950

Civil Education Section: Mr. Robert M. Hager, Education Officer
Mr. Bernard J. Dobbins, Asst Educ Officer (YA)
Mr. Yuichi Tanimoto, Adviser
Mrs. Taeko Inagaki, Special Interpreter

Social Education Sections: Mr. Nitaro Kutsuna, Ehime
Mr. Tadashi Ogata, Kagawa
Mr. Hiroshi Maeda, Kochi
Mr. Susumu Sato, Tokushima

P R O G R A M

Tuesday morning (25 July)

0830	Opening of conference; greetings	Mr. Hager
0845	Purpose of Conference; suggested plan of procedure	Mr. Dobbins
0900	Reports of youth specialists, four prefectures Mr. Sotaro Kutsuna, Ehime Mr. Tadashi Ogata, Kagawa Mr. Hiroshi Maeda, Kochi Mr. Susumu Sato, Tokushima	
1000	10 minute break	
1010	Discussion of reports	
1045	Relationship between Social Education Sections and this Section	Mr. Dobbins
1100	Interest Groups	Mr. Tanimoto

Tuesday afternoon

1315	Some Characteristics of a Democratic Organization	Mr. Dobbins
1405	Recreation	Mr. Tanimoto

1420	Discussion: Objectives, July-Dec 1950	
1520	10 minute break	
1530	Money and the organization program	Mr. Dobbins
1600	Selection of topics for discussion	

Wednesday morning (26 July)

0830	Discussion of topics previously agreed on	
1130	Summary and conclusion	Mrs. Inagaki

Suggested Topics for Discussion

1. The problem of funds for youth associations
2. Structure of geographic youth organizations
3. Youth who are not members of organizations
4. Main elements of a program for a youth organization
5. A source of help: attendants of IFEL
6. Role of women in youth associations
7. Finding leaders for youth associations

Topics for discussion

1. Youth who are not members of organizations

2. Role of women in youth associations

3. The problem of funds for youth associations

Purpose of the Conference

1. To provide for an interchange of experiences and problems and information related to the youth program, both youth organizations and youth education.

   Some presentations have been scheduled, but there is a good deal of time for discussion.

   We have seen the youth affairs specialists about every 2 months in order to keep them informed; but there will be problems to be brought up.

2. To consider and agree upon the main emphasis of the program for youth work for the last 6 months of 1950.

   A large number of youth and a small number of workers.

   Will be better if we agree on some general objectives, particularly in regard to organizations.

3. To consider our responsibilities--yours as members of the Soc Educ Sections and ours as members of the Civil Educ Section --toward youth organizations in the prefectures and toward the young people in the prefectures.

   How can we assist them in achieving their objectives?

   The budget for youth work is small. No one, however, will deny the importance of the kind of youth organizations that exist. Or deny the influence the members of the Soc Educ Sections have upon the development of youth organizations and youth education.

   Importance of Soc Educ Sec in relation to youth organizations and youth education.

Relationships between Soc Educ Sections and This Section

1. Monthly reports

Express thanks
Reason for asking for reports: that I may receive information about youth organizations and also your judgment as to the value of what is taking place. Useful as basis for a monthly report that I make.--Reports are carefully read.--Reports should (a) reflect the important facts, and (b) give an evaluation of the facts.
I presume that the chief of your section sees your reports. Copies of reports should be filed as a record of activities of youth organizations and your evaluation of those activities.

2. IFEL Conferences (See "Plans" attached)

Any notice of another IFEL course (for leaders of youth organizations)?

Among qualifications, keep in mind:
people who are active at the organizational level
people who will be helpful in working with organizations

3. Extent of coverage of activities required of youth specialist

See Job Description for Youth Specialist

4. The Operational Directive under which our work is carried on

Operational Directive #2, 10 March 1950

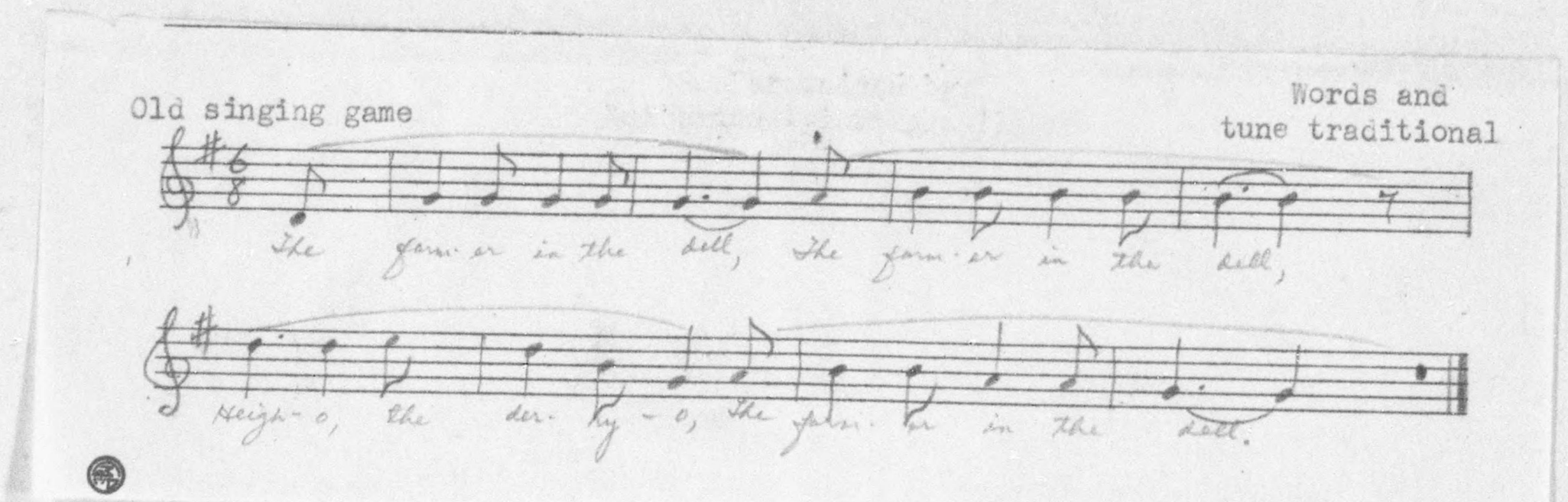
5. Meetings with section chiefs

Have met chiefs of Soc Educ Sections in Kagawa & Kochi this month. Purpose: to tell him something about the status of youth work and youth education as we have found them; to indicate some ways in which help can be given to youth work.--Will meet the section chiefs in Tokushima and Ehime in August.

6. Requests of this section

Have you any requests of this section?
scheduling of our visits to the prefecture
material
etc.

THE FARMER IN THE DELL



The farmer takes a wife,
The farmer takes a wife,
Heigh-ho, the derry-o,
The farmer takes a wife.

The wife takes a child,
The wife takes a child,
Heigh-o, the derry-o,
The wife takes a child.

The child takes a nurse,
The child takes a nurse,
Heigh-o, the derry-o,
The child takes a nurse.

The nurse takes a dog,
The nurse takes a dog,
Heigh-o, the derry-o,
The nurse takes a dog.

The dog takes a cat,
The dog takes a cat,
Heigh-o, the derry-o,
The dog takes a cat.

The cat takes a rat,
The cat takes a rat,
Heigh-o, the derry-o,
The cat takes a rat.

The rat takes a cheese,
The rat takes a cheese,
Heigh-o, the derry-o,
The rat takes a cheese.

The cheese stands alone!
The cheese stands alone!
Heigh-o, the derry-o,
The cheese stands alone!

Some Characteristics of a Democratic Organization

1. Federation vs Consultative Conference

A. Making a decision. The decision as to creating a federation, joing a federation, or withdrawing from a federation, should be made only after due consideration of the whole problem. It is not necessary to have a federation unless the members wish to have one.

(1) Full and free discussion should take place on the part of the members.--The question of joining a federation is a major decision of policy, and this decision should not be left to representatives. The representatives should bring the question back to a membership meeting, at which the decision should be made.

(2) The wishes of the members of the smallest unit organization ~~shp~~ must be considered, and not just the representatives that attend federation meetings.

(3) Enough time should be given the members, before a final vote is taken so that a fair decision can be reached.

B. Unfavorable aspects of a federation in Japan. Often, the unfavorable aspects of a federation are caused by a lack of understanding of the purposes and functions of a federation, and an inability to eliminate the feudalistic pattern of a federation.--Leadership should not be automatically surrendered to the federation. There is one federation (not the YA) in which all initiative, all leadership, resides in the headquarters of the federation. The member associations do little unless there is a stimulus from the national headquarters.

(1) Too often, federations have not been formed by the action or will of the unit organizations. A few individuals or unit organizations create a federation, and then take it for granted that every unit organization will belong.

(2) It may be difficult in Japan to have a federati n which is truly representative of the members of the local organizations. The reason is that the members may have little or nothing to say about who their representatives will be. Sometimes the person who attends the organizing meeting may not be an elected representative of the organization.

(3) Federation officers and governing bodies often exceed the powers that they are supposed to have. — They may become involved in activities that have little or no relation to the purpose for which the federation was established.

(4) Many federations do little ornothing for the benefit ~~to~~ of the unit organizations.

(5) Some local governments still use the federation as a means of disseminating information and of doing a job that~~t~~ the officials wish done.--Sometimes an observer gets the impression that, for example, a YA is primarily a "disciplinary" organization. So many of them are concerned with juvenile delinquency. Activities of behalf of the community are right and good, but first should come activities on behalf of the members.

(6) Some individuals try to use the federation to get political power, or as a stepping stone to some other office.

(7) A federation puts further strain on the financial resources of member organizations; it demands more time on the part of already busy officers.

C. Favorable aspects of federation.

(1) To organize and conduct prefectural or gun conferences. --Youth associations need to have some regular scheme for coming together on a prefectural or gun basis to share their experiences and to gather insight and inspiration that come from ken-wide or gun-wide meetings.

(2) To assist in organizing new local groups.--The experiences of the past can and should be made available through ken or gun federation officers to new groups that are seeking to organize.

(3) To collect and distribute program materials and other literature.--The best programs of local associations should be distributed generally among all federation units for their enrichment and encouragement.

(4) To publish reports of all local units.--Some systematic plan for reporting should be adopted in order that annual summaries of activities and relationships may be made and published for the enlightenment of all concerned.

(5) To develop new program materials.--Eventually youth associations should be able to look toward their federation officers for the creation of new materials and program aids which are so necessary for program work.

(6) To set standards for local units.--By common agreement certain standards governing local units might be drawn up as suggestive measure of effective groups. Factors such as age-range, fees, methods of election, constitutions, term of offices, ~~participation~~, projects, ~~program content and variety~~, records, etc., might well be included in such standards.

(There are undoubtedly other functions of ken or gun federations that should be forthcoming if the benefits of federation are to be enjoyed by local youth associations. It is probably fair to say that ken or gun federations have only begun to conceive their functions in terms of those just outlined.)

D. <u>A Liaison Council is sometimes more advisable than a federation</u>.

(1) There is a chairman instead of a president, and there is a different chairman at each meeting.

(2) There is no constitution. There are no dues.

(3) Functions are to exchange ideas, make suggestions to all member groups, and maintain liaison between all groups.-- The council makes no decisions that are binding on the member units. It serves as a clearing-house for ideas, as a liaison group, as a means to coordinate activity among the member units.

2. Frequent Change of Officers

A one-year term of office is the most desirable, with reelection permissible only once.

All officers should be elected at one meeting; their terms of office should be identical.

Officers should come from among the membership of the organization.

It is desirable that a series of "steps" be recognized by custom through which a member proceeds from an office of less responsibility to an office of greater responsibility. This is one method of leadership training.

How to reduce the burden of work that is on the officers: establish committees, such as, program, house, finance, entertainment, publicity, membership, etc. This divides the work among many members instead of leaving it in the hands of a few.

~~Some characteristics of a democratic organization (a confederation or federation)~~ federation

✓ (a) how it is started
~~how it is "run"~~
(b) organization
(c) how it is run
(d) feder. vs consul. conference
(e) frequent change of offices
difficulty to attract good people as officers & severe handicap
~~(f) election of officers~~
(f) use of committees
(g) clearly defined purposes

a. How it is started
(1) first meeting
A meeting of delegates, called for this specific purpose.
Selection of chairman and secretary; someone to state object of meeting.
Resolution to form organization; discussion; vote.
Committee to draft a constitution, which will report later.

(2) second meeting
reading of minutes
report of committee on constitution. Motion (+ second) to adopt report. Reading of constitution. Amendment of each article; amendment of whole constitution; adoption of whole constitution.

(3) expression by member organizations of their desire to join or not (at a membership meeting).

(4) right of a unit organization to withdraw at any time; approval of any organ of the federation is not required.

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 142)

Takamatsu, Shikoku
22 June 1950

1. QUARTERLY BREAKAGE ALLOWANCE: Occupants of dependent houses are requested to inventory issued chinaware and glassware and submit list of breakage to Supply Section not later than 26 June 1950.

2. R&U REPAIRS: Repairs of damaged tatami mats are under way in the BOQ and Quarters 16b. Schedule will be posted of future dates for the repairs of tatami mats in other dependent quarters. It is requested that a representative of the occupant be in each dependent house during the presence of workmen.

3. MOSQUITO NETS: Mosquito nets are available for everyone and may be picked up at Sgt Mackie's office.

4. IMMUNIZATION: Japanese B Encephalitis and booster shots will be completed 23 June 50 at the SCAR Dispensary at 0830-0900. Please notify the Dispensary in advance if you cannot be present. Immunization records will be returned on 23 June 1950. (Disp)

5. PX ORDERS: Ration cards must be presented for rationed items. Two cartons of cigarettes will be available for the week of 26 June 1950. Orders may be turned in to Mr. Taylor at any time during working hours until 1500 hrs, 26 June 1950. There will be a 5¢ charge to help defray money order expenses.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

Ernest H. T Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Deputy Chief

I N F O R M A T I O N

GROUP PHOTO: Prints are available at Civilian Personnel Office

SHIKOKU MESS: 23 June 1950 - Friday night at 1930 hrs.
BINGO $40.00 JACKPOTS $20.00 PLAY & WIN
B I N G O

NEW CHAPEL THEATRE: Tonite at 1930 hrs. "COMANCHE TERRITORY"

Maureen O'Hara
Macdonald Carey

Money and the Club Program

1. Club members say: We need money to run our club. We need a budget. We need to plan ways of raising money.

   How should an organization attack the problem of raising money. This calls for a plan.

2. Have a finance committee

   A. By a committee we mean a group of selected members working together to accomplish some of the aims of the organization. The difference between a committee and any small group of individuals working together is that a committee is a recognized part of an organization.

   The advantage of having a committee is that work may be divided, and careful attention can be given to specific subjects. It would be impossible for each member to pay attention to the numerous subjects considered by an organization.

   Committees may be appointed b y the president or they may be elected. The method of selection of committee members may be given in the by-laws. The chairman may be either appointed by the president or elected by vote of the members. The chairman is usually given the power to select the members of the committee.

