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GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

333.1 (18 MAY 1951) CAS-CE

18 MAY 1951

SUBJECT: Report of Field Trip to Kinki

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information is copy of a report of field trip by a staff member of CI&E, SCAP, to the areas mentioned in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka,  
Nara and Kyoto

*J. A. O'Brien*  
J. A. O'BRIEN  
CWAC USA  
Adm Off  
RECORDED



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Information and Education Section

11 May 1951

FROM : Maude Williamson, Educationist (Homemaking)  
TO : Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Osaka, Nara and Kyoto

1. In compliance with Paragraph 1 of LO Order No. 114-39, dated 24 April 1951, the undersigned proceeded to Osaka on the 3rd of May. On the 4th of May, she proceeded to Nara; on the 5th to Wakayama on local orders, and on the 7th, 8th and 9th of May, to Kyoto by local transportation; departed on the 9th, arriving in Tokyo on 10 May 1951.

2. Undersigned was accompanied by Miss Fumiko Saruyama, CIE Interpreter.

3. Officials with whom contacts were made:

**Japanese:**

Taro Ochiai, President of Nara Women's University  
Dean Hatakoshi, Science & Home Economics, Nara  
Women's University  
Mr. Koizumi, Head of English Dept., Nara Women's  
University  
Miss Shimizu, Faculty of Nara Women's University  
Mr. Yamanogi, Prefectural Board of Education,  
Wakayama  
Mrs. Kujime, Home Economics Faculty, Doshisha Univ.  
Mrs. Katagira, Dean of Women's College, Doshisha  
University  
Representatives of 12 private colleges and univer-  
sities.

**Americans:**

Mr. Austin, Education Officer, Kinki Civil Affairs  
Dr. Edelman, Wakayama University  
Dr. McIntosh, Exchange professor, Osaka Foreign  
Language University  
Miss Calpp, Member of the faculty, Doshisha Univ.

4. Purpose of the trip was to confer with faculty of Nara Women's University and to participate in the workshop

*Incl 1*



of homemaking teachers from private higher institutions in the Osaka-Kyoto area.

5. Report -

Nara Women's University

Mr. Austin, Education Officer, Kinki Region, accompanied the undersigned to Nara for a conference with the university authorities. The undersigned met with the President of Nara Women's University and Dean of Home Economics to hear a report of the progress of the work of that institution. A new building for nutrition and food work is almost completed. It is a nice building, two stories in height with a class room, four laboratories, and the teachers' room. It seems, to the undersigned, that there were more laboratories provided than were actually needed in an institution the size of Nara Women's University.

The enrollment of Nara Women's University has increased. A quota for homemaking majors has been raised from 45 to 60. This spring, over 700 applications were received from all prefectures in Japan. Only 180 could be accepted and these fairly represents all of the prefectures in Japan. There is evidently a policy on the part of this university to make the student-body represent all of Japan rather than of a limited area. The university requires an entrance examination in English and considerable discussion centered around this subject. Mr. Koizumi, Head of the English Department, was a member of the group and naturally placed great emphasis upon the ability to use English. He seems to be influential in faculty conferences. Educationist Homemaking suggested that it would probably be more effective if less emphasis was put on English and more American homemaking textbooks translated into Japanese.

Plans are definitely underway to use a section of the dormitory as a homemaking management house beginning in 1952. It is also definitely planned to train a teacher trainer in 1952 when the four year of the program comes into effect.

New courses have been added in order to broaden the curriculum. In particular, work in child care and family relationships has been started. Considerable discussion was devoted to the possibility that the Nara Women's University might open extension courses in the Osaka, Kobe, and Kyoto area. Mr. Austin of the Civil Affairs discussed the possibility and the desirability of such courses. The university authorities agreed that it would be an excellent plan, would study it and thought that it might be worked out with the cooperation of the Osaka Municipal Prefectural Board.



Questions were raised concerning the relationship between the Nara Women's University and the Nara Gakugei, but the undersigned received the impression that no progress had been made. Nara Women's University seems to think that they are very much superior to the Gakugei and that the Gakugei being a prefectural school, has lower requirements for entrance examination and for graduation.

#### Workshop - Private Universities

Mr. Austin also accompanied the undersigned to Kyoto and attended the first meeting of the workshop of homemaking teachers of private colleges and universities. This workshop was held at the Women's College of Doshisha University and had been organized under the sponsorship of the university by Mrs. Kujime of the homemaking department, and Mr. Katagira, Dean of the Women's College. Twelve institutions were represented on the first day with about 17 present. Several other universities were represented by short-time attendance sometime during the three days. One college staggered its representation so that in that three-day period, all the homemaking teachers were able to attend. The colleges and universities represented are as follows:

Kyoto Women's University  
 Kyoto Women's Junior College  
 Doshisha Women's University  
 Sugiyama Jogakuen University  
 Kobe Women's Junior College  
 Kobe Yamate Junior College  
 Mukogawa Gakuin University  
 Mukogawa Gakuin Junior College  
 Osaka Women's Junior College  
 Tenri Junior College  
 Soai Women's College  
 Koka Women's Junior College  
 Seian Women's Junior College  
 Kinjo Gakuin University (Jr. College Dept.)

These institutions have a major enrollment in home economics of 1,593. The first day was devoted to a discussion of progress of homemaking education in the secondary schools and in the teacher training institutions in Japan. This group has had very little contact with workshops, IFELs or any of the projects in homemaking education which had been carried on since 1949. They were intensely interested and quite conscious on their lack of information and progress. Progress was discussed in terms of philosophy, curriculum, methods of teaching including home projects, certification requirements, improvements in facilities including model kitchens, influence of the demonstration schools, influence of homes and communities,



in-service teacher training, leadership training, pre-service training, and college entrance examinations. On the second day, a discussion was devoted mainly to questions which the group raised which related to the size of classes, problems of teaching science in the homemaking program, the need for more training for college professors, and methods of teaching in college subjects. The afternoon was devoted to a field trip which in this case, was a visit to the studio of a craft and textile designer who had a collection of old textiles and kimonos which were really museum pieces. The collection would be given separate exhibition space and would be featured in any museum in the U. S. On the third day, Educationist Homemaking led the group in discussion and then following this, the group analysed the techniques which were used. One woman in the group, who was a dean in her institution, made the statement that this was the first time that she has ever taken part in a discussion group.

In the afternoon, the group saw the film, "Rural Home Improvement". An attempt was made to get the film, "Brighter Homes" which illustrated home projects but that film has been temporarily loan out. Following the showing of this film, Educationist (Homemaking) demonstrated how a panel discussion should be carried on.

In a brief, informal evaluation of the workshop, the following points were given:

1. They had been led to think about the content of homemaking courses, personality of the teacher, and in-service, teacher training.
2. They had been led to think for the first time, how their own personality influence their teaching.
3. It was a new idea that there should be close connection between the colleges and secondary schools.
4. Faculty in various institutions have made studies but there was no cooperation between them.
5. The group was very grateful for Doshisha University for sponsoring the conference and wanted to have more of them.
6. They thought they needed leadership. The undersigned pointed out that there was considerable leadership among the Japanese in the Kinki Region and that they should capitalize on that. Several members of the Homemaking IFEL are located in Nara, Kobe and Nagoya.



7. There was evidence that confusion existed in their minds between certification credit and college or degree credit.

When asked what use might be made by the film which was shown, the following suggestions were made. The film could be used in housing classes to teach ventilation, light and smoke control. It could be used in family relationship classes to show how difference of attitudes exist in family groups, particularly, different age groups; how young people can improve the home situation and yet show the older people respect; and how rural families can have recreation and enjoyment in the home. The film could be used in clothing classes to show how, with the use of pattern, clothes can be made at homes. It can be used at women's clubs and at public meetings in the local community halls.

Educationist (Homemaking) had taken down some typed copies of material which have come out recently in the Journal of Home Economics. The group decided to have some of that translated in Japanese and made available to the group.

#### Dinner Meeting

Tuesday evening, a small dinner meeting was held at a very attractive Japanese inn in Kyoto. This gave Educationist (Homemaking) opportunity to talk informally with Dean Katagira, Miss Clapp, an American woman many years experienced in Doshisha University, and several other home economics women. The discussion was directed toward Japanese way of living, what is good about that way of living and what needs to be improved and can be improved.

#### Doshisha Library

The Women's College at Doshisha University has the best library of American Home Economics books for use in colleges which the undersigned noted out in Japan. These books had been brought over by Miss Stevens, who had spent a year and a half at Doshisha in the home economics department. The undersigned checked over some 90 books and suggested a few which probably should be discarded. All of the other books are up-to-date. A list of these was given the undersigned and she will have the list duplicated and made available to other institutions in Japan. Doshisha Women's College offered to loan these books upon request. The undersigned also agreed to make a small list of these which in her opinion could be very profitably translated into Japanese, of course, conforming to copyright regulations.



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### General Appraisal of the Trip

The leadership shown by Doshisha University in this situation is excellent. This university just needs encouragement and some suggestions to continue to develop fine leadership in that area. It has an excellent staff and good facilities for meetings.