   For number of members, chairman's duties, meetings, see "Committees and Programs in Democratic Organiaations."

   B. The main purpose of the Finance Committee is to help make decisions regarding the funds of the organization and to assist the treasurer. The duties are chiefly two:

   (1) to plan a budget
   (2) to cooperate with special committees apointed to conduct special money-raising events

3. First steps in budget making

   A budget is an estimate of the amount of money needed and the amount that probably can be raised. A club can be a club without any money or budget at all, but as soon as it has membership dues it should have a budget to ensure careful handling of the money. Take a big sheet of paper and draw a line down the center, thus:

   . . . . . Club Budget for . . . . 19 . .

Receipts	Expenditures

Then working back and forth across the line (the Finance Comm.), plan receipts and expenses. For example:

How much do you expect in membership fees? (Rec)
How many books and pamphlets to help in club programs do you expect to buy? (Exp)
How many parties do you want to have during the year? (Exp)
How much do you want to charge members for refreshments? (Rec)
What contributions will you make to the Community Chest, etc.? (Exp)
What other activities do you expect to engage in? (Exp)
How do you plan to finance them? (Rec)

4. Take care of the pennies

The Finance Committee studies the budget month by month, approves such changes as seem desirable, and sanctions the payment of bills and other obligations. Without the authorization of the Finance Committee of the club, the treasurer makes no payments.

5. Your money-raising plans speak for or against you

A club may be judged, for good or for bad, by its money-raising projects. --If too high a price is charged for what is offered, if there are any unfair business dealings in the preparation, if the program is cheap and vulgar, if it offends the feelings of any nationality or racial group, then a great deal of damage will be done to the club.

There is also the problem of the amount of time spent on money-raising. Is it too much? Should more time be spent on other parts of the program?

Tue., 25 July 50

Mr Kutsuna, Ehime Pref.

In secretarial 2 yrs; in youth affairs, 6 mos.

1. Soc Educ Sec
   Guidance { Adult / CPH / Women / Youth & Juv. — Mr. K.

2. Main emphasis & probl's:
   Giving guidance to youth grps.; problem — how about youth not in org. Particularly those who do not continue to sch. This also a problem of Sch Admin Sec.
   (omitted budget)
   Young people — this being a democracy — unwilling unwilling to listen to others' opinions.
   Approves of geogr. organiz. (many remote places in Ehime Pref.
   Wishes to carry out Educ thru CPH. — Coordination between Bd & pref., between Educ Sec & local office & Local Office, not good.
   ☆ main emphasis of Guid Div is on CPH. — for course, CPH will be responsible for part of finance. Can hold courses for adult organiz.

Mr Ogata, Kagawa Pref.

In Apr '49, in ch. of Youth & Juv. — now also, PTA's. Came to pref. in Jan '49.

167 towns & villages; 174 organiz. (145 org. answered questionnaire.) — Some of city org. adopting "grp work" — interest grouping, I guess. And some of advanced village organ.

10 gumi + city. Area conduct. conferences.

☆ JRC holds meet. of repres. every month; plan activities for follow. month. Publish bulletin. About 13 schools.

Follow-up courses:

in 1948: 1-day course in ea. gun + city
in 1949: 3-day (2 nights) " 2 places in prep.
in 1950: youth org. in ea. village + city respons. of organ.; 2 have completed. 3-day, 2 night cours (part of) expense by city, Tokyo, + vill. Soc Educ Sec sends out infor., lecturers)

Mr Maeda. Kochi Pref.

1. Budget ¥730,000 youth org.
¥500,000 youth univ.
1,230.000

2. Four youth l'dership tng courses since May 21 - July - 17 Dec: follow-up of 1-p courses in 32 places. Responsibility for program divided between Soc Educ Sec + localities.

Lecturers will be people who attended IFEL courses.

☆ Industrial Research.

In Pref., a course on juvenile org. geogra. juv. org., stud. assoc., B.S., G.S., JRC.

mock assembly, printing materials, etc.

3. Youth Conv.
for equal opportunity & educ.
will be held in 20 places. Prep. expense.

in printed material (translate)

4. Ken + gen feder.
Problem now: to adopt grp work in geogr. org.
education (youth night schools,
comm. classes in about 200 places)
get women to take part in YA
have youth org. coordinate with
other organiz.
youth still not interested industry
+ economics of their own towns.

budget
who in charge

prep. asked for ¥2 million budget.
about ¥30 teachers not paid.
Prep. would not give budget.
figure (200) based on a survey.

Mr Sato, Tokushima

In Sept '48. came to Bd
In Oct '49, in ch. of Youth Sec.
2 cities; 129 towns + vill.; 183 dlg. ($\frac{3}{4}$, occup.); 20
180 geogr. org. Members: men 25,275
women 25,913
total - 51,188

Survey being made (from Dec.): difficult to get correct infor. Must go out himself if he wishes to get correct infor.

problems: educ for youth not in organ.
get girls to participate

budget for comm. classes will be used for
youth course (~~end Oct~~ Aug–Sept)
(have planned a 30-hr course ≠ for adult educ course.)
"superior" YA will be announced later.

Youth Tng courses will begin in Aug.
(in Naruto in Aug.)

Mr Kutsuna.

Many sections in Pref. hold courses for youth.
— Social, Children's, Agric Ext, Reclamation, Publ. Health.
Would like control of these courses, apparently, centralized
in Soc Educ Sec. And control of budget.

E.g., Children's Sec concerned with children up to 18.
So is Soc Educ Sec. (prevent. juv. delinquiency, drinking, smoke.)
But no coord.

Interest grps

Mr Kuisuna : problem exists where interest grps are active + unit organiz. is not.

Council. Conference :

Some are like federations (e.g. Tokushima Women's)

Some feder. are like council. conference.

Wed., 26 July 50

Job description, Youth Aff. Specialist

1. Yes.
2. "
3. "
4. "
6. Yes { Cooperate with Research Section of secretariat. Surveys, reports, made by Res. & Statistics Sec not so useful as those made by Soc Educ Sec
7. Kagawa : ~~Res~~ Statistics Sec of Kencho Reports & surveys made by towns & villages Survey made by police Station
   Ehime : CPH makes surveys
   Tokush. : Culture Org. ; makes surveys. (not always successful)
8. Ehime : yes
   Kagawa : "
   Tok. : "
   Kochi : "
9. Ehime : works with person in Soc. concerned with CPH.
   Tok. : " sometimes gets in direct touch.
   Kagawa : same as above.
   Kochi : "

"Mr Ogata's ques.: ~~Our~~ Activities of this section have been chiefly inspections. When proj. teams were in existence, people from Bd could come + confer and receive guidance. Is that still possible?

Youth Who Are not Members of Organizations

2 problems:
(a) include youth in organiz.
(b) educ. classes

Mr O.: classes like adult classes would not be satisfactory.

How successful are p.time Up Sec in reaching young people, ages 15-20?

Youth going to p.time Up Sec: have leisure, not so smart as those in Up Sec. Not working youth who are attending (Mr. O.)

In some remote places in Rhine, p.time Up Sec just takes place of full time Up Sec.

Mr S: p.time Up Sec not established for purposes of Soc Educ. This, wrong.

Mr T.: youth attend sch. just to get credit — for later use when applying for jobs. Community puts a premium on this kind of thing.

Should Proj Bd just give suggestions to local areas or make a detailed plan?

In Rhine: 100,000 in LSS — 3,000 teachers
200,000 youth, 15-20 — need 350 advisers. Purpose: educ.
Would recommend such advisers.

Mr S.: get voluntary elders.

---

2. Role of Women in Y A.

In 2 villages in Kagawa are ——- mura Joshi Seinendan. (Mr O.)

Mr S.: 2 reasons —

fault of family, comm. (girls prepare for marriage) program not adjusted to interest of girls)

Mr. M. If girls wish separate organiz., they should have it.

Mr O.: In organiz. where girls are active, are trying to have separate organiz.; where girls inactive, are remaining in same organiz. with boys.

Mr Sato's course for girls. Attended by officers (men) and evaluated by officers.

Mrs. K.: Women should be trained in a separate section; then come into same organiz. with men.

Objectives for monthly report

Takamatsu:

emphasis on l'd'shipping. Half of lecturers will be those who attended IFEL; after half will be experts in various fields.

Kagawa:

tng of l'ders. IFEL course effective for techniques of democracy. Also starts youth activities.

— Not much attention to youth classes.

tng courses take up items that I mentioned.

Kochi:

Have been for holding IFEL follow-up courses. Since l'ders change yearly, can not have advanced course.

— Only 20% of young people go to advanced schools. Better to sacrifice IFEL course & give budget to night schools. — IFEL course material does not get down to average members of YA.

Ehime:

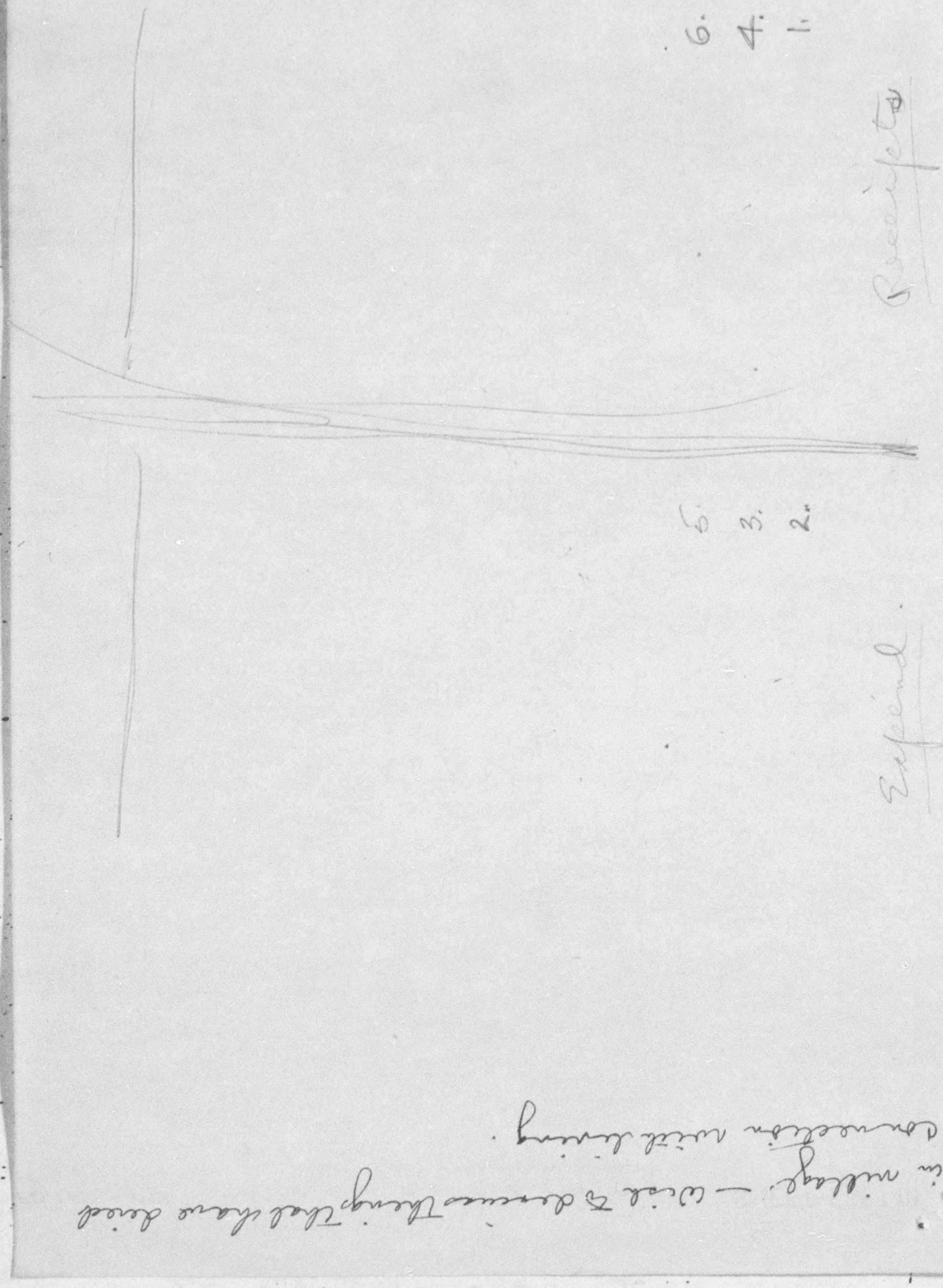
follow-up courses. Can be disseminated within gun + villages; but will not go get down to hamlets.

20 model youth classes: ea. receive ¥20,000 subsidy.

One more correspondence course est.

established. 2000 can be accommodated by this

— Follow-up course in Matsuyama; then in 3 districts; & then gun-wide; & then village and town. — Level differs greatly in ken and



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(1)

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Affairs Section

YOUTH AFFAIRS CONFERENCE
9-11 January 1950

Monday, 9 January 1950 Radio Tokyo Building, Room 411

0900-0915 Greetings, Lt. Col. V. C. Searle, Chief Social Affairs Division, Civil Affairs Section.

0915-0930 Opening Remarks, Lt. Col. D. R. Nugent, Chief Civil Information and Education Section.

0930-0945 Aims of the Conference, Mr. Roy B. Bowers, Asst Education Officer, Civil Affairs Section.

0945-1000 Suggested Plan of Procedure, Mr. D. M. Typer, Educationist, Civil Information and Education Section.

1000-1015 Recess

1015-1200 Reports from Youth Affairs Officers on Projects and Problems.

1200-1300 Lunch

1315-1430 Reports - continued.

1430-1445 Recess

1445-1515 Institute for Educational Leadership (IFEL) Report, Mr. James Spain.

1515-1615 Summary of Reports and Formulation of Conference Schedule, Mr. Bowers and Mr. Typer.

Tuesday, 10 January 1950 Studio 5 (1st floor)

0830-1200 Suggested Topics (To be revised as desired at conference.)

1. Essential Elements in Youth Work.
2. Areas of Work for Youth Officers.
3. Functions and Values of Youth Federations. ✓
4. The Role of Government in Youth Work. ✓
5. Youth Agency Prospects and Plans. ✓
6. Resource Materials for Use With and By Youth Leaders. ✓
7. Problems of the Seinen Dan. ✓
8. Others.

1200-1300 Lunch

1315-1615 Discussions - continued.
1645 Ministry of Agric
Other representatives of natl youth agencies

Wednesday, 11 January 1950 Room 411

0830-1100 Discussions - continued.

1100-1200 Summation, Mr. D. M. Typer.