This group of some 27 who attended either one or more days, had not known each other until this meeting. They have not experienced either the personal or professional satisfaction and pleasure of sitting down and working together over common problems. They are planning some kind of arrangement through which they may have these meetings periodically. The undersigned suggested that it might be well to have these meetings with the homemaking teachers of the prefectural or national institutions thus intergrating the work of all kinds of higher institutions.

These women want very much to be included in the program of changes in advancement which may be undertaken in the future.

### Contacts with Americans

Conforming to the suggestion made in CIE staff meeting, the undersigned spent one day with Dr. Edelman of Wakayama University and part of the day with Mr. McIntosh of Osaka Foreign Language University. A report of these conferences will be made separately from this TDY report.

Educationist Homemaking wishes to express her appreciation for the fine cooperation and care which she received from the Education Officer of the Kinki Civil Affairs. She appreciated having Mr. Austin join her in the conference with Nara Women's University officials and also having him attend part of the workshops in Kyoto. It seemed necessary to stay in Osaka and drive back and forth to Kyoto. This was time and energy consuming but there seemed to be no other arrangement available.

Maude Williamson, Educationist  
(Homemaking)



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

90-13

333.1 (7 MAY 1951) CAS-CE

7 MAY 1951

SUBJECT: Report of Field Trip to Shikoku and Kinki

E-154

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information is copy of a report of field trip by a staff member of CI&E, SCAP, to the areas mentioned in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Takamatsu,  
Tokushima, Matsuyama,  
Osaka, Nara, Otsu, and  
Yoneda

*J. A. O'Brien*  
J. A. O'BRIEN  
CWO USA  
Adm Off  
CA-03

RECEIVED  
MAY 10 1951  
CIVIL AFFAIRS SECTION



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Information and Education Section

26 April 1951

FROM: Elizabeth L. Woods  
TO: Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trips to Takamatsu, Tokushima, Matsuyama, Osaka, Nara, Otsu, and Yoneda.

1. In compliance with paragraph 1 of AG Order No. 201 AGOP, dated 23 March 1951, undersigned proceeded to Takamatsu on 3 April 51, departed Osaka 21 April, arriving Tokyo 22 April 51.

2. Dr. Denzel Smith accompanied undersigned to the first two assignments; i.e., Takamatsu and Tokushima.

3. Officials with whom contacts were made:

Shikoku:

Col. Schechinger, Chief, Shikoku Civil Affairs Region  
Mr. R. M. Hager, Civil Affairs Officer, Shikoku Region  
Mr. H. Kubo, Superintendent, Board of Education, Kagawa Prefecture  
Mr. Sakamoto, Acting Superintendent of Education, Ehime Prefecture  
Mr. K. Minoura, Chief, Guidance Section, Education Department, Tokushima Prefecture  
Mr. Murakami, Teacher Consultant, Chief of Guidance, Ehime Prefecture  
Mr. Imamura, Teacher Consultant, Ehime Prefecture  
Mr. K. Yonemasu, Chief of Guidance Section, Matsuyama

Osaka:

Col. Ayotte, Chief Civil Affairs, Kinki Region  
Mr. James Austin, Education officer, Kinki Civil Affairs Region  
Mr. S. Miura, Assistant to Mr. Austin  
Mr. Suzuki, Chief of General Affairs, Osaka Prefecture Board of Education

Otsu:

Mr. Nishimura, Ass't Sup't Shiga Prefecture  
Mr. Haruyama, Chief of the Education Section, Shiga Prefecture  
Mr. Hayashi, Principal of Otsu Upper Secondary School

*Encl 1*



Yoneda:

Mr. Takahashi, Principal of Yoneda Elementary school

4. Purpose of the trip was to act as educational consultant with the Civil Affairs Team in conferences on pupil guidance and evaluation.

5. Report -

Mr. Hager had arranged for two days of institute sessions for the undersigned, in each of three cities, Takamatsu, Tokushima, and Matsuyama.

April 5, Takamatsu, 1st day.

Eighty principals of lower and upper secondary schools were present. The morning was devoted to a lecture on the changes which have occurred in our concepts of the guidance functions which should be undertaken by school people, and the organization of guidance activities in secondary schools. During the second part of the morning, questions were asked by the participants, -- chiefly concerning the duties of high school counselors in America, and moral and spiritual guidance.

At the suggestion of Mr. Hager, the entire afternoon was devoted to moral and spiritual teaching and guidance in secondary schools, and to mental hygiene concept of causes and treatment of behavior problems.

April 6, Takamatsu, 2nd day.

Eighty teachers of elementary and secondary schools were in attendance.

The morning was devoted to lecture and questions concerning the teacher's role in pupil guidance, child growth and development, and modern techniques of child and adolescent study. Question on homeroom activities were also asked and discussed.

The afternoon was devoted to moral guidance. This problem is considered critical in every group which the undersigned has met in Japan. Great interest was manifested in the Los Angeles City School's publication on this topic, so great that a copy of the handbook was left with Mr. Hager for use in Shikoku.

April 7, Tokushima, 1st day.

Eight hundred were present, -- elementary and secondary teachers, principals, and Board of Education officials.

By request, the morning presentation dealt with the development of pupil guidance in the United States. The group seemed equally interested



elementary, the lower secondary and the upper secondary levels. At the close of the morning session we asked for questions they would like to have answered during the afternoon session and suggested that those who wished to do so write out questions and hand them to the chairman. This brought in some twenty questions, which Mrs. Fujiwara translated for me. They classified into about ten topics and we answered some of them in the afternoon session. The participants were especially eager to have:

1. A specific case of mental hygiene treatment of a problem child.
2. A discussion of boy-girl love affairs.
3. A discussion of sex education
4. A discussion of homeroom activities.
5. A discussion of handling a delinquent boy
6. A presentation of the guidance program of the Los Angeles schools

April 8, Sunday, 2nd day.

The morning lecture was easily planned on the basis of majority vote on questions. It was given over to mental hygiene, -- its history (briefly), its development from diagnosis and treatment of mental disorders to the present emphasis on prevention and the application of this phase to school practice. Examples of the modern ways of handling boy-girl love affairs, sex education and problems of children exhibiting undesirable behavior were used in the lecture, and questions discussed.

We learned Sunday morning that there would be no session in the afternoon as it "was Buddha's birthday, and a day of great celebration." For us, a trip to Naruto Island had been planned so that we might see that famous beauty spot in the inland sea, with its National Park looking down, at high tide, or the world's most renowned whirlpools and out over a magnificent view of sea, islands and distant mountains.

Monday, April 9.

We journeyed back to Takamatsu and made ready for the next engagements, -- Dr. Smith to Kochi, and the writer to Matsuyama.

April 10, Tuesday, Matsuyama, 1st day.

Attendance, -- some 50 teachers and principals of secondary schools.

The lecture began with an exposition of the goals of guidance, based as they are on the Seven Cardinal Principles of Education laid down in 1918 by the commission on Secondary Education, NEA, and on the four General Objectives of Education, into which these Seven Cardinal Principles were condensed and formulated in 1938, by the Educational Policies Commission, NEA.



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We then discussed the changes which took place in our country as we progressed through a program limited to vocational guidance to a broader program.

In the afternoon, we discussed techniques of guidance: use of cumulative records, tests (their use and abuse), child study, and interview techniques.

April 11, Wednesday, Matsuyama, 2nd day.

Fifty participants in the morning. They wished answers to questions concerning the treatment of delinquent and behavior problem pupils. They wanted to know specifically if corporal punishment was used in American schools. The questions obviously called for an exposition of the mental hygiene approach to problems of human behavior and this became the theme of the afternoon lecture and its discussion. A hundred participants attended the afternoon session.

Travel back to Takamatsu and from there to Osaka finished the first week of the TDY.

On Saturday, April 14.

I was taken to Kyoto to visit Doshisha University, and had a most interesting visit with Prof. Kato, who teaches psychology there. He was very much pleased to have a bibliography which I left with him, as he had expressed deep dissatisfaction with the books available for his students. I left him also some other materials for his classes.

April 17, Tuesday, Nara

The morning was devoted to the problem of moral and spiritual guidance, at the suggestion of my prefectural consultants, and again we found high interest and eager response to the exposition of how one large city system in America is attacking this problem. A copy of the Los Angeles publication, Moral and Spiritual Values in Education, is being left with Mr. Austin for use in Kinki Region.

Questions were submitted and the afternoon was devoted to answering them. Specific problems in child behavior were posed and discussed.

About four hundred teachers and principals were present at the Nara meetings.

After the last session, the writer was interviewed by a group of Unebi Upper Secondary student body officers, -- grand youngsters! They asked questions eagerly. A key one was whether the faculty member sponsor could throw out something he didn't think suitable for the school paper. We assumed he could in our city. Other questions concerned the management of Student Body affairs in America.



April 18, Wednesday, Otsu, Shiga Prefecture.

About three hundred and fifty teachers and principals were in attendance, and we asked them to make a first and a second choice from among five topics for lecture and discussion, which Mr. Miura put on the black board.

Their first choice was the development and present trends of school guidance in America. This determined the morning program.

The afternoon was devoted to their second choice, -- the organization of guidance programs in elementary and in secondary schools.

Good questions were asked.