(2)

PRELIMINARY AGENDA
for 10 January 1960

0830 - 0930	Role of Government in Youth Work
0930 - 1000	1961 Plans
1000 - 1015	Recess
1015 - 1100	Areas of Work for Youth Officers
1100 - 1200	Publications
1315 - 1330	Resource Materials
1330 - 1400	Use of Japanese Personnel
1400 - 1430	Youth in Rural Classes
1430 - 1445	Recess
1445 - 1530	4-H Clubs - Plans and Prospects
1530 - 1700	National Agencies Programs and Plans

WEDNESDAY SCHEDULE

0830 - 0850	Boy Scouts
0850 - 0905	Girl Scouts
0905 - 0920	YMCA
0920 - 0945	Role of Women in Youth Associations
0945 - 1000	Youth in Part-Time Classes ★
1000 - 1015	Recess
1015 - 1040	Problems of Seinen Dan
1040 - 1100	Essential Elements in Youth Work

Suggested Areas of Work for Regional Youth Officers

1. Assists in the organization and guidance of widely representative city and/or prefectural committees on youth work designed to appraise youth needs and youth programs and to strengthen and extend youth work generally.

See "Suggested Plan"

2. Cooperates with and assists prefectural or regional bodies in organizing and conducting leadership training for all types of youth workers and leaders.

3. Advises and assists local and prefectural youth leaders on the development of small interest groups in which the principles and methods of democracy can be effectively demonstrated.

4. Works with Social Education personnel in clarifying and strengthening their role in the field of youth work.

5. Provides, suggests, and helps in the exchange of all types of program resource material for use by youth agencies and youth leaders.

6. Works with appropriate groups in finding ways to stabilize the financial base of youth work.

7. Stimulates and assists in the development of better publicity and interpretation in the field of youth work.

8. Seeks to assist local groups in procuring more adequate facilities for youth work.

(5)

Essential Elements in Organizing, Conducting, & Supervising Youth Work

The basic essentials for effective youth work are known by all too few people. It is suggested that these elements be taken into consideration by any groups or persons interested in conducting youth work.

1. Socially desirable purposes. Groups or persons intent upon initiating or conducting youth work of any type should be expected to define specifically the underlying purpose(s) of the work. It is imperative that youth should be regarded as ends in themselves and not as means to ends.

2. Sponsorship by Recognized Groups. In the case of groups like the Boy and Girls Scouts some reputable adult organization such as a church, service club at P.T.A. must assume organizational and supervisory responsibility for each troop. Local chapters are responsible for the Junior Red Cross, as are local Boards of Directors in the case of the YMCA and YWCA. Some acceptable group, board or committee is a top necessity for the long-term success of youth work.

3. Leadership (Volunteer and/or Professional). No youth work is worth doing unless it is under the direction of qualified volunteer or professional leaders. Standards to govern the selection of leaders ought to be required of all sponsoring bodies.

4. Program Activities. Long experience in youth work has shown rather conclusively that there are at least three types of activities needed to maintain an effective program of youth work. They are: recreation, education and service. A variety of activities under each of these categories will go a long way to assure the success of youth work.

5. Financial Support. Youth work will rarely, if ever, be completely self-supporting. Either the members of the groups, if age permits, or the sponsoring body must be ready and willing to raise funds for youth work to supplement membership fees and other income producing activities.

6. Meeting Places. Youth work for boys and girls below high school age may very appropriately be carried on in "borrowed" facilities such as homes, schools or temples. Recent studies in America have shown, however, that young adults greatly prefer to have their own meeting places.

7. Records. No youth agency in Japan maintains systematic records of its local units. If youth work is significant it deserves recording.

8. Resource Materials. The standard "curricular" materials (tool kits) of the two Scout organizations are indicative of the type and range of program resource material that should be available to all types of youth agencies. Two types of material - agency and interagency - are necessary.

9. Supervision. The need for supervision of all types of youth work is apparent to all persons in the field. The nature and extent of such supervision is somewhat problematical in Japan.

10. Intergroup Cooperation. Councils, liaison bodies, or federations are the natural and necessary outgrowth of any widespread youth organization that seeks to maintain quality through the administration of qualitative standards.

f. Youth Associations (Seinen Dan).

(1) Developing a positive program of democratic education specifically designed to combat communistic influences among youth groups.
(2) Organizing small, democratic interest groups in education, recreation, and civic activities.
(3) Drawing up democratic constitutions and practicing democratic procedures.
(4) Planning and conducting training courses for youth leaders.
(5) Providing for local autonomy of youth groups.
(6) Freeing themselves from government control.
(7) Establishing liaison with other youth groups.
(8) Setting up recreation projects, such as games, sports, parties, dances, hikes, camping trips, etc.
(9) Developing programs in political ideologies designed to lead to an understanding of the principles and techniques of communism.
(10) Encouraging participation of young men and women in youth activities on an equal basis.
(11) Encouraging cooperation of youth groups with other community agencies in the attainment of common objectives.

g. Student Organizations.

(1) Maintaining proper relations with the school administration.
(2) Freeing themselves from subversive influences.
(3) Developing student programs designed to foster the welfare of the student body and institution.

h. Boy Scout and Girl Scout Councils.

Practicing accepted principles of scouting.

Youth Organizations -- Subjective Evaluation of Progress toward Occupation objectives, according to the opinions of the Civil Education Officers of the 46 prefectures (Ratings: 1 (no progress) to 5 (excellent progress)).

	Kyushu	Shikoku	Chugoku	Kinki	Tokai	Kanto	Tohoku	Hokkaido	Total
Small interest groups	1.86	1.50	2.40	2.00	2.33	1.90	2.29	3.00	2.07
Trained leaders	2.57	1.25	2.20	2.17	2.33	2.30	3.00	3.00	2.35
Freedom from adult control	2.00	2.00	2.20	2.33	2.00	2.40	3.43	2.00	2.37
" " gov't "	3.00	2.50	2.80	2.67	2.83	2.80	3.43	3.00	2.37
" " C. P. "	3.43	2.75	2.80	3.17	3.33	2.90	3.00	3.00	3.07
Community Cooperation	2.71	1.75	2.40	2.67	2.67	2.40	2.86	2.00	2.52
Civil Service	2,86	2.25	2.40	2.84	2.50	2.60	2.57	3.00	2.61
Total	2.63	2.00	2.46	2.55	2.57	2.47	2.94	2.72	2.57

(8)

M.Y.A. FINANCIAL REPORT 1947

Chairmen of M.Y.A. Kiyoyasu Sato
Chief Treasurer Toshio Nose

Income	¥ 28,985.80	*Deficit carried down	¥ 5,866.50
Expenditure		*Deficit carried down from the previous year	¥ 301.20

INCOME

				%
Membership fee	¥ 2,712.60			9.4
Town subsidy	500.00			1.7
Contribution	5,850.00			20.2
Business Income	19,659.20			67.8
Publication		¥ 684.50		
Show & Dramatics		¥ 18,974.70		
Youth Festival			¥14,118.70	
Movie show			¥ 4,856.00	
Misc. Income	264.00			0.9
	¥ 28,985.80			100.0

Illegal

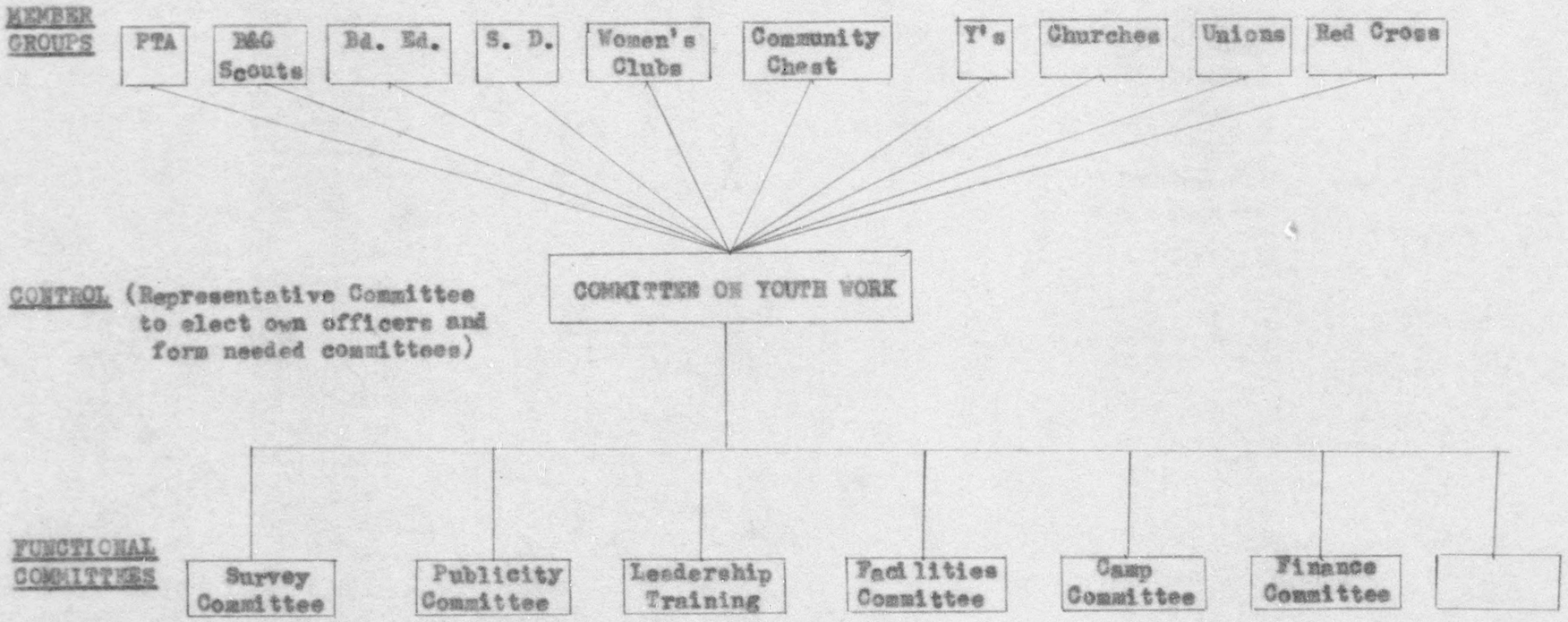
EXPENDITURE

Magazine	¥ 420.00			1.3
Business expenses	¥ 14,560.80			41.8
Show & dramatics		¥ 7,136.00		
Training course		¥ 1,052.70		
Physical training		¥ 2,690.50		
Travel expenses		¥ 61.60		
Newspaper		¥ 2,375.00		
Scientific purpose		¥ 1,245.00		
Office Expenses	¥ 17,886.50			51.3
Subsidy	¥ 525.000			1.4
Social expenses	¥ 1,460.00			4.2
	¥ 34,852.30			100.0

get copies of budgets of 4 Asian
breakdown of offic expense "
get 2/3 of budget of educ. + social purposes.

(9)

SUGGESTED PLAN
OF
COMMITTEE ON YOUTH WORK



Records Committee

(10)

Suggested
Job Discription for
Board of Education Secretariat,
Youth Specialist

1. 1. Collects and disseminates general and technical information on all types of youth groups and youth agencies.

2. On request, gives "specialized and technical guidance" to private youth agencies. (art 11 SE Law)

3. Organizes and sponsors "short courses of-lectures" for persons engaged in youth work. (art 6 SE Law)

4. "Prepares and makes available materials necessary for the training" of persons and groups engaged in social education "from both public and private agencies". (art 6 SE Law)

5. On request, "helps to acquire necessary materials for social education conducted by organizations relating to social education". (art 11 SE Law)

6. Collects basic information from youth agencies for use in preparing "information materials and for research work". (art 14 SE Law)

7. Conducts community surveys designed to determine youth needs and works with local Boards of Education, members of the Secretariat and private youth agencies in helping to meet those needs.

8. Cooperates with school personnel in organizing and promoting extension education for young adults.

9. Works with CIE Committees and officers in offering educational, recreational and athletic activities for youth groups.

10. Cooperates with youth groups in their efforts to get permission to use public buildings, such as schools, libraries, university facilities and other meeting places for social or educational purposes.

WHEN AND WHY
KEN FEDERATIONS OR LIAISON OFFICES OF YOUTH ASSOCIATIONS

One needs to make only brief inquiries about the "Ken federations in various prefectures to learn that in many cases "Ken" federations have been formed by small inner circles of leaders who have assumed organizational responsibility for the federations without adequate consultation with local youth groups. In some cases these federations are undoubtedly serving the best interests of all concerned but this is not generally the case.

It is the judgment of the writer that the organizational structure and methods of many "Ken" federations should be carefully re-examined in order to determine their adequacy as democratically organized groups.

"Ken" federations should be organized only after a majority of the local youth associations concerned have agreed to become a part of the federated group. Once "Ken" federations have organized democratically, then they need to define their functions and interpret them to local youth associations. It should be clear to all, that federations have no reason for existence except as they serve to enrich and improve the purposes and programs of local youth associations.

The following eight functions are suggestive of what federations may do to achieve this basic purpose:

1. To organize and conduct prefectural conferences. Youth associations need to have some regular scheme for coming together on a prefectural basis to share their experiences and to gather insight and inspiration that come from Ken-wide meetings.

2. To assist in organizing new local groups. The insights and experiences of the past can and should be made available through "Ken" federation officers to new groups that are seeking to organize.

3. To collect and distribute program materials and other literature. The best programs of local associations should be distributed generally among all federation units for their enrichment and stimulation.

4. To provide a liaison office between youth associations and other private and governmental bodies. In other words, the "Ken" federation office should be the liaison point for intra and inter-prefectural associations as well as for international relationships.

5. To publish reports of all local units. Some systematic plan for reporting should be adopted in order that annual summaries of activities and relationships may be made and published for the enlightenment of all concerned. Paper costs and shortages, at the moment, are prohibitive but this situation will improve with time.

a See Educ functions

6. To acquire and loan program equipment such as projectors, recreational material, films and exhibits. Many items of program equipment that are necessary for effective association work are not within the financial reach of local groups. For this reason the "Ken" offices may well serve as the acquiring and distributing point for equipment that must be bought cooperatively if it is to be had at all.

7. To develop new program materials. Eventually youth associations should be able to look toward their federation officers for the creation of new materials and program aids which are so necessary for program work.

8. To set Standards for Local Units. By common agreement certain standards governing local units might be drawn up as suggestive measures of effective groups. Factors such as age-range, fees, methods of election, constitutions, term of offices, participation, interagency projects, program content and variety, type of controls, records, etc., might well be included in such standards.

There are undoubtedly other functions [~~that~~ of] "Ken" federations that should be forthcoming if the fruits of cooperative efforts are to be enjoyed by local youth associations. It is probably fair to say that "Ken federations have only begun to conceive of their functions in terms of those just outlined.

It should be said with considerable emphasis that federations exist solely to enrich and improve local youth associations and the functions of federations must be formulated clearly within these terms of reference.

(12)

RECORD SHEET
FOR
Visitations by CAFF Youth Officers

Date: _____

Reported by: _____

Length of Visits: _____

1. Leadership Training Conferences

~~2~~ IFEL Follow-Up Conferences
Number different conferences held _____
Approximate attendance _____

~~3~~ Other Leadership Conferences
Number held _____
Approximate attendance _____
Composition of attendants _____
_____

3. Part-Time Education
Number of working youth in classes _____
Day Time _____ Evening _____
Where held? _____
Attitude of regular principals toward program:
_____excellent _____good _____fair _____antagonistic
Remarks _____
_____

4. Organized Youth Agencies

Local Units in		Enrollment
Boy Scouts	_____	_____
Girl Scouts	_____	_____
Seinen Dan	_____	_____
4-H Clubs	_____	_____
Others	_____	_____

Remarks _____
_____

5. 4-H Developments
Number of local units _____
Average size _____ Average age _____
Remarks _____
_____

6. Facilities

Name of Group	Meeting Place
_____	_____
_____	_____
_____	_____
_____	_____

7. Committee on Youth Work
Status: _____
_____
_____
_____
_____

8. General Observations
(Note new developments, problems, names of persons, and any evaluation that might be helpful in planning).