At the close of the afternoon session we were interviewed by the Pres. of the Student Body, the Vice President (a girl), and the President of the School Paper Club.

The latter wished to know how high school papers were managed in America, and "what is the purpose of a high school paper." He confessed he didn't know the real purpose. The Student Body President said student body officers often hadn't time to work hard enough on their lessons to pass the university entrance examinations and he wanted to know how to solve that problem. Grave questions, gravely answered, as best the interviewed could.

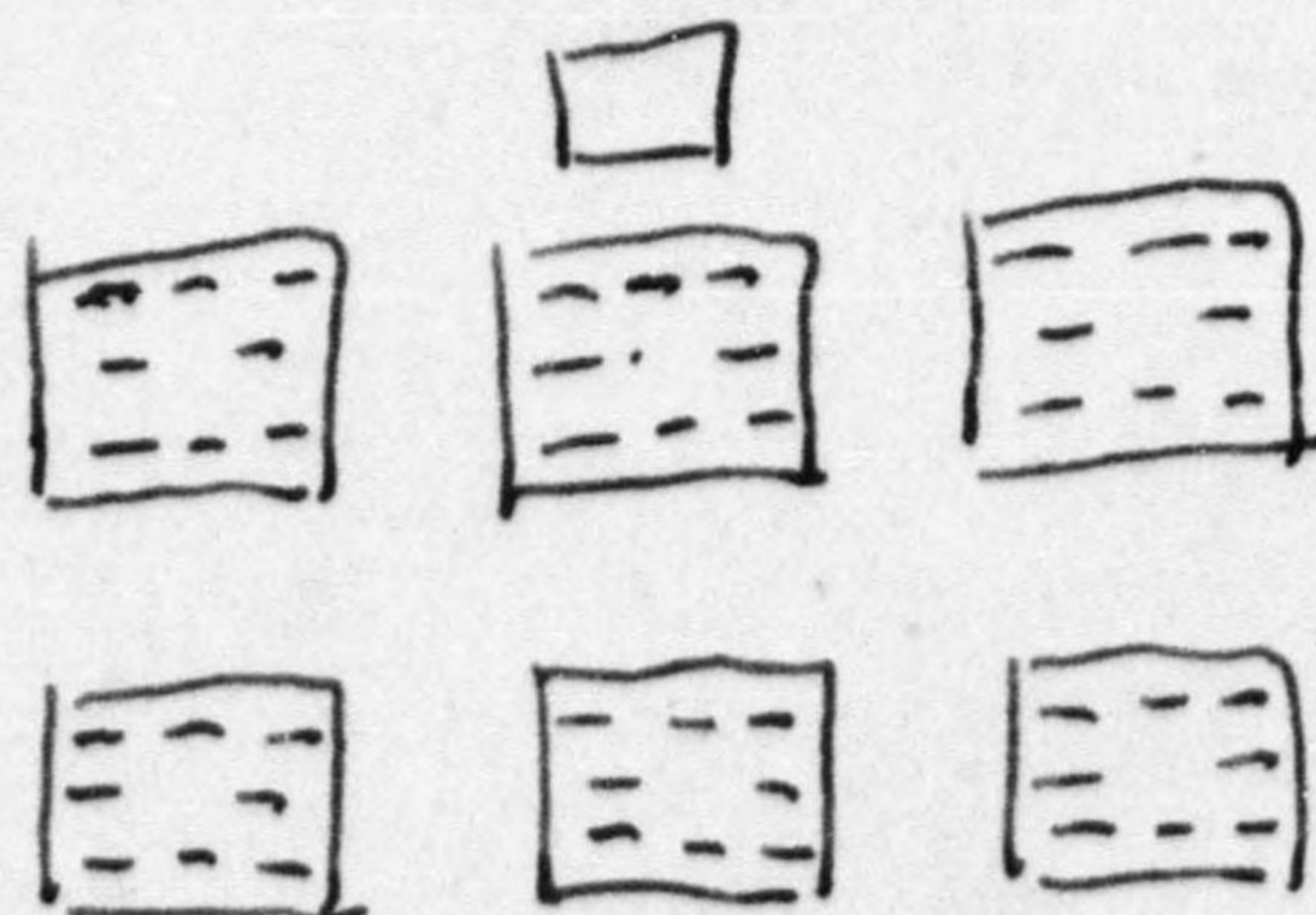
April 20, Yoneda, Hyogo Prefecture.

The meetings were held in Yoneda Elementary school, where Mr. Takahashi, a participant in Sixth Guidance IFEL is the Principal. It is one of the finest elementary schools the writer has seen in Japan. The Principal has already instituted many of the changes which he "learned in IFEL." One of these is a reorganization of the seating arrangements. In some rooms, the desks have been slanted in toward the teacher's desk (as our tables were arranged in IFEL.) In another, the children were seated in groups, the desks facing toward the center of a square, and each group had been selected on the basis of a sociometric procedure, so that "isolates" and "fringers" were associated with more popular and more aggressive pupils. We saw these groups in 6th grade talking together concerning some lessons or problems. Sociometry had been used in the seating of Group I style as well as Group II style.

Group I style



Group II style





There was evidence of democratic feeling in this school and of much esthetic teaching and appreciation as well as work in the fundamental processes (if academic work is more "fundamental") The writer heard beautiful two-part singing, and saw the most beautiful solo dancing — also, duet, and group — exhibited by any school children in my Japanese (or American) school she ever visited.

Five hundred teachers, principals and top men in the Prefecture attended this institute. The lectures and answers to questions concerned.

1. Modern guidance programs and techniques, including child study and non-directive interviews with parents and pupils
2. Mental hygiene approach to the understanding of human behavior, and the teachers role in dealing with problems of academic backwardness and behavior problems.



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

17 APR 1951

333.1 ( 17 APR 1951 ) CAS -CE

SUBJECT: Report of Field Trip to Kinki

D-581

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information is copy of a report of field trip by a staff member of CI&E, SCAP, to the area listed in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka

*J. A. O'Brien*  
J. A. O'BRIEN  
CWO USA  
APO 500  
CO





GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

17 APR 1951

333.1 (17 APR 1951) CAS-CE

SUBJECT: Report of Field Trip to Kinki

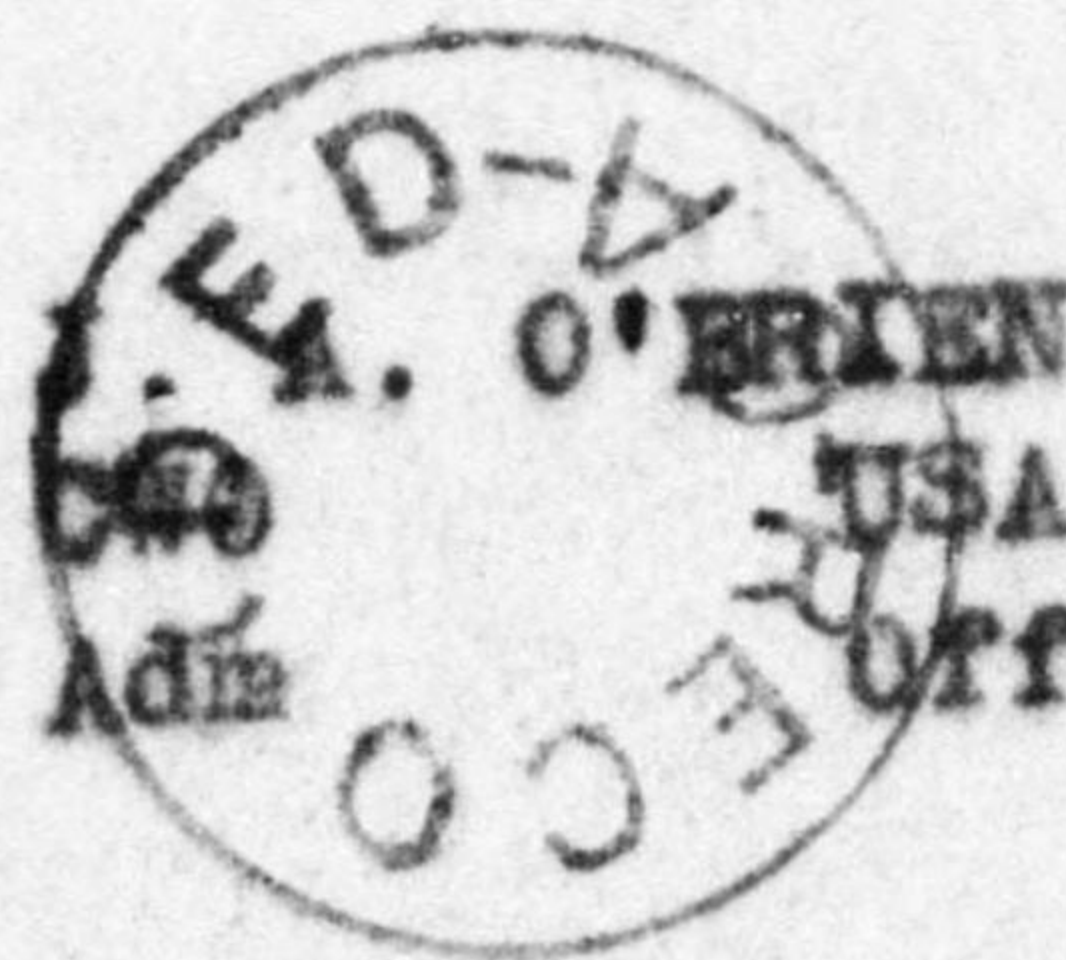
TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

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FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka





GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Information and Education Section

27 March 1951

FROM : J. L. Vandegrift, Educationist (Vocational Education)  
TO : Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Osaka

1. In compliance with paragraph 1 of LO Order No. 54-26, dated 23 February 1951, undersigned proceeded to Osaka on 19 March, departed Osaka 23 March, arriving in Tokyo, 23 March 1951.

2. Undersigned was accompanied by Mr. Miyazaki, CIE Interpreter.

3. Officials with whom contacts were made:

Japanese:

Mr. N. Hamada, Superintendent, Osaka Prefecture  
Mr. Hayashi, Acting Chief, Educational Guidance,  
Osaka Prefecture  
Mr. Y. Kobayashi, Industrial teacher consultant,  
Osaka Prefecture  
Mr. T. Oka, Industrial teacher consultant, Osaka  
Prefecture  
Mr. N. Kinashi, Principal, Yodogawa Industrial  
Upper Secondary School  
Mr. E. Yamamoto, Principal, Miyakojima Industrial  
Upper Secondary School  
Mr. R. Tanaka, Managing Director, Japan Workers'  
Educational Association  
Mr. N. Ushii, Vice-Director, Kansai Employers'  
Association  
Mr. Y. Yusa, President Yuasa Battery Mnfg. Co.  
Mr. K. Kamitani, Principal Yuasa Part-time Upper  
Secondary School  
Mr. T. Yoshikawa, Adult Education Section, Osaka  
Prefectural Board of Education

Americans:

Mr. Austin, Civil Affairs Team

Incc 1



4. Purpose of the trip was to improve the teaching methods and curricula of the secondary vocational schools and to advise management representatives concerning methods of organization and management which are used in the States, and also to assist in improving training methods in industry.

5. Report -

On 20 and 21 March, conferences were held in Osaka with 60 participants representing 24 industrial schools of the Osaka Prefecture. These were held at the Miyakojima Industrial Upper Secondary School at Osaka. At this conference, discussions were held on the improvement of industrial education through the modernization of teaching methods and the revision of curricula to meet the present and local needs. These school people were advised to consider part-time education, both in the regular courses and in the short-term courses and to cooperate closely with local industries in order to fulfill the requirements of the industries in the community. Cooperative education was also suggested.

Inspections were made of the Miyakojima Municipal Industrial Upper Secondary School and the Yodogawa Prefectural Industrial Upper Secondary School. These schools were efficiently operated but obviously needed additional money for improvement of conditions and equipment.

On 22 and 23 March, a conference was held at the Yuasa School near Osaka. This school is a part-time upper secondary school under the administration of the Yuasa organization and Takatsuki City school authorities in Osaka Prefecture. The conference was sponsored by the Japanese Educational Workers' Association and the Kansai Employers' Association and its purpose was to improve teaching methods in industrial subjects. There were 108 participants in this conference representing personnel and training people of 42 companies in various industries in western Japan and including:

Yahata Iron Works.  
Japan Glass Plate Manufacturing Company  
Kobe Industrial Company  
Kobe Steel Manufacturing Company  
Takeda Medical Manufacturing Company  
Osaka Gas Company  
Osaka Bank  
Kurashiki Rayon Manufacturing Company  
Hitachi Shipbuilding Company  
Teikoku Industrial Company  
Yamato Spinning Company (Saga Prefecture)  
Locomotive Manufacturing Company



Kansai Electricity Distributing Company  
 Japan Soda Manufacturing Company  
 Toshiba Electric Company  
 Sumitomo Electric Company  
 Kanegafuchi Spinning Company  
 Kawashima Weaving Company  
 Keihan Electric Railway Company  
 Hanshin Electric Railway Company

Officials of these associations included:

Mr. R. Tanaka, Mng. Director, Japan Workers' Ed. Ass'n.  
 Mr. N. Usui, Vice-Director, Kansai Employers' Ass'n.  
 Mr. Y. Yuasa, President, Yusa Battery Mfg. Co.  
 Mr. K. Kamitani, Principal Yusa Part-time U.S. School  
 Mr. T. Yoshikawa, Adult Ed. Sec. Osaka Prefecture

During the two days of this conference, consultation and discussion was conducted by CIE Educationist with participation of representatives as follows:

CIE Educationist covered the development of industrial training programs in the States in various industries and urged the adoption of comparable programs in Japanese industries.

Mr. Y. Yuasa, President of Yuasa Battery Company, discussed the philosophy of enterprises in establishing education and training programs for workers. He stressed the importance of training and suggested that the economic improvement of enterprises is dependent upon the training which is given workers.

Mr. M. Kanai of the Training Section of Mitsubishi Electric Company of Kobe, explained the general idea of the industrial training program and its principles.

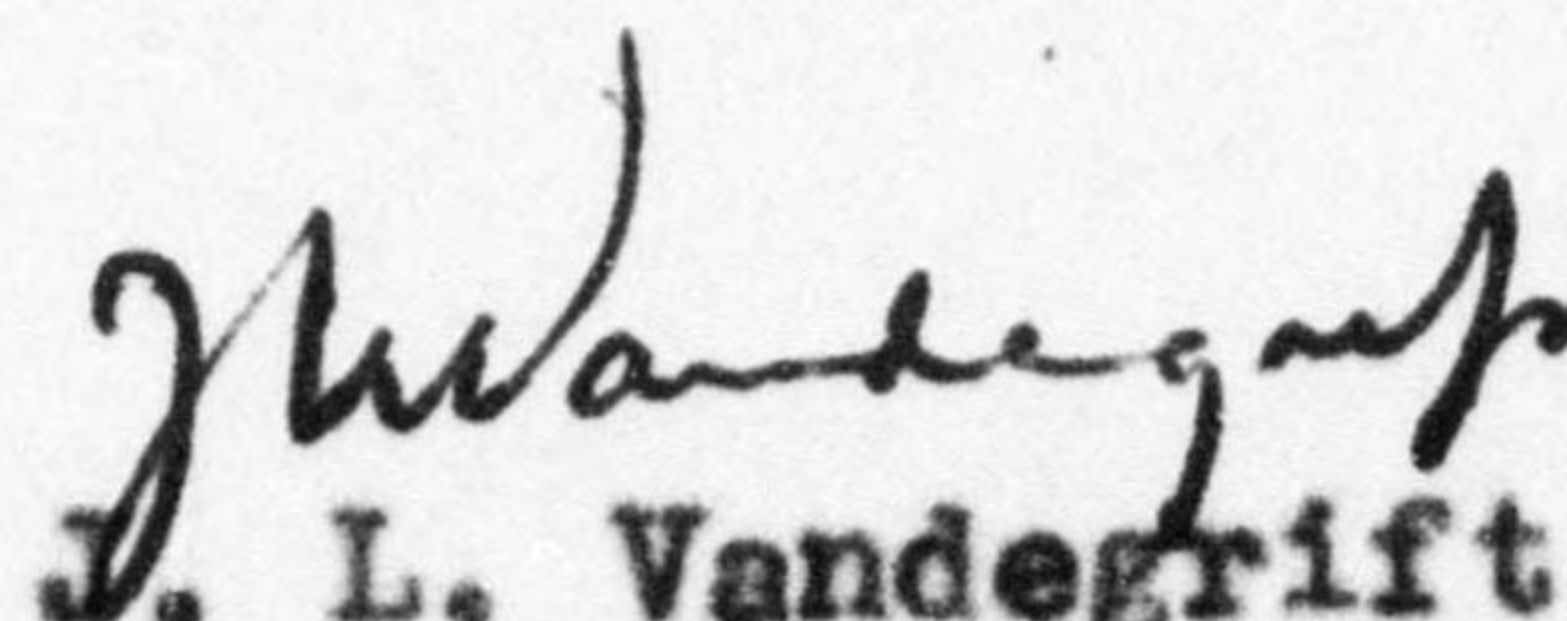
Mr. K. Fuse of the Personnel Department, Ministry of Telecommunications, covered the administration of supervisory training programs. He explained the practices which had been adopted by the Ministry of Telecommunications and gave illustrations and demonstrations of methods, utilizing these practices. He also gave sample tests to the audience to show how instructors may be informed of their responsibilities.

Mr. H. Miyazaki, Interpreter of CIE, Explained some of the important aspects of the five steps in teaching methods in industrial training. He stated that Japanese teachers are not accustomed to the utilization of these steps and are liable to miss some of the important functions of teachings unless these steps are stressed. He stated that teachers



are wholly responsible for teaching, that they are responsible for the proper selection of teaching materials and methods, and that they should be inculcated with the philosophy of service relative to teaching responsibility. Mr. A. Hasegawa of the Vocational Educational Section of M/E demonstrated samples of job analysis of industrial subjects and showed how job analysis will apply in modern teaching methods.