(13)

The Problems of the Seinen Dan

Eight or ten problems of Seinen Dan to which attention needs to be given are apparent to all of us. Some suggestions for solving these problems are as follows:

1. Age-range. Members' ages range from 15 to 30 years. The mode is generally in the early twenties. Three age-groupings ought to be recognized in young adult work: 15-19; 20-24; 25 and over. Activities focused toward these three groups should take account of job interests; educational interests; marital status; and, in the younger groups, athletic skills and interests.

2. Basis of Organization. Where appropriate, small interest groups should be given priority over many other types of groups. In small villages, the neighbourhood or geographically formed group may be the most effective method of organization. This pattern, however, is less and less effective in towns and cities where there are many different vocational interests.

3. Size of Unit Organizations. Young adult work is most effective in groups ranging in size from 25 to 50 people. Every effort should be made to organize, strengthen and stabilize unit organizations of this size.

4. Finances. Membership fees of Seinen Dan groups are notoriously low: Ten yen per month is the mode. If they are to get ahead financially Seinen Dan groups will have to revolutionize their ideas of membership fees. The usual sources of income such as labor service, athletic meets, and sale of goods should be encouraged. Experimentation in community chest financing should be tried.

5. Ghost Members. Reports indicate rather conclusively that too many members do NOT take an active part in Seinen Dan affairs. The internal organizational pattern will have to be democratized radically before ghost members can be eliminated.

6. Committee Work. The typical committee foursome (agriculture, culture, athletic and industrial) needs to be greatly expanded by at least 300 percent if members are to have a creative share in group management.

7. Meeting Places. Seinen Dans need to have more adequate meeting places as one means of stabilizing their work. More should be done to assist these groups in procuring such facilities.

8. Program Activities. Seinen Dan groups have no systematic means of securing a variety of program suggestions. Not too many helps are available in Japan. Nevertheless these groups are more than eager to get all kinds of suggestions from any or all sources.

9.

10.

11.

12.

INTERESTS OF
1717 SEINEN DAN MEMBERS

1)	Athletics	4	prefectures expressed this as 1st choice
	Agricultural Lecture	3	
	Music	1	
	Political Study	2	
2)	Political Study	3	prefectures " " " 2D choice
	Poetry	2	
	Music	2	
	Agricultural Lecture	2	
	Athletics	2	
	Dress-making	1	
	Religion	1	
3)	Political Study	2	
	Agricultural Lecture	2	
	Study of Economics	2	
	Music	1	
	Athletics	1	
	Fishing	1	
	Literature	1	
4)	Music	3	
	Science	2	
	Literature	2	
	Dress-making	2	
	Flower-arrangements	2	
	Poetry	1	
	International Affairs	1	

Fukuoka	109
Kumamoto	218
Oita	123
Nagasaki	111
Kyoto	141
Nagoya	79
Tottori	147
Iwate	296
Aomori	181
Hokkaido	312
	1717

D. M. T.
10 Jan 1949

Readers' Digest produces monthly study guides

SKITS (SUNGEKI)

1. Hanasaka Jijii (The old man who made dead trees bloom) - Old Japanese Fairy Tale
2. Issun Boshi (A japanese Tom-Tumb) - Old Japanese Fairy Tale
3. Konjiki Yasha (Golden Devil) - Famous, popular novel of love and hatred by Koyo Ozaki
4. Hina Matsuri (Doll Festival)
5. Circus
6. Hokentekina Gakko no sensei (Feudalistic school teacher)
7. Ganko-oyaji to Rensi Kekko (Old fashioned father and Romance Marriage)
8. Manin Densha (Overcrowded street car)
9. Akagetto to America Kambutsu (Japanese country folk's SIGHT-SEEING in America)
10. Shinkon Ryoko (Honeymoon)

SONGS

1. Akai Ringo (Red Apple)
2. Yuyake Koyake (Evening glow)
3. Haruga Kita (Spring has come)
4. Sho, Sho, Shojoji (Shojoji Temple)
5. Moshi, Moshi, Kameyo (Hulloo Tortoise)
6. Hato Po Po (Dove)
7. Haruno Ogawa (Spring stream)
8. Kokyo-no Haika (Ruined house in home-town)
9. Asawa Dokokara (Where does the morning come from?)
10. Kojyo-no Tsuki (The moon over the ruined castle)
11. Kogane Mushi (Golden bug)
12. Nodojiman Shiroto Ongaku Kai (Amateur Singing Contest) - Amateur singing contest on N.H.K. program now very popular in Japan

(16)

SCAP CIE INFORMATION CENTER
FUKUOKA UNIT
FUKUOKA, KYUSHU, JAPAN

Materials in the Library on Youth

BOOKS

796.357	A	Allen	Major League Baseball	1938
370	A	American Association of School Administrators	Youth Administrators Today	1938
808.82	B	Barnes	Plays	1932
369.43	B	Boy Scouts of America	Handbook for Boys	1945
793	B	Breen	The Party Books	1939
784	B	Boesel	Singing with Peter and Patsy	1944
790	B	Butler	Introduction to Community Recreation	1940
362.7	C	Chambers	Youth Serving Organizations	1941
370	C	Chatto	Story of the Springfield Plan	1945
362.7	C	Colby	Handbook for Youth	1940
784	C	Coleman	Songs of American Folks	1942
808.42	C	Coulter	Footlight Fun	1941
745	C	Cox	Creative Hands	1945
680	D	Dank	Adventures in Scrap Craft	1946
645	D	Downer	My Room is My Hobby	1942
362.7	F	Fisher	Our Young Folks	1943
369.46	G	Girl Scouts Inc.	Girl Scout Handbook	1940
364	G	Glueck	Juvenile Delinquents Grow Up	1940
745	G	Good Housekeeping	Needlecraft Encyclopedia	1947
796.8	H	Haislet	Boxing	1940
694	H	Hamilton	Home Carpentry	1940
796.1	H	Henius	Songs and Games of the Americas	1943
796	H.	Hughes	Sports Their Organization and Administration	1944
680	I	Ickis	Arts and Crafts a Practical Handbook	1943
791.5	I	Inverarity	A Manual of Puppetry	1936
793	J	Jacobs	Out of a Handkerchief	1942
796.1	J	Jacobs	The Chinese-American Song and Game Book	1944
791.5	J	Jagendorf	Penny Puppets Penny Theatre and Penny Plays	1941
784	J	Johns	Play Songs of the Deep South	1944
646	J	Jordan	How to Sew	1941
796.5	K	Kephart	Camping and Woodcraft	1917
362.7	L	Lambert	School's out	1944
793	L	Lamkin	Good Times for All Times	1929
784	L	Lomax	American Ballads and Folk Songs	1934
796.5	M	Mason	The Junior Book of Camping and Woodcraft	1943
796.1	M	Millen	Children's Games from Many Lands	1943
808.82	M	Moses	A Treasury of Plays for Children	1931
796.3	P	Paahko	How to Make the Varsity	1946
784	S	Sandburg	The American Songbag	1927
808.82	S	Sloane	Fun with Folk Tales	1942
790	S	Smith	Games and Game Leadership	1932
808.82	S	Stevenson	The Red Shoes and Other Plays	1938
790	S	Stieri	The Book of Indoor Hobbies	1939
808.82	W.	Webber	Short Plays	1925
808.82	W	White	One Act Trips Abroad	1941
680	Z	Zarchy	Let's Make Someting	1941

MAGAZINES

Boys' Life
Catholic Boy
Child Life
Childhood Education
Child Study
Junior Arts and Activities
Junior Natural History
Junior Scholastic
Recreation
The Child

PAMPHLETS

Child Labor
Hazardous Occupations Subject to a minimum age of 18 years, 1846
Why Why Child Labor Laws? 1946
Child Welfare
Children in the Community, 1946
Emotional Aspects of Convalescence, 1945
Goals for Children and Youth, 1944
Community Centers
A Community Center, 1918
State and Community Planning for Children and Youth, 1945
Community Life
The Community and Its Young People, 1940
Games
Handbook for Recreation Leaders, 1947
Handicraft
Make-Overs from Leather, Fur and Felt, 1946
Juvenile Delinquency
Helping Children in Trouble, 1947
Rural Schools
School Count in Country Life, 1947
Young Woman's Christian Ass'n
Teen-Agers-Let's Do Something
Youth
Guiding the Adolescent, 1945
How Can Youth Work for a Better Community? 1947
Make Way for Youth, 1947
The Present Status of German Youth, 1946
Youth and Your Community, 1945
Your Community and Its Young People, 1946
Youth Figures the Angles, n.d.

PAMPHLETS (continued)

Youth--Employment
Which jobs for young workers?

1. Advisory Standards for the Safe employment of young workers, 1944
3. Advisory standards for lead and lead-using industries, 1942
5. Advisory standards for employment involving exposure to chlorinated solvents, 1944
6. Advisory standards for welding occupations, 1944
7. Advisory standards for the operation of metal-working machines, 1943
8. Advisory standards for the aircraft industry, 1943
9. Advisory standards for the pulp and paper industries, 1944
10. Advisory standards for the textile industries, 1944
11. Advisory standards for the railroad industry, 1944
12. Advisory standards for foundries, 1945
13. Advisory standards for the brick and tile industry, 1945
14. Advisory standards for the converted paper-products industries, 1945
15. Advisory standards for the slaughtering and meat-packing industry, 1945

4 H CLUBS

Are you a good parent? 4-H Clubs are eager to help you train tomorrow's farmers in better farm and home methods. Successful F 46: 48F '48

Careers unlimited. B. Malts. il Country Gent 117:76 N '47

4-H Clubs make best better. H. A. Willman. Hoard's D 92:728-9 S 10 '47

Foxy 4-H'ers (trap foxes) M. McElravy and J. Knapp. il Country Gent 118:90 F '48

March features 4-H Clubs. Ext Service R 19:22 F '48

Some Resource Materials
on
Youth Work

I. BOOKS ON GROUP WORK METHODS AND PRINCIPLES

1. Blumenthal, L.K.* Group Work in Camping. Association Press, New York City, 1937.
2. Coyle, Grace L.* GROUP EXPERIENCE AND DEMOCRATIC VALUES. Women's Press, New York City, 1947.
3. Kilpatrick, W. H.* GROUP EDUCATION FOR A DEMOCRACY. Association Press, New York 1940. (Available also in Japanese).
4. Leigh, Robert. GROUP LEADERSHIP. W. W. Norton & Company, New York, 1936.
5. Slavson, S. R.* CREATIVE GROUP EDUCATION. Association Press, New York, 1948
6. Sullivan, Dorothea*, editor; THE PRACTICE OF GROUP WORK. Association Press, New York City, 1947.
7. Trecker, Harleigh B. SOCIAL GROUP WORK. The Woman's Press, New York City, 1948.

II. BOOKS ON CAMPING

1. Allen, Hazel* CAMPING AND THEIR MODERN ADMINISTRATION Woman's Press, New York City, 1947.
2. Dimock, Hedley S.*, Editor, ADMINISTRATION OF THE MODERN CAMP Association Press, New York City, 1948.

III. BOOKS ON ADMINISTRATION

1. Johns, Roy* THE COOPERATIVE PROCESS AMONG NATIONAL AGENCIES. Association Press, New York City, 1946.
2. Trecker, Harleigh B. GROUP PROCESS IN ADMINISTRATION Woman's Press, New York City, 1946.
3. _____ THE BOARD MEMBER Yale University Press, New Haven, 1936

IV. PAMPHLETS

1. Bowman, Le Roy E.* "How to Lead Discussion" Woman's Press, New York City, 1947
2. Corwin G. & Shreffler, Margaret* "Boys and Girls Together" Woman's Press, New York City, 1944
3. Corwin, George and Layton, Ruth* "Introduction to Leadership" Association Press, 1948.
4. Koller, Elise F." "Some Pointers on Supervision" Woman's Press, New York City, 1942
5. Morgan, W. H. and Morgan, Mildred* "Planning for Marriage" Woman's Press, New York, 1943.
6. Sayre, H. M. "Dynamic Democracy" American Education Press, Columbus, Ohio (25 cents)
7. Williamson, Margaret "Keeping the Vision in Supervision" Woman's Press, New York City, 1948
8. _____"Principles of Community Chest-Agency Relationships" Also 124 E. 30th Street, New York City
9. _____"How to Steer the Volunteer" Woman's Press, New York City, 1944.

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* All books marked with asterisks (*) are available through CAFF, [illegible], [illegible].
All others are at CIE.

Schedule of field Trips (CA Sec.)

9 Jan / Mr Crist - Shikoku - 24 - 27 Jan

☆ / Dr Col Alborgotti - Hokkaido - 13 - 16 Feb

send ~~xpo~~ copy of notes to Mr Tyler

get Mr Tanemoto's report from Mr T.

talk to chiefs of Soc Educ Sec on some results of conference

Lt Col Searle

paradox: establ. youth grps independent of govt, but work them such means as conferences, Soc Educ Sec, etc.

Lt Col Nugent

(Col Lynch enthus. about C I & E work here. Surpassed in only one respect by work in Germany: youth work. Wanted 50 youth officers. Impossible.)

Classified ① funds available to subsidize up to 50 Am. teachers to come to Japan to teach in colleges + univ. Will not be SCAP employees. 57 institutions have found housing. ¥20,000 (in gold) per yr plus salary in yen. ¥40,000 per month. 2½ times what a univ pres gets. — A source of aid for youth work here. (Govt will spend $200 thou. Probably teachers will not come by 1 April. Teachers will be recruited by Institute. Will not be SCAP employees to exercise surveillance, etc.

Classified ② "counterpart fund" in yen. Derived from importation of Am. food. Mr Voorhees wants some of these funds used for re orientation. Dayar. Centers + Document. Film program will ~~conc~~ be supported by this fund. (Not by a P.D.)

(3) Perhaps a possibility of employing Jap. Youth Ldrs + paying them from "c. funds." To augment income.

(4) Type of organization to be permitted, encouraged
Discourage federation? Decentralized organiz. have a danger. Are backing a highly centralized Comm. Organiz.
Our policy must be governed by consideration that we do not have 25 yrs, are facing a reality of strong Comm. opposition.
We must come up with good reasons for objecting to nat'l federations. ½
(In sending people to state, youth projects given a priority.)
Organiz.: At lower level or nat'l. Present cabinet has "drummed up" a nat'l organiz.; political.

Will be better liaison now, with elimination of intervening headquarters. → Conferences at least every 3 mos. + Get other people together than just youth specialists.