The general reactions of this group were favorable. The participants seemed to be inspired with the importance of the adoption of proper teaching methods. Several hours of discussion followed the presentation of the above subjects and the desire was expressed that many such institutes should be held throughout Japan in order that industry may avail itself of these new teaching methods. There are many organizations which will sponsor the type of institutes that was held at the Yuasa Institute and it is expected that many requests will be made for a repetition of this program.

  
J. L. Vandegrift, Educationist  
(Vocational Education)



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

333.1 (30 MAR 1951) <sup>AS</sup>-CE

30 MAR 1951

SUBJECT: Report of Field Trip to Kinki

*C-1004*

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information is copy of a report of field trip by a staff member of CI&E, SCAP, to the areas listed in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka,  
Kyoto, Nara, and Kobe

*J. A. O'Brien*  
J. A. O'BRIEN  
CWOC O PUSA  
Adv Off  
ED-CA-0



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

333.1 (30 MAR 1951) OAS-CE  
SUBJECT: Report of Field Trip to Kinki

30 MAR 1951

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

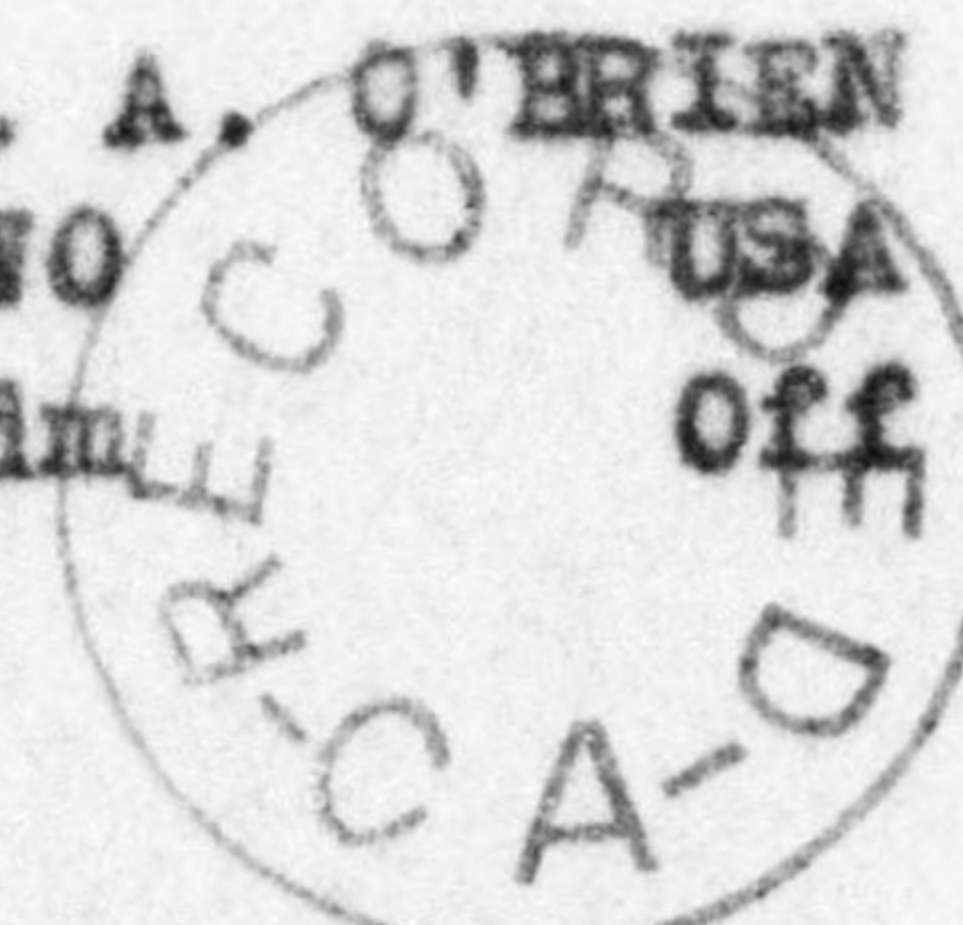
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FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka,  
Kyoto, Nara, and Kobe

J. A. O'BRIEN  
CWO USA  
Adm Off





DECLASSIFIED E.O. 12958 SECTION 5.402/RMS NO. 12958

GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Information and Education Section

21 March 1951

FROM: Gertrude M. Lewis  
TO: Col D. R. Nugent, Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Osaka, Kyoto, Nara, and Kobe.

1. In compliance with paragraph one of AG 201 Order No. IO 54-19, 23 Feb 51, undersigned proceeded to Osaka, Kyoto, Nara, and Kobe. Departed 8 March at 2015; departed Kobe 12 March at 1833, arriving in Tokyo 13 March at 0640.

2. Interpreter for undersigned: Miss Hideko Shimamaki. Adviser for IFEL in Childhood Education, Miss Koyoko Kunugi, joined group at Kobe.

3. Contacted Major Sterling C. Moore and Mr. Austin, of Civil Affairs. Contacted Mrs. Kikyo Shimizu, Supervisor of Kindergarten Education in Osaka; Mr. Hata, Section Chief of Teacher Consultants, and Mr. T. Merita, Teacher Consultant in Primary Education, both of Osaka; Mr. Osamu Fuwa, Superintendent of Schools in Kyoto; Mr. Seiji Ota, Teacher Consultant of Secondary Education in Nara; Mr. J. O. Kobe, Teacher Consultant from Sakai.

4. Purpose of trip: To meet the request of IFEL students in Childhood Education to come to visit kindergartens and hold discussions with kindergarten personnel regarding the education of young children.

5. Report:

The entire TDY was planned by Mrs. Shimizu in conjunction with Mr. Austin. A day was spent in Osaka, Kyoto, Nara, and Kobe. The calendar of events in each city follows. The topics of discussion appear later.

a. Osaka - 9 March

- (1) We were accompanied by Mr. Austin, Mrs. Shimizu, Mr. T. Merita and Mr. Hata.
- (2) Visited seven kindergartens: Konohama, Osaka Liberal Arts University kindergarten, Tokiwakai kindergarten, Ikuwakai kindergarten, Madayama kindergarten, Momozono kindergarten, Seika kindergarten and Aizu kindergarten (where we had lunch).
- (3) Met for discussion with approximately 500 kindergarten teachers and administrators, school board members,

*Incl 1*



and PTA officers. Mr. Kobe also attended this meeting. Mr. Austin took part in the meeting.

- (4) Attended puppet show at Bunraku-za and conferred with producer (at his request) as to practicability of the art.
- (5) Dinner at Mr. Tei Konishi's home where he operates a private kindergarten, Choyokan kindergarten. Informal discussion continued.

b. Kyoto - 10 March

- (1) We were accompanied by Mrs. Shimizu, Mr. Merita and Mr. Hata to visit two kindergartens in Osaka: Kannan and Namazue. We then proceeded to Kyoto.
- (2) Mr. Fuwa, Superintendent of Schools and former IFEL student (in 1948); Mrs. Hisano Nakanishi, student in the previous IFEL in Childhood Education and principal of Kenryu kindergarten; and Mrs. Shizuko Yamagisawa, President of the Kyoto Kindergarten Teachers Association accompanied us in Kyoto.
- (3) Visited two kindergartens: Kenryu and Meiriu.
- (4) Met with approximately 250 kindergarten educators, PTA officers, and school board members for discussion.
- (5) Dinner at Junidan restaurant where discussion continued.

c. Nara - 11 March

- (1) We were accompanied by Mrs. Shimizu, Mr. Seiji Ota, Teacher Consultant of Secondary Education and IFEL student in 1948, and Mrs. Ohashi, kindergarten teacher at Nara Women's University and former IFEL student in Childhood Education.
- (2) Visited Women's University kindergarten.
- (3) Held discussion meeting with approximately 150 kindergarten teachers and administrators, school board members, PTA officers, the superintendent of schools and staff members from Nara Women's College.
- (4) Visited temples, among them one in which formal education began in Japan.
- (5) Dinner with informal discussion.



d. Kobe - 12 March

- (1) We were accompanied by Mr. Austin and Mrs. Shimizu.
- (2) Visited Kujokigashi and Himeshima kindergartens in Osaka, then proceeded to Kobe.
- (3) Joined in Kobe by Miss Koyoko Kunugi, adviser in present IFEL in Childhood Education.
- (4) Visited Seiwa Women's Junior College in Kobe where Miss Ueno, student in the previous IFEL for Childhood Education is a teacher. Took pictures of children's activities.
- (5) Met approximately 70 pre-service teachers and the staff of the school for discussion.
- (6) Visited Shoel Women's Junior College where Mrs. Endo, student in the present IFEL for Childhood Education, is a staff member. Met American and Japanese staff informally.
- (7) Held discussion meeting with approximately 150 kindergarten educators, staff members from the Women's Universities, PTA officers, school board members, and a few elementary teachers. Mr. Austin also participated.
- (8) Dinner at Kanko Hotel with informal discussion.
- (9) Entrained for Tokyo at 1833.

Five discussion meetings were held: one each in Osaka, Kyoto, and Nara, and two in Kobe. In all of these meetings, the undersigned solicited questions from the audience. The questions raised in all groups bore great similarity. These questions follow, together with a brief of the replies made to the questions.

a. How is religion taught in United States schools?

Reply: There is no direct teaching of religion in the public schools in the United States? The reason is that in each classroom, many religions are represented and the teacher does not know for what church to educate. Private church schools educate in the tenets of the supporting church. (Mr. Austin confirmed this.)

b. How are children educated to take responsibility, especially for public property?

Reply: From the beginning of school life, in good schools, children learn to take care of property and to plan for its use and maintenance. They also learn gradually to plan for many activities, to carry out plans, and to judge their effectiveness. (Mr. Austin amplified this



viewpoint, showing how encouragement of the good in children causes the undesirable to disappear.)

c. What is the relation of kindergarten to elementary schools?

Reply: All leaders in early childhood education and in organizations dealing with early childhood agree that the school should be a good place for the children who attend it. This sounds obvious, but is difficult to achieve. If three-year old children attend, the environment and experiences provided should be good for their growth; just so, with four's and five's. If the school provides what each child needs for his growth, the child will be as ready for the next step as nature permits him to be.

The kindergarten does owe to the child and the elementary school a child as healthy as he can be; a child interested in learning; good parental-school relationships; and all records which can be used for guidance of the child.

d. Should kindergarten life be scheduled or free?

Reply: Young children like the security of knowing what is coming next. But they also need to begin to become independent of routines. Therefore the kindergarten program should at first be well-scheduled, but as the year passes, very gradually more child judgment and choice should be granted. If this occurs consistently, many children in the upper elementary school are able to plan most of their experiences.

e. What is a unit?

Reply: Unit means one, or a unity. Therefore any two ideas or activities which the child sees in relationship form a unity. The more ideas or activities which he relates, for him the bigger the unit becomes. Illustration: Seeing leaves, the child may learn that they belong to a tree, that sap comes up the tree into the leaf, that he can draw the leaf, dance a rhythm of falling leaves, etc. But the unity is in the child's mind, not in the teacher's manipulation of activities.

The entire TDY was an enjoyable event. Mr. Austin's courtesy and thoughtfulness did much to make it so.

GERTRUDE M. LEWIS  
Visiting Expert



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

333.1 (15 MAR 1951) CAS-CE

15 MAR 1951

SUBJECT: Report of Field Trip to Kinki

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

*C-443*

1. Forwarded for your information is copy of a report of field trip by a staff member of CI&E, SCAP, to the areas listed in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl  
Rpt of Trip to Osaka and Vicinity

*J. A. O'Brien*  
J. A. O'BRIEN  
CWO USA  
Adm 4-0 Off

RECEIVED  
MAR 15 1951  
CIVIL AFFAIRS SECTION  
APO 500



GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

15 MAR 1951

333.1 (15 MAR 1951) CAS-CE

SUBJECT: Report of Field Trip to Kinki

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information is copy of a report of field trip by a staff member of CIAE, SCAF, to the areas listed in the inclosure.

2. The material forwarded is not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1. Incl  
Rpt of Trip to Osaka and Vicinity

RECORDED  
J. A. O'BRIEN  
CAG USA  
Adm Off



GENERAL HEADQUARTERS  
SUPREMACY COMMANDER FOR THE ALLIED POWERS  
Civil Information and Education Section

27 Feb 51

FROM: Denzel D. Smith  
TO: Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Osaka and Vicinity

1. In compliance with paragraph 1 of AG Order No. 201, AGOP, LO 31-28, dated 31 Jan 51, undersigned proceeded to Osaka on 22 Feb. Departed Kyoto 2045 on 24 Feb, arriving in Tokyo 25 Feb 51.

2.

3. Names and titles of CA and Japanese officials with whom contacts were made:

- a. Mr. Austin - Education Division, Kinki CA
- b. - Principal, Wakeyama Upper Secondary School, Wakeyama City
- c. H. Kurachi - Associate Supt. in charge of Instruction, Board of Education, Kyoto Prefecture.

4. Purpose of trip:

To participate in educational conferences of principals meeting at Wakeyama and Kyoto.

5. On Friday, 23 Feb, a conference of school principals was held in Wakeyama. Approximately 200 were in attendance. During the morning session I presented viewpoints on general principles in evaluation and conducted a question and answer session during the last hour. The afternoon session was given to the answering of specific questions on testing and test construction. The participants were extremely attentive. There were many questions. Mr. Austin, Education Officer, participated in the discussion.

On Saturday, 24 Feb, I presented viewpoints on general principles in evaluation to principals assembled at Kyoto. Approximately 250 were in attendance. During the discussion period, the questions were primarily centered around problems in test construction. These principals seem to

*Del 1*



to be extremely interested in improving their measuring devices. I have an impression that some of them are so interested in improving techniques that they are forgetting to establish purposes for the use of their devices and forgetting to place a value on the results gathered by their measuring devices.

From my standpoint, both conferences were worthwhile. Both SA and Japanese officials were extremely cordial and cooperative. Mr. Mulro, the interpreter, is one of the best that I've had an opportunity to work with. It was encouraging to work with these groups.

D.D. SMITH  
Visiting Expert



*Reports*

GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED POWERS  
Civil Affairs Section  
APO 500

23 JAN 1951

333.1 (23 JAN 1951) CAS-CE

SUBJECT: Reports of Field Trips to Kinki, Chugoku, Shikoku and Kyushu

TO: Chief  
Kinki Civil Affairs Region  
APO 15  
(Attn: Civil Education Officer)

1. Forwarded for your information are copies of reports of field trips by staff members of CI&E, SCAP, to the areas listed in the inclosures.
2. The materials forwarded are not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

8 Incls

1. Rpt of Trip to Osaka (dup)
2. Rpt of Trip to Kyoto and Osaka
3. Rpt of Trip to Osaka and Kyoto (dup)
4. Rpt of Trip to Fukuoka, Hiroshima, Matsuyama, Takamatsu, Osaka, Kobe and Kyoto
5. Rpt of Trip to Fukuoka, Okayama, Uno, Kyoto and Takamatsu Pier
6. Rpt of Trip to Kyoto, Kure and Hakata
7. Rpt of Trip to Hakata, Kure, Takamatsu Pier, Kochi and Kyoto
8. Rpt of Trip to Kyoto, Osaka and Kobe (dup)





29 Dec 50

FROM : Bryan Heise  
TO : Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Osaka, Japan

1. In compliance with par 1 of AG Order No. 10 323-16, 16 Dec, under-  
signed proceeded to Osaka. Departed 22 Dec, arriving in Tokyo 23 Dec.

2. The following additional persons made the trip:

Mr. Neal Nash, Visiting Expert, Elementary Education  
Dr. Elizabeth Wood, Visiting Expert, Guidance Education

3. Contact was made with (1) Col Ayotte, Chief, Kinki Civil Affairs;  
(2) Major Moore, Deputy Chief, Kinki Civil Affairs; (3) James Austin,  
Head, Kinki Civil Affairs Education Section; (4) Mr. Miura, Officer, Kinki  
Civil Affairs Education Section; (5) Mr. Hamada, Superintendent, Osaka-fu,  
and (6) Mr. Fures, Superintendent, Kyoto City Schools.

4. Purpose of trip. To lecture and attend educational conferences  
in connection with CIE activities.

5. Report:

On 16 Dec, I proceeded to Kyoto, where billeting was arranged at the  
Kyoto Hotel, arriving 17 Dec. We were met by Mr. Miura who conducted us to  
our billets and informed us we would be transported to Osaka each day.

For three days, I participated in the "Osaka-fu In-Service Training  
Course." I gave three lectures, outlines of which are enclosed. Each after-  
noon was spent in discussion with smaller groups, where points not made  
clear in the lectures were re-emphasized.

Thursday, 21 Dec, a visit to the Minami Junior High School,  
Kyoto, was made. Here I saw the actual operation of school. I was deeply  
impressed with the splendid school program and the attempt of the teachers  
and staff to inculcate democratic concepts of behavior.

In the afternoon of 22 Dec, an informal luncheon was served by  
the Board of Education of Kyoto Prefecture to Mr. Nash, Dr. Woods and  
myself.

On 17 Dec, accompanied by Mr. Miura, Mr. Hamada and other Japanese  
officials from the Osaka Board of Education, an informal call was made upon  
Gov. Okama, of Osaka Prefecture. We discussed the problem of finance, the

*Encl 1*



use of school buildings in a more efficient way and the use of prefectural funds to encourage Japanese schools to develop greater vocational and evening school programs. Mr. Hamada, Supt. of Osaka Schools, seemed quite pleased with the trend of the conversation during the visit.

#### General Conclusions

1. It is very good for members of IWEI to visit outside of Tokyo. The real Japan can be observed and studied.
2. The interest shown at the conference was marked. One feels that the Japanese school officials, principals and teachers are deeply concerned with democracy in education.
3. The visit to the Minami High School was a valuable encouragement to me personally. To see actual Japanese educational performance of the type displayed in this school was highly gratifying.