Dr Bowers

purpose of conference
(1) exchange of ideas (now a top priority)
(2) reach a uniform understanding of objectives + policies
eliminate "free-wheeling"
(3) help in locating youth problems (Sometimes we may overlook problems in our own areas)
(4) assistance in planning future programs — with help of
C I + E

Mrs Typer

we will discuss at conference elements of a policy. Then will have a written statement of policy.
value of regular conferences.
add any items to agenda?

Reports Mr. Beer (Kyushu)

report of Jap. youth ldr

(1) lack of understanding, interest on part of officials (except for political reasons)
(2) " " " on part of families (family member must spend most of his time for family
(3) lack of leaders
(4) need for assistance from an agency (CPH?)

Youth Feder. hall — in Saga pref. (see paper)
Ldrs lack records by which to guide their activities.
How to combat feudalistic attitude?
Solution lies in schools! (Student assoc.)

Mr Bauguess (Chugoku)
Govt interference
Getting interest of young women

A 4H Club specialist coming To Econ. Resources Sec + a specialist in home economics.
Mr T. thinks that Soc Educ Sec can sponsor training classes for BS.

Miss Mc Taggart (Tokai-Hokuriku)

(a) Domination of organiz. by govt agency.
Ex Aichi: required registration of organiz. (of a fine for failure)
(Their argument: Art ~~XV~~, ~~Sec~~ chapter 2 of Soc Educ Law)
Domination by governors
Ordering grps out to do work, etc.
Toyama-ken sent questionnaire to Assns (see Soc Educ Law: permitted)
Tendency of Soc Educ Sec to operate instead of to help, give impor.
Schools & Soc Educ Sec are into 4-H Clubs too deeply.
Program belongs to Econ. + Agric people.
Do not use schools to get members.
Need to develop materials (on nat'l level)
Seinendan wants 4-H to come into federation
Answer: govt agency provides all needs that federation could provide.
4-H and federations do not ask CA for help
Too many conferences. Too much repetition.
Illustrations have been too few: can not apply principles to new situation

good govt. to ask extension agents (plans, programs) ✓

(b) a Community Council (in Ota-mati, Ibaraki) — assembly, medical assoc, churches, PS + PS, Agric coop
represen. from official + community organiz.
(c) Suggests a thing projected in parliam. procedure for teachers.

Mr Paul Anderson (Kinki) (for other interest grps)

(a) 1. Develop. of planned monthly programs for UNESCO assoc.
2. Follow-up of IFEL conference. One lecture only; activities.
need for materials; developing pamphlets { what rural youth can do, what girls can do, etc
surveys of interest grps — a surprising number
Anti-Delinquency Council

(b) Problems
1. Find activities that will interest young people (commercial interests having taken over recreations). A Japanese problem
2. Securing adult grps to sponsor youth grps
3. To participate in activities of youth grps without undermining resources of Jap. Youth grps.

Mr Steig (Kanto)

1. Problem of federations. Lack of records as to member of organizations.
2. Too many conferences? Mr S. seems to think not.
3. Lack of d) bldg. — a central hall.
4. Degree of control to be exercised by govt.
5. How to deal with Comm. dominated organiz.?
6. Check-sheet for CA youth officers?

We need to define specifically the 8 or 10 things that the Youth officer can do when he goes to a Japanese meeting. Japanese do not know.

Mr Blake (Tohoku)

1. Follow-up to IFEL conferees. Who go? Costs ¥2000. People from Upper 15% only can go. Do not appreciate that a grp can profit only to develop its interest in a subject. So other 85% would have less or no appreciation.
2. 4H.
3. Labor Officer (to combat communism) is going into schools with a 2-week program on labor, unions, etc. Method is undesirable (low + up sec)
4. Stud. govt. is "spotty"
5. A Youth Educ Program. Meet twice weekly in classes, vocational (agric + homemaking) + cultural. For out-of-school youth. 27,000 have registered + are taking courses. Under Soc Educ Sec. Attempt to supply need that Seinen gakko filled. (Classes generally do not meet in schools. Principals of Jr Sec resist this.)

Thinks that there is a trend towards greater democr. in youth organiz. Less resistant than just after war. Mr Anderson thinks that ~~Mr Bangroche~~ there may be reviving fascism. In Korea, youth clubs became ~~Mr Gustafson (Hokkaido)~~ easy source of army for Korean Republic.

Mr Gustafson (Hokkaido)

1. Separate girls clubs from Seinendan. (Miss Gagner's idea)
2. Same people attending conferences. Bring back only few ideas that they are interested in. Have a more specialized type of conference?
3. Use of govt. money. More careful use of money. Not just for food, guests.

Seinendan + S. dan

4. Importance of reaching students in low sec schools.

Mr Spaier (IFEL)

(1) What was done at conferences { 10-day courses; 26 hrs by Japanese lecturers; 18-20 hrs of discussion; recreation, etc.

Who made up program – Mr Ombusho?

(2) Organization

Some get their purposes from international grps. Be adapted local grps in villages

4-H has not been adapted to Japan.

Should Seinendan be retained? Perhaps no independent interest grps possible while Seinendan exists. Japanese should make decision as to whether or not to retain S. dan.

B.S. are "salute happy." Tho nat'l Hq. has not authorized it, are "apprentice" Boy Scouts in certain areas.

If S.dan is to do effective work on nat'l level, must be a "federation." To improve individual units. (This aside from political aspects.) Will have to be watched. Advantages will outweigh disadvantages.

Instead of leaders' conferences (IFEL), set up in-service trng programs. S.dan has done this. Shift emphasis from trng of leaders.

Japanese must decide: community service vs individual interests (individual development).

Finances: Jap. may not realize that youth grps can compete with commercial interests.

Do organiz. know how much they can raise from dues? fund raising enterprises?

Children's Groups. Communists working with these groups.

[A feder. based on geographic units is not democratic.]

Based on interest, yes. No Democr. country has a nat'l youth org.

Have a drive for local autonomy in youth grps.

Mr Tupper (additional topics for agenda)

~~a~~ (1) FEC course for future
(2) use of FEC trained personnel
(3) role of women in youth grps
(4) check-sheet for youth aff. ~~offo~~ officers
(5) community coordination plans.
(6) youth education classes

10 Jan 50

{ General Mills Co.
Minneapolis

④

1. Role of Govt in Youth Work

a. Soc Educ Law (review)

b. Job Desc. for Bd of Educ Youth Specialist

c. How can we develop bulwark against govt in youth work in a country as poor as Japan (can't be with as few private agencies)? Govt must be in there; one source of help; not enough "structure, body" to private agencies.

What % of youth are active members in an organiz.? A very small % in Japan.

Three CPH's is "grant-in-aid" kind of program.

How to keep decentralization, local autonomy, + utilize aid that govt can give?

d. role of police — in some instances have been providing recreational activities for children.

Sometimes have organized ~~spo~~ athletic program.

Seems to be feeling that such welfare activities may be done on informal basis, — but they are hardly trained enough for such work to be done on a large, organized scale.

e. Soc Educ people do not have "supervisory" function.

f. a uniform form for ~~get~~ making a survey of youth activities?

g. Soc Educ law provides a resource; activities under it should be channeled in proper direction. Strengthen private agencies + prevent them from being dominated by Soc Educ Sec.

☆ sponsor = financial support

2. IFEL Plans (for Mar, April, May)

a. nearly 1100 people in ~~ta~~ 2 ~~3~~ 4 ing courses. A large % from Soc Educ.

More practice teaching. I suggestion for next course.

This course will train about 200 people.

Get together full-time employees of youth agencies: reformatories, 4-H, settlement houses (e.g., in Osaka).

Have some trained people established in universities. (Undergraduate, graduate courses in youth psych., grp work, etc.)

Can universities give extension courses in youth work, etc.?

As to topics: "How to make community surveys" (research)

"Conference Planning"

Problem of orienting IFEL instructors (American); turn-over of personnel in Soc Educ Sec.

Regional people (Am) take part full-time in one IFEL course. (at conference, selection of attendants)

supervision — Japanese don't know meaning of this

I have 3 weeks.

3. Areas of Work for Youth Officers
Unions a problem in this Organiz.
This is Strand's plan, as put into effect in Okla-mati.
Add chief of police?
Item #6: Possible to work youth organiz into Comm. Chest funds?
Youth financing must have broader base.
Working on Youth Hour over @ JOAK. (Item #7)
Suggested Plan: primarily for prefecture level?
encourage on local level.

use record sheet. Prepare for next ~~meeting~~ conference.

4. Federations

Feder. have any function in financing local organiz.?
☆ Study situation for 3 months; be neutral.

5. Resource Material

"What Councils of Social Agencies Do"
Publ. 1947 Bull. #100
Community Chest and Councils
155 E. 44th St., N.Y. City
$1.

applicable here
CA Section will write for these

"The Road to Community Reorganization"
Women's Foundation
10 - E. 40th St., N.Y. City
good

"Dynamic Democracy"
American Education Press
400 S. Front St.
Columbus, Ohio
25¢ each

resume of basic materials for various organiz.

6. Agric. Clubs

Dr Doobi, Min. of Agric.
(Agric Improvement Sec of Min of Agric is directing activities of youth clubs)

Agric Improvement Encouragement Law: to improve agric, condition of farmer

Develop. methods for improving agric began in Meiji era.
Develop. centralized in Ministry; farmers have been passive.
Land Reform Law; Agric Coop.
Now Agric Coop independent from natl govt (Agric Ass'n was subsidized by natl govt).

Purpose of law: extension service
establish. of agric laboratory

Extension service: expenses 2/3 by natl, 1/3 by pref. govt.; other developments planned cooperatively.

? Is an Agric Improvement Sec in each ~~section~~ prefecture; 800 workers in Japan.

{ Advisers: about 6750 in Japan. Expenses borne by natl govt + pref.
~~1~~ 1 advisers for 2 villages
Desirable to have an adviser in each village.
2500 advisers will be added in ~~next fiscal~~ this year and
2500 will be added in next fiscal yr.
In 1951, one adviser in each village.

~~About~~ 300 agric specialists will be assigned all over Japan
will be (expenses to be borne by prefectures).

Agric Method Improvem. Comm. in local areas.

Youth Club will be center of youth activities for improv. of agric.

{ (a) ages 16-18 (after finishing low sec) — this the "adult age"
(b) ages ~~18~~ 24-25 " "

{ (a) This will be like 4 H in America. Functions — simple instructions in agric group life (am educ. group)
(b) These are farmers will be concerned with actual farming problems

Survey in March '49: 8167 agric grps in Japan (900,300 members)
(includes youth Ass'n (about 62%))
87% : improving agric method (men) { 500,000 men / 300,000 women
13% : improving livelihood of member (women)
(38% are agric survey grps) see separate sheet

In-service Training for young advisers will be necessary
Care not familiar with organiz. work)

Relation. between agric grps, school, Seinendan.

(a) agric grps + Seinendan: cooperate in improvem. of methods, implements.
center of club is an interest or problem: not based on an area, or age.
☆ instructions have been sent to pref. about role of Min. of Agric + Min of Educ; cooperate on this.
Min of Educ responsible for students who take agriculture course in sch.
Min of Agric., advisers " " " " don't take " " "
Close connection between Min of Agric + Soc Educ Sec: a liaison council will be established to take care of this.

Ques. May Seinendan register as a rural agric club? No.
In-service trng: by Min of Agric.
Agric advisers may aid agric sec of Seinendan.

7. Mr Seiki, B S.
Mrs Hachimoto, Jun. Red Cross in
Mr Chikamura, Y M C A
Miss Hakaru, Y W C A
Mrs Hara, G S.

{schools join by class group - a sub corps: 387,400 members; 1287 corps} 5% of all children belong

12 Y W C A's in Japan {in 40 colleges and 30 h. schools are Y W C A's

Y W. - 80% of members have graduated from girls' hi or higher.
need to reach girls ~~who do not have~~ below this educ. level.

Jun Red Cross - could not carry out its program without assist. of Teacher sponsors. Holds Teacher trng. courses for Teachers. Tokushima one held in last yr. 2 trng courses for children, on nat'l level (Okayama + Hara)

(6a)

11 Jan: Wed ☆ Mr Mc Grail : courses in Fukuoka (Mar), Kyoto (April), Tokyo (May). Administration, curriculum, finance, guidance.

1. Mr Seki B.S. in Jan '49, began to accept official registration of trips
means of raising funds up to each pkg.: Hq plans to provide
financial help later
Hq opposed – see its constitution – opposed to financial help
from Soc Educ Sec; local people want such helps
Inform Mr Seki if local bodies get into movement

2. Mrs Hara - G.S. 7,750 registered members (girls + adults)
286 trips in 40 pref.
a trip comm. + 2 ldrs required as of this yr.
a pre-organiz. convention for each April; &
convention in April
registration fee ¥30 per person (may be raised)
recently rec'd $2000 from Juliet Lowe Friendship
Fund
42 Tng courses
not so difficult to get ldrs; difficult to get
strong community support.

3. Mr Chikamori YMCA
54 city YMCA's | 150 Y's in univ. + colleges (4128 members)
1282 members | 834 Y's in hi schools (about 30% of city Y's are women)
Hi Y's open to girls (must be 15 girls to form a Y w. Y
fewer than that, are brought into a Hi Y)

5. Women in Youth Ass'n
Possible helps: constitutional provision for getting women into offices
women as delegates to conferences + conventions
women's sections in Scriendans (with a special
Tng program for them)
(Problem of girl membership in rural areas & Educ for adults!)

"a strong vertical organization but
a weak horizontal organization"

6. Does
Do financial problems exist primarily in federations, and not in local units?
See local tax office: is revenue from benefit shows, etc., large?
Probably low; tax drives income down.

7. Essential elements ....
(5) Develop budget with certain % for administration, recreation, program, equipment, etc. Then have plan, through, as to how they may raise money.
[In Soc Educ Sec, develop specialists in records, accounting, etc., instead of present break-down of jobs?]

11:20 Summation — Mr Tyler

1. Assets ✓ a. genuine attempts on part of many people (e.g. Mrs Hara)
✓ b. youth organiz. are slowly reorganizing
✓ c. are "five" full-time people in youth work
✓ d. are tools — material.
e. assistance from American agencies
f. new developments (youth centers, Ota-mati comm. scheme, material, etc.)
g. IFEL programs
h. others (Col Nugent's remarks)

2. Problems (psychological)
a. deep sense of inferiority on part of Japanese (vertical organiz. of their life history of Japan)
✓ b. uncertainty coming from new freedom
✓ c. distrust by youth of older people
d. our demands for the reorientation of these people are beyond them
✓ e. the political uncertainty
✓ f. financial distress in the country
✓ g. lack of a strong spiritual purpose

3. Implications (for our work and ourselves)
a. a revised strategy (role of goal, more intensive work over a longer period of time with fewer people, some new organizational structure — community organiz. — federations, publicize youth work)
b. a new understanding of our task (youth work, a technical subject), organiz. relationships, emotional basis of these people.
c. Learning involves whole person; complete learn. should result in change in response. "We live our way into our thinking far more than we think our way into our living."
d. we need a new feeling of importance of our tasks

(425)

Kyosha No. 47 2 February 1950

From: Chief of Social Education Section, Ehime-ken School Board.
To: Chief of CE Section, SCAR.