*Bryan Heise*

BRYAN HEISE  
Visiting Expert



I

THE SECONDARY SCHOOL CURRICULUM

by  
Bryan Heise

- I. Basic purpose of all educational organization is to perpetuate the established social order.
- II. Democracy as a social order.
  - A. Definition -- "Democracy may be defined as a way of life in which the people determine the direction of their own social evolution through utilization of the privileges and rights inherent in their social institutions."
    1. Philosophical freedom; i.e. free speech, religion, worship, right of protest and assembly and academic freedom.
    2. Universal freedom to the suffrage.
    3. Economic freedom.
- III. Need to develop these concepts on an adult level (high school).
- IV. High School Curriculum must have three aspects.
  - A. Citizenship program.
    1. Social studies program.
    2. Cultural studies.
  - B. Vocational instruction.
  - C. Practice in democratic living.
    1. Core curriculum activities.
    2. Self government



II

PROBLEMS OF CURRICULUM MAKING IN HIGH SCHOOL

BY

Bryan Heise

- I. Need for study of growth of students.
- II. Developmental tasks. Definition -- A developmental task may be defined as a certain phase of growth at a given time, that must be successfully accomplished to prepare the organism for the next stage of development. Illustration: A rose must be a good bud before it can become a full blown rose.
- III. Relation of developmental tasks to growth.
  - A. The successful accomplishment of the developmental tasks of one stage of growth prepares the organism for the next stage.
  - B. All children go through the same system of developmental tasks, but not at the same rate.
  - C. To press a task upon a child before it is ready may cause both physical and mental damage.
  - D. The purpose of the school is to adjust its program of education to the different unfolding patterns of growth of the students.
- IV. Developmental tasks of high school students.
  - A. Physical adjustment to growing bodies.
  - B. Sex roles: boy-girl.
  - C. Growing independence from family--role of greater citizenship.
  - D. Ideals of conduct.
  - E. Vocational preparation.
  - F. Preparation for family living: Marriage.
- V. How can the high school curriculum meet these needs?



III

IMPROVING INSTRUCTIONAL METHODS  
by  
Bryan Heise

- I. Examine success of school program.
  - A. Survey of graduates.
  - B. Survey of students.
  - C. Survey of parents.
  
- II. Agree upon a philosophy of education by:
  - A. Discussion.
  - B. Committee action.
  - C. Approved by faculty as a whole.
  
- III. Appoint committees to report on suggested methods of reorganization.
  - A. Four suggested areas for approach.
    1. Citizenship.
    2. Family living.
    3. Vocational.
    4. Cultural.
  - B. All studies to be organized with these purposes in mind.



GENERAL HEADQUARTERS  
 SUPREME COMMANDER FOR THE ALLIED POWERS  
 CIVIL INFORMATION AND EDUCATION SECTION  
 EDUCATION DIVISION

30 Dec 50

FROM : Neal N. Nash  
 TO : Chief, Civil Information and Education Section  
 SUBJECT: Report of Field Trip to Kyoto and Osaka

1. In compliance with par 1 of AG Order No. 201 AGOP, 8 Dec 50, the undersigned proceeded to Kyoto and Osaka, Japan. Departed 16 Dec arriving in Tokyo 22 Dec.

2. Names and titles of additional persons making trip:

Dr. Elizabeth Woods, Guidance Director, IFEL  
 Dr. Bryan Heise, Extension Expert, IFEL

3. Names and titles of CA and Japanese officials with whom contacts were made:

Chief, Kinki Civil Affairs Region	Col Ayotte
Deputy Chief, Kinki Civil Affairs Region	Major Moore
Head of Civil Affairs Ed. Section	Mr. James Austin
Japanese Director of Work Shop	Mr. Miura

4. Purposes of Trip-Worshop in Elementary Supervision and Administration.  
 5. All meetings in which I participated were held at Osaka.

Two sessions in which I participated were held during the morning hours. About 250 Japanese principals and teachers were in attendance. Session No. I, "The Principals, Qualifications and Duties." Under this were discussed. Personality of Principal, His Professional and Academic Training; His Administrative, Supervisory and Community Duties." Session No. II, "The Principal and his Faculty." Under this were discussed Selection of Faculty, Training of Faculty, Class Room Visitations, Faculty Meetings and Personal Relationships between the Principal and his Faculty.

In all the afternoon sessions the participants ere divided into six groups. I was required to visit each group for twenty-minute periods and attempt to anwer their various questions. These questions were so many and so varied that it was impossible to keep a record of them.

NEAL N. NASH  
 Visiting Expert



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GENERAL HEADQUARTERS  
SUPREME COMMANDER FOR THE ALLIED FORCES  
CIVIL INFORMATION AND EDUCATION SECTION  
EDUCATION DIVISION

4 January 1951

FROM : Rose Cologne  
TO : Chief, Civil Information and Education Section  
SUBJECT: Report of Field Trip to Consult at Social Education Conferences

1. In compliance with par 1 of AG Order NO. 10 319-35, dated 30 Nov 50, undersigned proceeded to Kyoto, Osaka, Kobe. Departed from Tokyo on 19 Dec, arriving in Tokyo 26 Dec.

2. Civil Affairs and Japanese officials with whom contacts were made:

- Miss Sarah Head, Kinki Region, Civil Affairs.
- Mr. Jaromaru, Chief of Social Education Section, Osaka Prefecture
- Mr. Jino Ogino, Chief of Social Education Section, Kijoto Prefecture

3. Purpose:

To act as consultant at local and regional Social Education conferences at Osaka, Kobe and Kyoto.

Conference with Osaka Prefecture Social Education Personnel and PTA.

30 Dec 50

Invited to this conference were twenty people representing local, city and prefectural councils of PTA's (6); youth group (1); advisory committee for Social Education (3); Women's Education (1). Social Education officials such as CPH directors, Chief and Adult Education Chiefs (7); school board member (1); school principal (1).

The morning and afternoon sessions were given over to a discussion of two questions:

What problems are you facing in the development of PTA work in the Osaka Prefecture?

What problems are you facing in the development of adult evening schools as part of the Social Education program?

In the one and one-half hours allocated for the morning discussion of the first question, forty-five minutes were taken up with preliminary ceremonies, cake eating and tea drinking. During the time, however, a very friendly atmosphere was created among the members of the group as they visited freely. The Americans present became more and more concerned about the "loss" of time as the minutes ticked away. Finally, when the meeting was opened up

End 8'



for discussion, we (the Americans) could not keep admitting that all the "warming up" process in this case was partially responsible for the easy flow of questions and opinions which came so freely from this group.

In the short time we had the principal problems about which they expressed concern can be summarized under five headings: (1) Small attendance at PTA meeting; (2) Wise use of PTA funds; (3) the lack of understanding of the non-partisan policy in the Suggested Constitution of the PTA; (4) Women's participation in PTA; and (5) Co-education.

A few of the questions asked and opinions expressed which are here quoted verbatim may give some understanding of the discussion:

A. Attendance.

1. "What is the highest and lowest percentage of attendance in America?"
2. "During the busiest farming season, what kind of program do the PTA's in American rural area have?"
3. "We have arranged to hold PTA meetings on the days that older children get out of school early so that they can stay at home. We also hold meetings before the mothers start preparing the evening meal."
4. "Dressing up for meetings is another reason for poor attendance."
5. "A problem we had was how to get the mothers with small children to attend PTA meetings. We tried to hold small group meetings by holding separate meetings for the members of the neighboring area. Then we tried evening meetings so that the fathers and mothers can take turns in attending the meeting and caring for the children at home."

Other reasons for poor attendance were brought to their attention and discussed, such as programs which do not meet needs, are too long, uninteresting, scheduled at hours not convenient for the people, etc. "

B. Use of PTA Funds.

"During the first years of PTA, much of the PTA funds went for the support of teachers but it is no longer true. In our PTA -

30% is used for equipment  
30% for teachers research  
20% for child welfare  
20% for adult education."



DECLASSIFIED E.O. 12958 SECTION 5.102/HRMS NO.

They were encouraged to continue the kind of analyses as expressed in the above statement. It was pointed out that such an analyses is one way of determining whether or not PTA funds are being spent to achieve the goals of this organization.

In analyzing their expenditures, it was pointed out that it would be important to know what percent of PTA funds are spent for (1) school buildings and equipment; (2) teachers' salaries, living expenses, "Research," (3) child welfare activities; (4) parent education; (5) leadership training for officers and others; (6) administration; and (7) other expenditures.

C. The Non-partisan policy of PTA.

1. "I was asked to make a speech this year for a School Board candidate. The candidate was my child's teacher so that it was very difficult to say 'no' but I finally refused him."
2. "Also, when I was the president of a PTA, the principal of the school ran for the School Board. He asked me to support him and make public speeches for him but I refused. However, the vice-president supported the principal so I asked him to resign his office. Was I acting too strongly against the vice-president? The executive committee felt that the matter should be left alone so that although the vice-president handed in a letter of resignation to the president, he came back after election was over, apologized and continued to stay in office."
3. "Not many months ago, a bill for minimum Education Budget was introduced in the Diet. However, because of an opposition by one party, it did not pass. PTA was supporting that bill. How far can PTA become involved in politics without infringement on the non-partisan policy? Can the PTA vote against the party that did not support the bill?"

Of all the policies established by the suggested Constitution for Japan PTA's, this one has been the most difficult one to interpret in specific situations. There is considerable confusion about the concept of non-partisan. How far can the PTA as an organization go before it involves itself in partisan politics is still a baffling problem. How to support laws, ideas without committing the organization, to the support of certain candidates, continues to be difficult policy to explain.