Subject: Holding a Leadership Training Institute for leaders of youth organizations..

You are natified here the tentative schedule of a leader ship training institute that will be held as the paper annexed.

Then, Mr. Dobbins, CE Section, is requested to be the lecturer that speak of "On leadership" to the participants of institute in a period from 1330 to 1500 hrs. 21 February (Tues.).

****

Kyosha No. 46 2 February 1950

From: Superintendent of Education, Ehime School Board.
To: Each chief area office of Ken School Board and mayor.

Subject: Holding Leadership Training Institute for leaders of youth organizations.

Tweleve representatives were dispatched from this prefecture to the Insitute for Educational Leadership for youth that was held in Fukuoka by the joint auspicied of Ministry of Education and each To-Do-Fu-Ken School Board last Dec.

Then, holding the follow-up training institute that made the participants of IFEL in Fukuoka act as assistant lecturers is scheduled by the Board as the paper annexed, as there is a desire to do by Civil Affairs Team and Ministry of Education on the other hand.

You are requested to select 3 persons that are expected to be capable leaders for youth and juvenile in the future from youth organizations (including Boy Scouts, Girl Scouts, YMCA, YWCA, and the other social organizations) in the area you concerned, and let them participate in the institute.

You should remind that the follow-up training institute will be carried on in each bloc (Eastern, Central and Southern part) of the prefecture under the leadership of those participants that attended the institute this time, after it has been finished through.

You are noticed that consideration should be taken to make women participate in the institute as many as possible, and to make officer in charge of youth affairs in each area office of Ken School Board or School Affairs Section, City Office, participate in, too.

Annexed paper

Gist of Leadership Training Institute for leaders in youth education.

1. Sponsors: Ehime-ken School Board.

2. Date: from 19 Feb. to 22 Feb. (4 days)

3. Place: Dairinji Buddhist Temple, Miyako-cho, Matsuyama City.

4. Lecturers: Mr. Dobbins, SCAR, Takamatsu, and
Mr. Kenjiro Suzuki, Social Education Bureau, Ministry of Education, etc.

5. Articles needed: Rice and Barley ..... 1 sho and 5 go (as for 9 meals), writing materials, daily necessities(to prepare suits for sporting), money for travelling expenses and some amount of pocket money.

6. Lodging expenses are spid by the School Board.

7. To notify the name, address, age, sex, organization that represents of each participant to officer in charge of Youth Affairs, Social Education Section, by 15 February.

8. Tentative program.

19 Feb. (Sun)

1300 Attendance checking is commenced.
1400 Opening ceremony
1430 Meeting of Steering Committee for the institute (by participants)
1630 Report of each sub-committee.
1700 Free time (preparing for supper)
1730 Supper and recreation period
1830 Motion Picture show
2000 Free time
2200 Going to sleep
2230 Black out rooms

20 Feb. (Mon)

0700 Getting up from bed.
0800 Breakfast period
0900 " New missions of a youth organization "
1030 Recess
1045 " New missions of a youth organization (continued)"
1200 Preparing for Luncheon.
1230 Luncheon and recreation period.
1330 Question and answer period.
1430 Recess and free recreation period.
1500 "On the current international affairs"
1700 Free time(preparing for Supper)
1730 Supper and recreation period.
1830 Discussion
2000 Free time, meeting of Steering Committee for the institute.

2200 Going to sleep.
2230 Black out rooms.

21 Feb. (Tues)

0700 Getting up from bed.
0800 Breakfast period
0900 "On youth psychology"
1030 Recess
1045 "On youth psychology (continued)"
1200 Preparing for Luncheon.
1230 Luncheon and recreation period
1330 "On leadership"
1500 Discussion
1700 Free time (preparing for Supper)
1730 Supper and recreation period.
1800 Campfire
2000 Free time, Meeting of Steering Committee for the institute.
2200 Going to sleep
2230 Black out rooms.

22 Feb. (Weds)

0600 Getting up from bed.
0700 Breakfast period
0800 "On youth psychology" (continued)
1000 Recess
1010 Evaluation
1100 Closing ceremony
1130 Dismiss

****

ADULT EDUCATION COURSE CLASSIFICATION

Name _____ Date _____

Location _____

Discussion Leader _____

Inspecting Officer _____

I. Administration

1. Name of Chairman of local committee _____
   Is he present? _____

2. a. Attendance _____ Male _____ Female _____
   b. Age group _____

3. Program used:
   a. Presentation of problem by chairman _____
   b. Audio or visual aids _____
   c. Open discussion _____
   d. Critique or summary _____

4. Did the discussion leader follow the Lesson Outlines?

5. Has Social Education representative visited these courses? (Yes)(No)

II. Evaluation

1. a. Is location satisfactory and easily accessible? (Yes) (No)
   b. Is it attractive and comfortable? (Yes) (No)
   c. Were participants enthusiastic and enjoyed the evening? (Yes)(No)
   d. Is time suitable for the presentations? (Yes) (No)
   e. Was the speaker's presentation effective and understandable? (Yes)(No)
   f. Did the class start and stop as scheduled? (Yes) (No)
   g. Is committee working cooperatively and with full conviction for this program? (Yes) (No)

2. How was it received:
   Enthusiastic Fair Unsatisfactory

III. Remarks:

File - Youth Conf.
Pamphlets & materials

CONFERENCE OF ASSISTANTS TO CE OFFICERS

Takamatsu, 24-25 February 1949

DELEGATES:

Region----------Mr. Kerlinger
Miss Johnson
Miss Shiota

Kagawa----------Sgt 1/cl Coon
Miss Inagaki

Ehime----------Mr. Iguchi

Kochi----------Mr. Ninneman
Mr. Honda

Tokushima----------Mr. Hiraga

First Day

3. Faults of Japanese Organizations---Miss Johnson

a. Lack of knowledge of parlimentary procedure
b. How to make motion, vote, election
c. Powers of officers and members
d. Lack of good constitution
e. Infrequent meeting
f. Large groups of members
g. No planned program
h. Poor Federation
Democracy always starts from the bottom ---feudalism starts from the top.
i. Runned by elder persons or government officials
j. Finance
Accounting has been very poor
k. Lack discussion technique

4.a (1) Page 64 of "Techniques of Democracy" Take caution in words

Example: Use the word 'dis-ka-shon'(discussion) or hanashikai for the English word discussion instead of toron which is not accurate. The word toron is too commonly used to mean discussion. Japanese interpreters should learn study E-J Word List on page 63.

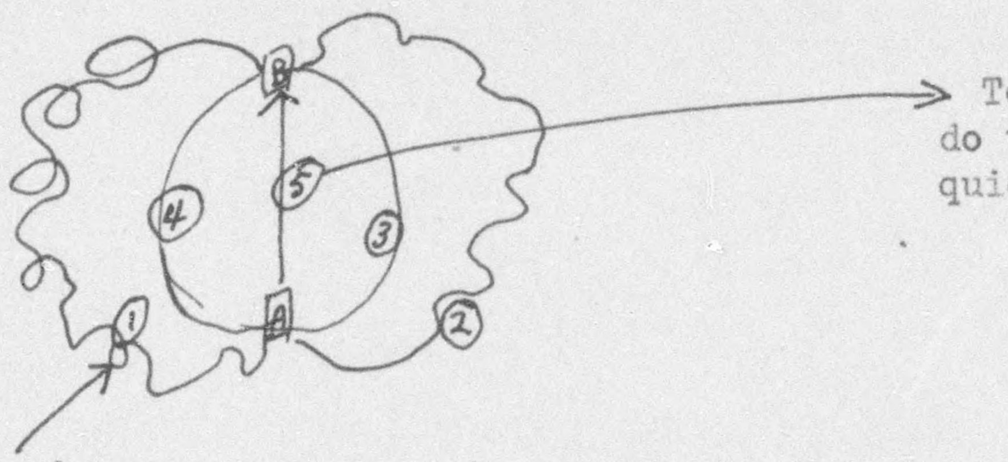
4.a (2) Japanese System -----Suisen-Sansie-Igi nashi
Discussed pages 46,47,48
The Japanese words "sekinin kaihi" (passing the buck) and "memboku o ushinau" (loss of face) are common techniques used in Japanese organizations.

4.a(3) Explanation of Posters & Pamaphlets

b(1) Order of Business---Miss Johnson Page 20 in pamphlet

Definition of technique:

Illustrated on blackboard by Col. Rigg



b. (2) Explanation of charts----Showed charts of the 10 steps on Order of Business. Page 20 for reference

c.Electing Officer---Miss Johnson Secret ballot strongly recommended

(1) Nominations
  a Committee
  b Floor
(2) Two types of votes
  a Ticket
  b Each officer separately
(3) Actual vote
(4) Counting and announcing result of vote
(5) Majority and Plurality

Mr. K. - Formality and dignity of election procedure should be encouraged.

4. d Constitution---Miss Johnson Reviewed some of the articles in the pamphlet "Tech of Democracy" Page 7

e. Practical Demonstration on making motions.
Motions written on slip of paper were passed out to two of the delegates. Mr K. acted as chairman and Miss Johnson was secretary.

5 Program Planning---Miss Johnson Program is plans made for what the organization is going to do.

A pamphlet by Miss Johnson will be coming. "Planning a Years Program for an Organization"

6. Discussion Techniques---Mr. K. & Miss J. Discussion is group thinking out loud.

Discussion in an organization is Formal.
Group discussion is Informal.

Good characteristics of discussion group:

1. informal
2. Planned
3. Many sided
4. Tolerant, Spirit of open-mindedness
5. Interest to everyone
6. Good chairman
7. Good single central problem
8. Cut it off at the height of discussion.
9. Democratic participation by all
10. Discussion is not for reaching a decision. (No one looses)

Objective of discussion:

1. Reach understanding
2. Learn facts
3. Gain from person with special knowledge
4. Exchange opinions
5. Form basis for later judgement and decision for action.

*6. Promote democracy

Forum is discussion group with audience participating

6. b Round table(8 to 15 in group) There are two types: (1) audience participation
(2) Non-audience "

* Encourage round table and panel method.

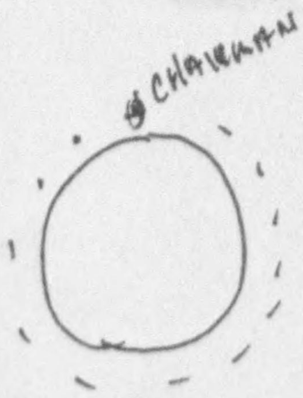
c. Panel (3 to 7) 5 is ideal. Requires careful ppreparation, always informal does not stand when speaking.

Panel procedure:

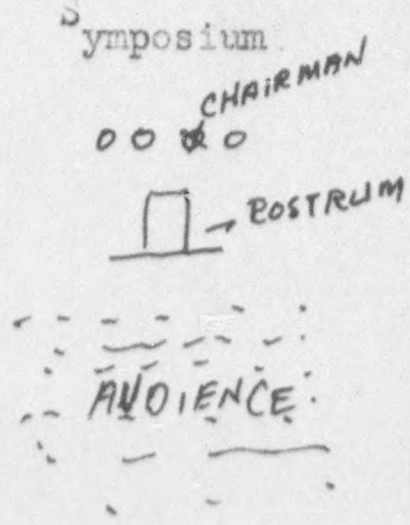
1. Chairman opens meeting in informal manner
2. Each panel member gives own view for 5 to 15(max.) minutes
3. Panel members start to discuss.
4. Audience participation.

1 or 1½ hours is ideal. Cut it off when time comes.
Address remarks through chairman.

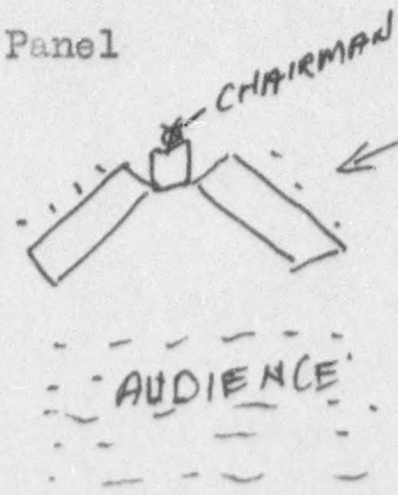
Round table



Symposium



Panel



RECOMMENDED SETTING ARRANGEMENT FOR PANEL DISCUSSION.

SECOND DAY

1. Organizational Techniques (Cont'd)---Rules of Order---Mr K.

a. Definition: Rules of Order are rules which governs an association in its formal activities as an association.

b. Recognition, Making Motions, Seconding Motions

Motion is a proposal or suggestion
Resolution is a motion in writing
Does not necessarily call for action.
Usually, it express approval or disapproval of a thing

c. Stating the Question and Putting the Question

d. Discussion
1 Formal
2 Informal

e. Voting

f. Motions

g. Amendments

h. Chairman

Principles of techniques of democracy

1. Majority decision
2. Right of everyone to be heard on all issues
3. Free and full discussion on all issue
4. Protection of majority
5. Protectionof minority

Basic tech of all organization

1. Proposition (Take form of motion)
2. Discussion (talk about it)
3. Decision (vote)
4. Action be taken on decision (execute)

Comment: Too much was covered in the two days. Got a better understanding of the pamphlet "Techniques of Democracy" Used it both days.

Mr. Dobbins (425) X-tra

HEADQUARTERS EIGHTH ARMY
Civil Affairs Section

CIVIL EDUCATION CONFERENCE

Thursday, 6 October 1949 NYK Building (Room 316) Yokohama

0900-0920	Greetings	Major General Shepard
0920-0930	Announcements	
0930-1000	Purpose of the Conference Reorganization	Lt Col Albergotti
1000-1030	First Phase of the CE Program	Dr. Roy B. Bowers
1030-1045	Recess	
1045-1130	First Phase of the CE Program Continued	Mrs. Charlotte Crist
1130-1200	Discussion	Lt Col Albergotti Dr. Roy B. Bowers Mrs. Charlotte Crist
1330-1430	Second Phase of the CE Program	
1430-1445	Recess	
1445-1630	Preparation of Questions and Comments by members of the Conference	

Friday, 7 October 1949

0900-0945	School Legislation	Dr. A. K. Loomis
0945-1030	Discussion	
1045-1130	The Relation of Religion to Public Schools	Dr. H. L. Seamans
1130-1200	Discussion	Lt Col Albergotti Dr. Roy B. Bowers Mrs. Charlotte Crist
1330-1445	Duties and Responsibilities of Civil Education Personnel	
1445-1500	Coordination of Social Affairs Activities	Lt Col Searle
1500-1515	Recess	
1515-1630	Discussion	

CIVIL AFFAIRS - REGIONAL AND DISTRICT TEAMS

Chiefs, Civil Education Officers and Assistant Civil Education Officers

Region	Chief	CE Officer	Assistant CE Officer	Assistant CE Officer
Chugoku	Col. Kowalski	L. Evans Chugoku	G. Bauguess Yamagata	M. Groth Chugoku
Hokkaido	Col. Switzer	W. Niblo Hokkaido	W. Gustafson Gifu	M. Gagner Tohoku
Kanto	Col. Hollingshead	R. Fox Kanto	R. McManus Kanagawa M. Steig Tokyo	R. Davies Tokai-Hok.
Kinki	Col. O'Mohundro	L. Langley Kinki	P. Anderson Osaka	J. Colletti Kinki
Kyushu	Col. Burghaim	J. Lucchi Kyushu	R. Beer Saitama	M. King Kyushu
Shikoku	Col. Toole	R. Hager Tokai-Hok.	B. Dobbins Kagawa	C. Johnson Shikoku
Tohoku	Col. Ayotte	J. Austin Tohoku	E. Dysart Iwate	E. Plank Kanagawa
Tokai-Hok.	Col. Coulter	S. Lyman Fukuoka	E. McTaggart Ibaraki	E. Lee Kanto

Present location of each person is shown under the name.

9-23-1949

C.I.E. 000.

~~450~~ ~~325~~ 425 5 Jan 1949 25 Feb 49

READ & INITIAL	
C.O.	
~~EXEC.~~	
~~ADJT.~~	B
~~1st Sgt.~~	
~~Sgt Maj.~~	

Notes on Proposed Higher Education Law
and the Chartering Committee

By - Dr. W. C. Nells

Higher Education Law

Proposed Law for financin g the administration of higher institutions (Daigaku). The printed form, as you have it, is the one that was released to the Japanese for discussion some two months ago without prejudice.

Result:
Widely discussed among the Japanese groups (Presidents of universities higher schools, colleges, normal schools).

Met with various Japanese groups only two or three weeks ago, and I find they have definite reactions to the proposed bill.

Important factors:

1. Method of control of higher educational institutions
2. Method of financial support
3. Method of recognizing different types of curriculum in the institutions.

Most important of the three is the dealing with the control of higher educational institution. The bill is now legally and practically in the hands of Monbusho.

Chartering Committee:

There are 275 national-government supported institutions in this country. They are to be converted into-4-year institutions. The Chartering Committee is now working over plans for 70 national universities to take the place of 275 that now exist. The committee is considering petitions from some 130 private and prefectural institutions. But it concerns itself largely with chartering national universities, one each to be located in each of the prefectures. The idea is to take the major part of the control away from the national government.

Basic Assumption:

1. In a democracy, universities that are supported by public funds belong to the people and should be responsible to the people.

2. In a democracy, majority should determine the basic policy but the rights and interests of the important minority should be fully represented and protected.

Sect No. 2

3. Out of the 80 million population of this country, decentralization of control of higher education is highly desirable.

Board of Trustees (To be set up in each independent university).

Members: 13

3 - shall be appointed by the Ministry of Education with the approval of the national Diet.

3 - shall be appointed by the Governor (cannot appoint more then 3)

3 - shall be selected from the alumni association of the school. There are well qualified people in the alumni associations who can give valuable advice and support in the operation of the institution.
How selected:
Leave it up to each association. Members can be elected, or selected by choice, or by an effective committee or by combination method.
Each associati on may control the selection, work out by themselves what sort of organization they may want to have and how to handle.

3 - shall be selected from the faculty of the institution.

1 - President of the institution shall also be the member of this board.

13

Term: 6 years (expiring every 3 years). Require 6 years in order to have a complete change of the members of the board.

Question: Can a member succeed himself?
Answer: He can for one term but not unless a two-year term interveness.

Power: In general, the power of the board is to select the President and form general policy similar to the control we have in U.S.

National Advisory Board: Bill also sets up a national Advisory Board which is distinctly advisory in character to deal with problems of policy which concerns higher education as a whole but will not have specific control of policy of any one institution.

Members: 15.

Who shall pay the bills and how?

Each institution makes up its own budget request, generally badly padded because they know the amount will usually be severely broken down and trimmed, through personal as well as political pressure. It is brought to CI&E first before it is brought to Finance Ministry, where it goes through the process of successive cutting out of padding.

For various reasons it seems highly desirable that, as we are going to have 70 national universities, there should be some objective formula developed for the greater part of the current expense budget of these institutions. A plan is set up for certain amount of money to be given to each institution for common expenses. It was published in the CI&E Bulletin in the past but the amount was left blank at the time. Application of the following formula can be made:

University (suggested)

Y 3,000,000 per institution
Y 10,000 per student
(Allotment per student to be given after successful completion of the course of the previous year).

Y 150,000 per instructor
(Full-time instructors. There shall not be more than one full-time instructor per 15 students).

It is common knowledge to all of us that graduate work is more expensive than the undergraduate.

Degrees : Authorizes each university to confer four different degrees.

New degrees: 1. Shushi for Master's Degree.
(After long discussion by University Accreditation Committee, it concluded that this degree was highly desirable.

2. Associate's Degree- to be given at end of 2-year course.

Old degrees: Gakushi for bachelor or 4-year
Hakushi for doctor's degree

Difficulty anticipated: In Japan we are likely to find that too many students are going to be enrolled in the new university and that they are going to find there are no places for them in the new economy of Japan after graduation.

In Japan 95% who enter university graduate from it. In American Universities, about 50 to 60% graduate. If that tradition holds in Japan, a logical stopping place should be set up to offer not only 4-year, but also 2-year, and 3-year courses. It is not realistic to

expect in future that all teachers will complete a 4-year university training course. There is a great scarcity of adequately trained elementary school teachers now in Japan. The new university will also have to give 2-year course for teachers for elementary schools. It is desirable therefore, that teachers have something to show for; to have a university degree. That is the purpose of suggesting the Associate and Shushi Degrees. I use this as an examp le in the teaching field but it is true also in other technical fields. It seems to be very important in planning our university curriculm that we plan for a vareity of courses to meet variety of needs.

Main provision of the law:
Recognition of logical stopping place at four different levels instead of two at the present time.

Reactions of the Japanese:

Major objection is:

Decentralization of method of control.

All presidents of the universities say it will destroy their local autonomy. My answer is that they do not have a local autonomy now.

This law intends to transfer what the Education Ministry does have now to local Board of Trustees. The chief Japanese fear is that these boards will fall into the hands of the local bosses. It seems to me that the fear of the local bosses is unfounded but yet there may exist very undesirable elements. The Japanese students get up petition against the bill all over the country without knowing just what the bill is going to be or what provisions are made in the bill. The university presidents are vigorously opposing it. They submitted a formal document to us commenting upon this law and suggesting modification of the law. Among the suggestions made are that they think it is excellent to have a national advisory law but that slight changes should be made in the powers; that everything controlling institutions should be put into the hands of the national advisory board, and that salaries for the institution should be provided by the government. CIE has not taken any fixed attitude on this. It is open for discussion. About 15 members of the Education Division spent 1½ hours yesterday morning discussing this bill. Mr. Orr, SCAP said that CIE is definitely committed to the principles of decentralization of control of higher education as well as upper and lower secondary schools. However, how it will be applied in practice, he does not know. We have adopted that, reform such as this, shall not be achieved by directive from GHQ. The Japanese are in favor of centrelization and want to continus it with all power, money, and wisdom coming from Tokyo. Can the Japanese leaders still be

persuaded that some modification of these proposals can be made which will accomplish the decentralization or centralization? How this bill may be modified to meet their impossible conditions, I don't know. If you have suggestions on this I want to know.

Finance Advisor on Higher Education (Mr. Vandike)

Mr. Vandike has been working with us for several months to determine the financial angle and is making a careful analysis of the survey conducted in his field investigations of all higher institutions he has visited in the past few months.

Findings of Mr. Vandike

Unit cost - of different types of institution and different faculties in the institutions.
Purpose: To get reliable figures to use in a bill like the proposed higher education law.

The expenditure per student varied greatly as follows:

I Corps (6 prefectures)

University -	expenditure	per	student	- Y 2000 to Y 9000
Tech College-	"	"	"	- Y 3000 to Y 14,000
Medical "	"	"	"	- Y 6000 to 4,000
Kotogakko	"	"	"	- Y 5000 to Y 6000
Senmon gakko	"	"	"	- Y 1200 to Y 7000
Normal school	"	"	"	- Y 8000 to Y 20,000

(much to my surrise)

Example: In one university in I Corps, are a faculty of Science and a Faculty of Economics. Expenditure in Economics is Yen 2000 per student whereas in Science, it is Yen 30,000--15 times as much. There are two medical faculties in a university in I Corps. Expenditure per student of one is Yen 6000 and for the other Yen 13,000.

As a possible method of financing upper-secondary schools in prefectures, the following formula, similar to the university one, was worked out for Komatsu city, at the time of my visit to Tokai-Hokuriku Region area.

Upper Secondary Schools (Komatsu city)

Y 400,000 x 25 schools - Y 10,000,000
Y 2,500 x 16,000 pupils - 40,000,000
Y 50,000 x 800 teachers - 40,000,000
total -Y90,000,000

Chartering & Accreditation Committee

They have the power to charter unconditionally or provisionally. They examine very conscientiously the facilities, standards, faculty, etc., of the institutions submitting application. In fact, too conscientiously in many cases, and I have recommended some amendments and they have agreed. Considering all factors in the economic conditions of Japan, their standards are oftentimes too high for some institutions to meet and some pressure is being brought on to lower them a little.

I should think a combination of three poorer institutions is better than one better university existing. In addition, this bill provides, to ordinary running expenses, supplementary appropriations which should be made by the Diet over and beyond the ordinary running expenses. Many outstanding universities in the country have special research institutes which have been financed by the institution on government subsidy. Prefectures themselves may tend to the financing of the institutions and may receive private gifts, contributions, or subscriptions from individual firms or large industries, if they wish to do so.

Ministry of Education:

Q: Is there anything being done at the university level for the reorganization of the Ministry of Education?

A: We are working in an advisory capacity, urging them to make reforms, to do something, but not to dictate, on the reorganization of the Ministry of Education. We are working and thinking in terms of improving, teaching, and concentrating on the structural reorganization of the Education Ministry.

7 January 1949

Adult Education Organizations and the New Social Education Law

By - Mr. J. Nelson
Adult Education Advisor
CI&E, SCAP

1. Education Ministry Law

We are working with the Education Ministry in drafting the reorganization of Education Ministry Law, particularly that part of the law that pertains to the Bureau of Social Education; what its functions are to be are carefully studied. We are also working on the Social Education Federation which has, in most instances, extinct branches in the various prefectures. We are working with time to revise the constitution in the hope that this will become a private-individual organization of Japan.

2. PTA Constitution

Miss Cologne has been working with the PTA's over a six months' period, visiting PTA's separately, working on the draft of the consitution to be put into pamphlet form with detail explanation for each article. It is at the printer's and should be ready for distribution in the near future.

3. PTA Pamphlets

Another different series of pamphlets, comprising 112 questions and answers concerning PTA's, are in the making. These questions and answers were gathered at the last year's 103-day adult conferences. It is now finally being edited in Japanese and should be ready in the near future. Typical examples of PTA's are given. We at tempted to take actual facts in various PTA's and analyze in the light of the new Constitution and by-laws. It should serve a useful purpose.

4. Program Planning and How to Organize a PTA

The writing of the 4th pamphlet is completed but is still being edited - The work of the program is thoroughly explained. Examples of good PTA's, are given. An analysis in the light of the new constitution and by-laws is given. It should be very useful to all concerned.

5. School Lunch Program

The 5th pamphlet concerns the School Lunch Program. This should be coming out in the spring. In addition to this there is a continuing series of radio programs for PTA broadcast every Thursday at 3:30 PM. Urge PTA's to listen to this program. It would be most useful and helpful.

6. Handbook for Cultural Education

It will be some time before this will come out.

7. Pamphlet on Sex Education

We approved, and it will be distributed in the near future to PTA's and teachers.

8. Information and Education Program for Repatriates its also Forthcoming

Historical development of the social education program in Japan-Actually beginning with the Meiji period (1868) there has been a variable social revolution here. Social education in Japan may generally be defined as organized education activities carried on primarily for persons of mature age to meet ethical needs in practical and every day life. The need for adult education in Japan is more than ever evident in Japan.

Social Education Law - Major project at the present time.

The law is divided into 5 chapters generally.

General provision

Chapter 1- Defines responsibility of Board of Education pertaining to socialeducation.
Chapter 2- Social Education Committee.
Chapter 3- Citizens' Public Halls.
Chapter 4- School Extension program.
Chapter 5- Correspondence Education.

The law is stil in a state of flux.

Objective: To actuate the cultural development of the nation and raise the living condition. It provides a legal basis for state and local aid in the social education program.

Responsibilities of Board of Education regarding Social Education

1. The commission of members of local Advisory Social Education Committee. Responsible for the appointment of the director under the Board of Education.

2. Establishment and operation of libraries and museums under their jurisdiction.

3. Establishment and operation of citizens' public halls.

4. Planning of and expenses of the extension work of the schools in charge.

5. The sponsoring of and expenses of discussion short courses or lectures or audio-visual aids open to the public.

6. To give vocational education, giving guidance techniques.

7. Encouragement of music, art, drama programs.

8. Publication and distribution of materials for social education among the public.

9. Supply of materials necessary to audio-visual education.

10. Exchange of various information on research work. Prefectural Boards will have much the same type of responsibility, but they will not have CPH's under their jurisdiction. They will, however, be responsible to give necessary approval for the establishment or abolition of CPH's which are run by juridical persons. Recognition of juridical persons will rest at prefectural Board of Education.

11. Sponsoring of short courses or lectures, and distribution of materials necessary for training leaders.

The state and local public bodies shall take no controlling leadership nor give financial aid to organizations relating to social education, nor interfere in any way, except provided for in this law or others; provided that the Board shall appoint the Advisory Social Education Committee.

In small towns, CPH's managing committee may be the same as Advisory Committee. In larger towns there should be a CPH Advisory Managing Committee as well as a separate Advisory Committee.

No salary or remuneration will be paid.

Citizen's Public Hall: Ministry of Education reports that 4,000 CPH's have been established now. It can serve as excellent nucleus for community service.

Definition: Institute established in the city, town, or village, and also in smaller areas by the initiative of residents thereof; provides certain type of education to improve their knowledge, elevate their social life; and to be noncommercial, non-sectarian, and non-partisan.

Kinds

1. Established by city, town, village.
2. " " juridical persons.
3. Informal type of CPH's which are established by organizations or individuals and which have no building.

The Bd of Education will be responsible only for the establishment or abolishment of CPH's established by cities, towns, and villages.

The Bd of Education will have no jurisdiction whatever over the third type of CPH's, - the informal type CPH established by private organizations.

Each CPH should have a managing committee consisting of approximately 5 members. City, town, and village Boards of Education would appoint the managing committee from among the following groups: Mayor, member of town assembly, school principal, member of social education committee, farmers' unions, social education section, etc.

Managing Committee: Elected by the membership of the organizations involved.