D. Women's Participation in the PTA.

1. "Many of the PTA's in Japan have more mothers attending the meetings. However, when the president, who is a man, presides at the meeting, there are very few responses from women, but when the president is away and I as the vice-president (a woman) take the chair, women feel more at ease and easily express their opinions."



- DECLASSIFIED E.O. 12958 SECTION 5.102, RMCS 101
2. "It is not a matter of just allowing women to speak but men must show their respect for the opinions expressed by women."
  3. "Most of the mothers in Japan, I think, appreciate the PTA organization as a place where they have learned to change their ways of thinking. Women have never been considered as individuals. They are supposed to sacrifice everything for the family. This thinking still persists and cannot easily be changed at home. Women have found PTA's as a place where this traditional thinking can be changed -- a place where democratic thinking and living can be developed in both the fathers and mothers."

The men in the group expressed surprise that they were ever guilty of suppressing free discussion when they chaired a meeting or not showing respect for women's opinions. At this point, emphasis was placed in the great need for adults -- men and women to work together toward the solution of problems which are affecting the lives of children. One sex alone could not solve them!

#### B. Co-education.

1. "I have a little doubt in my mind concerning the advisability of co-education. Co-education has raised great many moral problems in all grades of school."
2. "Co-education has been experimented all over the world and has been accepted as a good system. Japan is faced with the problems faced by anyone trying a new experiment. Any new experiment calls for sacrifices so that it is not for us to do away with the system which is only in a prime stage but to face the challenge and continue to struggle to make it a success."
3. "I am a judge in the Domestic Relations Court and just recently a divorce case was brought up by the husband on the ground that his wife was on special terms with a man officer of the PTA of which his wife was also an officer. She had only found a man with the traits which her husband lacked and was on a specially friendly term. The husband ostracized the PTA as an unhealthy meeting place for the two sexes. In our attempt to build a good male-female relation in PTA's, we may be misunderstood, but we ought not to be discouraged and give up even if there may be some sacrifices."

Time did not permit any lengthy discussion of this problem. However, from the few comments made, it was evident that they are concerned about the moral problems of youth. A few might have been "scape-goating" co-education and seeing it as the sole cause for all moral problems of youth.



The afternoon discussion on problems which they are facing in developing adult evening schools as part of the Social Education program got involved in a controversy over the issue should all courses offered for adults be elective. One strong member of the group who had been making some courses compulsory for every adult who registered for a course argued against the idea of having all courses offered to adults on an elective basis.

"I feel that an adult education program should be developed so that the course will be in step with the purpose of new education. That is (1) to develop good citizenship; (2) to develop interest and abilities of individuals; (3) to develop technical skills. The need to make the people understand the new laws and the New Constitution is very great, but if the adult subjects are to be all elective, there is a little possibility of developing all round good citizens in our community."

So many other problems were raised such as what courses to include, when to offer them, where to get teachers, facilities, money, etc., that it was deemed advisable to have an evening meeting with a select group to discuss these problems more fully.

The Civil Affairs Officer and consultant arranged for a dinner meeting at which the following people were present.

1. Mr. Hamada - Osaka Pref. Sup't. of Board of Education
2. Mr. Jiromaru - Chief of Social Education Section - Pref.
3. Mr. Hoshikawa - In charge of Adult Education - Pref.
4. Mr. Bando - Osaka City Sup't. of Board of Education
5. Mr. Nagai - Osaka City, in charge of Adult Education

At the suggestion of the Japanese, we used as a basis for our discussion the "Tentative Program for an adult school in Osaka City." Although they presented a plan that had some good ideas in it, it was evident to all that much more work would have to be done before an adult evening school is opened. Mr. Nagai is to be a member of the Sixth IFEL, and will spend his time while in Tokyo perfecting the plan and visiting adult evening schools in this area. There is some possibility that the Sup't. of Schools may go to the United States soon. It was recommended that he make every effort to visit adult evening schools. It was also suggested that they delay the opening of their adult school until both of them could have an opportunity to share their experiences and in light of them revise the present plan.

In my opinion, this was the most important conference.



CONFIDENTIAL E.O. 12958 SECTION 5.402/RMDS NO. 1  
Conference with the Leaders of Adult Education in Kobe City -

21 December 1950

The least successful meeting was held with this group of 46 people. So many factors contributed to the failure of making this a worthwhile conference. We arrived forty minutes late because of bad weather and some misunderstanding about transportation. We were "dropped cold" into a conference that was well underway and no one seemed quite sure why we were there. After a few words of greeting, the conference went on. We listened to them speak of the problems and failures that they had experienced in developing adult schools.

One of the principals reported that this was the first time adult education was held in his school but that it was not successful. An advisory committee was formed and consulted on how to open the course. However, none seemed very enthusiastic and in the end he was left to do everything alone. He succeeded in getting participants of about 240 but he is sure he was not able to make the citizens feel conscious of the need for adult education. The course was publicized through posters written by the children and by announcement over a loudspeaker which could be heard over one-half of the neighboring district.

An opinion was expressed that instead of having the Social Education Section tell when to hold adult education, as for example, during the period of October and November, it would be preferable to hold them at a time convenient for the school and for the people of the community.

Before the hour ended, consultant was asked three questions:

What percent of the teachers in adult evening schools in America also teach in the day school?

Do you not think that teaching day and night is overtaxing the teachers?

What subjects are taught in Adult Education classes in America?

The hour was gone with very little constructive work done with this group. For me it was an experience long to remember! Never have I looked into such faces, never have I met with Japanese from whom I got so little response.

CONFIDENTIAL E.O. 12958 SECTION 5.402/RMDS NO. 1  
Conference with the Hyogo Prefecture and City Leaders of Social Education -

21 December 1950

Invited to this conference were 21 people representing Prefectural Board of Education (3); Kobe City Board of Education (1); Member Prefectural Assembly (1); FTA President (1); Chiefs of Social Education (2); Social Education Personnel (8); Principals (3); Kobe University Professors (2).



Since most of the group was interested in one of the main problems establishing adult schools, now confronting Social Education, the entire time, two hours was given over to a discussion of the problems they raise and they expressed the following list which represents in the main the significant ones:

1. "The method of operating adult education in Japan has not been very scientific. How could it become better organized like the day school and still keep it on the basis of voluntary participation of interest groups?"
2. "How is adult education operated in America so that it is long and continuous and at the same time drawing the interest of the participants?"
3. "How are long-range adult education programs planned?"
4. "I feel as if those who come in for adult education courses are those who do not really need adult education and those who need it never seem to attend. How are such people reached in America?"
5. "Our difficulty in social education is that only a few are enthusiastic about social education while the general public is quite indifferent. Is there any suggestion to solve this problem?"
6. "How to find leaders of social education is our most difficult problem. We hold leadership training courses but it is always the same people participating."
7. "Budget for social education is very small. How can more funds be gotten for social education?"
8. "It was very difficult to get women to participate in women's organizations especially soon after the war but with the improvement of economic situation in Japan we have a large number of women participating in both adult education and women's organization in Hyogo Prefecture. We tried everything we thought might interest women such as laundry and cooking demonstrations, child care and health classes. Recreation was also included. We tried to interest women to contribute a small amount (just one yen per annum) for scholarship fund for girls and succeeded in sending some girls to universities. In America do the students who get the scholarship return the money after graduation? Which do you think is the better method, to give the money or to lend the money?"

Conference with Kyoto Prefecture Social Education Personnel and  
PTA Representatives

22 December 1950



DECLASSIFIED E.O. 12958 SECTION 5 4027 RRSB NS.

Thirty-five people were invited to this conference representing PTA (12); Social Education personnel (11) of which two were chiefs; advisory committee for Social Education (2); School Board members (3); Principals (2); Women's Clubs (3); youth group (1); Health Education officer (1).

The main emphasis in this conference was to re-examine the activities of the past four years and paint up evidences that would indicate whether or not they were consistent with the objectives of the PTA.

Some questions raised by the participants were used as a "measuring stick" to evaluate the effectiveness of their PTA activities.

1. What projects have the PTA's in this area engaged in for the past four years?
2. Did they contribute to the welfare of children? Specific projects were discussed.
3. In what way has the PTA helped to reduce delinquency?
4. What has been done to influence the makers of Kamisibi for children?
5. How has the PTA helped to increase teachers' salaries?
6. What percent of the parents attend PTA meetings? Fathers? Mothers? This question was not considered a very valid criterion to some people because, says one man, "Many parents are too much tied up with their own work to take care of their children's education. We cannot judge the activeness or inactiveness of a PTA by the attendance alone. It is very difficult for many parents to come to the meetings. Too many people are too busy making a living."
7. What has been done to raise the moral standard of children? Considerable concern was expressed about this problem with some realization, as evidenced from the discussion, that not only the school, but also the home has a great responsibility for helping children with this problem.
8. What projects have been carried on which have resulted in the improvement of sanitation? In the improvement of children's health?
9. For what were PTA funds spent the first year? Second? Third? Fourth?
10. What programs have been sponsored by the PTA which help educate parents?