One of the advantages under Board of Education is that we can provide for paid managers and paid program directors. (Art 40 Bd of Ed Law)

Obstacles: Development of formula for distribution of national funds to CPH's still remains to be decided. (the method of distribution)

Proposed School Extension Program: Schools shall be open for use of adult and social education. It does not conflict with the part-time and evening schools provided for in the school education law. The expenses and remuneration shall be met by state and local public bodies.

Utilization of School Facilities: If they desire to use school facilities for social education program, they must get permission from the principal or superintendent, as designated by the Board of Education Law.

Correspondence Education Program (Ref: Chapter 5)

The correspondence education program carried on by the lower-secondary school and upper-secondary school is provided for in the School Education Laws. Applies only to non-credit correspondence courses which are offered by schools or juridical persons. Provides permanent establishment of Correspondence Education Committee. This committee will evaluate all correspondence courses which are voluntarily submitted to it by private publishers. This is a way of keeping the standards of correspondence education high. It provides for a continuation of present practices and recognizes the validity of such an existence. The publisher's name is published in the Official Gazette and to see that he is helped in getting paper allocation.

Private Organizations and Institutions interested in adult education. PTA's, Social Education Associations, Women's Associations CPH's - all have certain common interest, but each has its own specific objectives and programs. No one society or association should attempt to control the activities of another association. Cooperation between these groups is vital to the adult education of the community. Private and individual associations should be encouraged to provide more leadership in the local community level. I believe they can be more effective than the government can at the present time in developing strong democratic procedures.

Discussion groups, radio listening groups can be developed with joint participation of men and women. Be aware of domination of private organizations by bosses. It is first necessary to develop strong local units before there is any federation. We also need to recognize that, if left alone, they would start federating tomorrow. It is necessary to keep in mind that it may be a good idea to assist in organizing a truly democratic PTA organization.

Regarding relationship between government officials and private organization, and private organization and schools at the prefectural level, prefectural education officials should not influence or change the policy or program of the organization by virtue of their government positions.

Concentrate with a few leaders and train them intensively. We could do this as we have reached this stage now. The idea of looking up to Tokyo or ministry of Education for solution of community problems is needed to be changed to looking to local community for solutions for solving this problem.

Prefectural social education secretariats, I think, should not be concerned with specific women's organization, youth organization, or problems regarding youth organizations, or women's problems.

PTA: 80% of the country have PTA's now. Some are excellent and better than many in the U.S. You can urge them to begin developing in the direction of developing program for parents' education (adult education) child development, home nursing, home improvement, health, family relation, cultural education (music arts, literature) various type of vocational education, citizenship education, studies of "Primer of Democracy" book.

"Primer of Democracy" - 1 million and a half copies are coming off the press shortly. This book is made available for adult education program. Another book, Social Science Textbook, (4th chapter) "Democratic Government and Un-democratic" is excellent material, I think. It is expected that 750,000 copies will be made available for the adult education program. But due to paper and fund shortage the supply may be cut down.

Need for leadership training: More intensive training at more frequent intervals with small groups is necessary.

6 January 1949

A TEAM EXPERIENCE IN SCHOOL PLANNING

By - Mr. G. Kawaguchi, Shiga MG Team

An account of how Shiga Team carried out a contest for plans for model lower secondary school buildings, which included a conference to orient the entrants to the procedure, a survey and critique of existing buildings, blue - printing and distributing of the best plans, follow-up work on actual planning of buildings, establishing some of the resulting schools as try-out schools, was given by the civil education officer, Shiga Team.

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Q: What percentage of the ideas have been accepted by the Japanese in the construction of the new buildings?

A: About 20% have been adopted by the contractors.

Q: How can we advertise these good things that are being done in Shiga?

Mr. Barratt: Lt Hamilton (WAC) Eighth Army, PIO, is desirous and willing to send down somebody anywhere upon request. She has a group of very good photographers that do good work, and perhaps we can utilize this service.

Mr. F: What is the solution of "Benjo"?

A: The "Benjo" as planned by Shiga is set apart from the main building which is a step forward I think.

Mr. F: Collect together plans suggested for community school buildings, issue bulletins and give to school boards and stimulate them. We would like very much to know where outstanding jobs are being done so that we can include that in our SCAP bulletin.

Q: Can you tell us how difficult it is to procure building materials now? Are they extremely scarce? We are having this difficulty with the Kyoto city.

Mr. F: In Tokyo there is more lumber than they need, just now.

Q: How can we trace and check this thing? Who is responsible, either in the city or prefecture?

Mr. F: You can go to National Administration Bureau, or City-construction Bureau. Mr. Carpenter, CI&E, SCAP, can give you the allocation of concrete, glass, etc. There was a period when glass was sitting around but that is not true today.

6 January 1949

PLANNING, CONSTRUCTION, AND UPKEEP OF SCHOOL PLANTS

By - Mr. R. B. Farnsworth
Elementary Education Advisor
CI&E, SCAP

References:

1. SCAPIN 1944 - "Misuse of School Facilities"

   Gives power to Japanese Government to move these people (repatriates, private companies, evacuees, families, etc) out of school buildings.

2. Operational Directive No. 64, Hq Eighth Army, Subj: "Misuse of School Facilities."

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Q: Could we evict Koreans, too?

A: If they are occupying public facilities, you have the right to get them out.

Q: A normal school haw moved into all old military installation. One section is used by refugees. Can we move them?

A: If there are some other places for them to go, you can move them. In Tokyo they were getting rent for the rooms in the buildings.

Q: Is it a matter of prefecture to pass a law stating that these people get out?

A: It is in the Japanese law, and Cabinet Order.
Moving government offices is the main trouble. Increase of population, 3 more years of compulsory education, repatriation, caused a tremendous shortage of housing.

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Building Construction:

1. Put in idea of standardization of construction, when building new buildings.

2. Suggest children draw plans of what they consider an ideal school room; use the technical students; get the parents in on it; stimulate interest on the building; use technical ability in your locality.

3. Building contracts can be given to the lowest bidder. Sealed bids, or open bids before authorities, before school meetings, etc., can be used. Provide some sort of a contract once a bid is made; some sort of clause to penalize if contract is not carried out, when material and labor are available at the time.

Ministry of Education has been working on modifying the traditional design. Fukui earthquake showed the walls collapsed but the roofs sitting on it very powerfully. They came out with the plan with a modification of the traditional school building. It is not an ideal plan but it is the kind that could be made now with materials available in this country.

Approaches to the problem:

1. Standardize all framework.

2. Prefabricate the structural elements, wall sections, partitions, window panes, etc.

3. Combination of separate structural units, not limited to shape nor size.

Plans:

1. Planning to put out sometime this year, as quickly as possible, a technical handbook for structural elements, such as size, shape, how to use them.

2. To build models that will come apart and put back together again. A standardized school plan will be sent down to the teams soon, also pictures and models. They will also come out in Japanese for their use.

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Q: What is the minimum size?

A: Average classroom is 30 tsubo. All depends upon the amount of money you have in your locality. We are creating school building code. It will specify certain requirements as to fire safety, earthquake, minimum size classroom; that will be law; requirements which must be met.

Q: The CE Officer is the one who must fight out everything. Isn't there an architect in this country primarily for school buildings?

A: There isn't any that I know of. You will find good teachers in the technical schools. They can be made good use of.

Q: Suggest a Janitor's School in Tokyo.

A: I don't know if that is a practical solution to the problem of more efficient use of janitors in schools.

Q: What is the outfit in Tokyo that would make a ¥1500 broom?

A: I will send the name of that company down to you. Suggest send Japanese down to Japanese broom makers and make those large brooms. (the kind we use in the States) There are materials here and can be made. The small brooms that the pupils and teachers use are inadequate.

Q: Should the tea ceremony room be excluded or included in the future school building?

A: It depends upon the amount of money you have in your budget. Suggest use of priority list of things that should be constructed first; starting with classroom and perhaps ending with a swimming pool.

Q: I think it is required in Hatsugaku 534 to have an etiquette room.

A: There are legal requirements concerning types of building, light, etc., but there are no legal requirements of the kind of rooms that must be built, etc.

Q: Is the Janitor's room or Janitor's family house attached to this new plan?

A: No. It is entirely eliminated in our new plans. There is running water in the school all the time, and the janitor could use it for his cooking. He can bring his "hibachi" in and use the hallway room or some place where he is staying when on duty. I see no reason for building an entirely new plant for housing for the janitor's family. At one school I asked how many janitors they had and they said they had six. I said to them that they could keep the school building clean. Their answer was that the janitors were too old. I asked, "What do the janitors do then?" They answered that the janitors run errands, brew tea, etc., doing easy tasks. So we are licked before we begin.

January 5, 1949

HANDBOOK ON THE NEW LOWER SECONDARY SCHOOL IN 15 CHAPTERS

By Miss B. Hollingshead, CIE, SCAP

How made:

Used Japanese committees to write the books on new lower secondary school, upper secondary school, school plant, etc.

One of the most important parts in the book. Chapter on How Lower Secondary School was established; and the national ideals of new secondary schools including co-education, districting, comprehensive curriculum.

MG encourage everyone (superintendents, teacher consultants, principals, teachers) to become familiar with this book.

Q: What about the distribution of the Japanese edition of this book?

A: It has been in the hands of the Japanese printers for 4 months and it should be just about ready now.

Q: What about the Handbook on School Plant?

A: It has just been approved by the Review Board but will take at least a few more months to go out. We have Japanese artists working with us, and they have made a tremendous improvement in the book. At the Fujikawa school in Tokyo, they have made a great many changes. They have utilized closets and hallways more efficiently and conveniently by building extra shelf and putting in partitions, etc., improved lighting, painted ceilings and walls to catch the light more effectively, etc. It is expected that the book will be used for reference material by teacher consultants, normal schools, and in teacher training institutes.

5 January 1949

DESIRABLE CHARACTERISTICS OF NEW LOWER AND UPPER SECONDARY SCHOOLS

(M.G. officers have this book in English)

Q: Can you tell us who have been working on these various books?

A: The Handbook on New Lower Secondary School was first started out by Mr. Osborne, Miss Hollingshead, and Miss Hill, who came in to the work later on. But it is basically Mr. Osborne's project.

Purpose of this book:

1. Devoted to quality standards. It can be used for PTA's and adult education. Also it could be used as index for other handbooks; as a basis for correspondence course.

2. It is hoped that it will be used for some appropriate course in normal school for teacher training--for teacher consultants, principals, superintendents, and other educators.

3. It can be used to ask questions about their own schools and to evaluate on the standards given; evaluate and measure to see if it does come up to the standards.

4. Each school should have a general philosophy of the schools and then form its own philosophy of education.

Methods of teaching in the Lower and Upper Secondary School:

This book is now in the process of being written; in the reading and writing stage yet. It will probably be out sometime this year.

There are 4 other books on methods. Committees have been organized to work on these books.

1. Teaching of the National Language,

2. Teaching of Foreign Language,

3. Teaching of Social Studies,

4. Teaching of Mathmetics.

There is another book called "Meaning of Health" which includes organization and administration of school health program, healthful environment, healthful school living, physical examination, school lunch program, health administration program, health instruction, and how it fits into the general aims of education; and appraisal of the health program.

Suggestions from the confere€s:

Request teams be notified immediately from SCAP level through CIE Bulletin or through 8th Army as to

1. when the books go into the hands of the Japanese
2. as to the number distributed, and
3. the time of distribution.

Q: Where do the books go when they are sent down?

A: Prefectural Boards get them, I think.

A: Teachers get them through the regular bookstores or in some places the Union reproduces the books.

Q: Is there a list of the books that have been put out in the past 2 years?

Miss H: I don't think so but we can make one. Check on the EM manuals that were sent to schools and see if you can't make use of them.

A: The manuals the TIE sent out are not as good and useful as we thought. It would be better to concentrate on SCAP handbooks.

Q: Would credit be given for correspondence course?

Miss H: Each normal school should give extension correspondence course; and they can give credit, too, but that is not yet decided upon at higher level.

There is a handbook out on School Library (also included in the Handbook. "Desirable Characteristics of New Lower and Upper Secondary Schools.") Can be used for in-service training of teachers.

5 January 1949

THE LOWER SECONDARY SCHOOLS OF GIFU PREFECTURE

By Mr. W.A. Gustafson,
Gifu M.G.Team

Problem:

Building of consolidated schools.

Suggestions given by conferees for solution:

1. Build dormitories to keep the children for the season. It is much cheaper and quicker to build dormitories than branch schools, especially in the farming districts.

2. Miss Hollingshead: Try to persuade them and stress the importance of the child who goes to lower secondary school. Not to think of it as a prolongation of the elementary school but to think of it as going to a different school with specially trained teachers and environment suited to take care of the needs of the social budding of the child. We must be a little cautious, when we emphasize to the Japanese on departmentalizing in schools, as to the dangers of over departmentalization. We must not lose sight of the fact that we are teaching boys and girls and fail to secure the integration to develop the whole child thoroughly.

3. The problem of teacher transfer can be facilitated now that the public service law has rescinded the old system. The authority will be in the hands of the prefectural boards from now on.

6 January 5, 1949

AN EVALUATION OF THE FIRST SUPERINTENDENTS', TEACHER CONSULTANTS' AND EDUCATION PROFESSORS' TRAINING COURSE

By Dr. P. E. Webb
Director, IFEL, SCAP

Evaluation of the first training program:

Staff has been very effective in seeing that its objectives have been carried out. You all know the problem which was raised when the Diet passed the Board of Education bill which provided for new Bd of Education superintendents of schools and for teacher consultants. There have been no positions in Japan for superintendency and the idea of teacher consultant was a new one for the Japanese. Many people have felt and talked about the need for the taking over of the decentralized control of the school programs. In answer to this need a plan was set up to engage 20 prominent, well known, and very capable educators from the States to come to Japan, to set up an institute to train the Japanese leaders and aid in this program. We found it was necessary, in order to carry out this program, for us to do the recruiting for ourselves. Dr. Loomis was sent on tdy to United States for a period of six weeks to "sell" his educational program. It was very early conceived that it would have to be a program of the Japanese planned by the Japanese staff, selected by Mombusho, made up of representative university professors, some from Tokyo, and other regions. Very early it was decided that the responsibility for the developing of the program should be done cooperatively with the American and Japanese educators together, working with the chairman for general outline for the course. Development of the lecture program has been entirely a cooperative program. The Japanese professors felt that they had a very specific part in the development of the course. One of the first significant thing in working out this program was in making it a cooperative enterprise.

Program:

In general, divided into two areas - morning and afternoon.

Morning: Worked with Japanese specialists in preparing lecture material for the course. American staff acted as specialists in fields of social, psychology, administration and organization of schools, work of teacher consultants, work of superintendents, financing, budgeting, personnel administration, etc.

Afternoon: Met with small group of Japanese personnel ranging from 35 to 40 members and had conferences. Discussed method and techniques to be used for planning and operating workshops. Visitations to schools were planned by Japanese staff. Unfortunately, we did not have much of the visitation part of the program because of the transportation difficulty in getting outside of Tokyo and Yokohama areas.