

academic, and vocational matters. In the new university, it is desirable that such a guidance or advisory system be improved and more efficiently organized and administered. Such improvement is called for in view of the variety of offerings of the institution, and because the average student will enter at an earlier age than formerly.

Although the development of a guidance system will be left to the individual university, and hence a variety of methods will be in effect, the minimum essentials are described as follows: Each student should, upon entrance, and with regard to his intellectual interests or professional plans, be assigned to a professor who will act as his adviser for at least two years. The adviser will keep in constant touch with him and give information and advice whenever necessary. To do this effectively, the professor should become well-acquainted with each student in his group, and make full use of personal history, record of lower school accomplishment, and such tests as have been or may be developed to analyze the student's abilities, interests, personality, and aptitudes. The adviser should also give the student full and accurate information about further educational and employment opportunities. In a typical situation, the entering student interested in preparing for a career in business would be assigned to a member of the Faculty of Economics or Commerce, and would consult him freely on all matters, both academic and personal, when advice is needed. Since scholastic success is frequently dependent on health, housing, economic conditions and the home situation, the adviser should know his student well enough to base his advice on knowledge of these factors if they appear to have a bearing. Late in the second year, the adviser should assist each member of his group to plan the more specialized curriculum of the last two years, or refer him for further guidance to a member of the faculty in whose field he desires to specialize.

Professors acting as advisers to first- and second-year students should be carefully selected on the basis of interest in young people, tact, sympathy, and experience in the types of problems that face a youth in his early university career. If the adviser is compelled to teach a large number and wide variety of subjects, or has many other academic duties, his advisory work is bound to suffer; hence his teaching schedule should be lighter than that of professors not responsible for student guidance. Another desirable method of guidance is to assign a qualified and interested upper-class member to each young man and woman student during the first year. Advice on student customs, traditions, and undergraduate life is frequently better given in this way than by the regular faculty adviser. In view of the importance of student guidance, the youth of the entering students, and the diversity of curriculum offerings, it is desirable to initiate continuing study of this project.

VII. UNIVERSITY STANDARDS

Inasmuch as the university has such a vital mission, the Ministry of Education has been planning to establish the basic principles of its operation and the means of insuring the high intellectual quality of its offerings. Accordingly, a committee was established to advise the Ministry as to minimum standards upon which the new university should be established. This was called the University Accreditation Committee. Composed of presidents of government and private universities as well as Ministry of Education officials, and beginning work in October 1946, it had set up fundamental policies by 7 July of the following year. Meanwhile it was realized that the universities could best attain and even exceed minimum standards through their own independent association and voluntary cooperation. Accordingly the Japan University Accreditation Association came into existence on 9 July 1947. It is an autonomous organization with no relation to nor responsibility toward the Ministry of Education. It is also separate from the University Chartering Committee, though some individuals are members of both.

VIII. UNIVERSITY CHARTERING

The establishment of the new four-year university requires at this time the approval of the Ministry of Education. Accordingly, all present universities, and higher schools which wish to become universities, must at present make application to the Minister of Education. Under authority of Article 60 of the School Education Law, the Ministry has established a special Chartering Committee of 45 members, of which 22 are from the University Accreditation Association. This committee will determine general policies for chartering. A smaller committee appointed from this body will then examine any institution which has applied for chartering, to see the extent to which it appears able, within a reasonable period, to meet the minimum standards to which all four-year universities are expected to conform. If the institution is favorably recommended by the Chartering Committee, the Minister of Education will grant a charter; that is, the legal right to give instruction on the four-year university level and to confer the degree of Gakushi (Bachelor). Such a charter may be withdrawn only for good cause. The granting of a charter is no guarantee of the quality of the instruction offered nor of the physical facilities of the institution. It merely gives the university the right to exist and the opportunity to meet the quality standards that characterize an excellent institution.

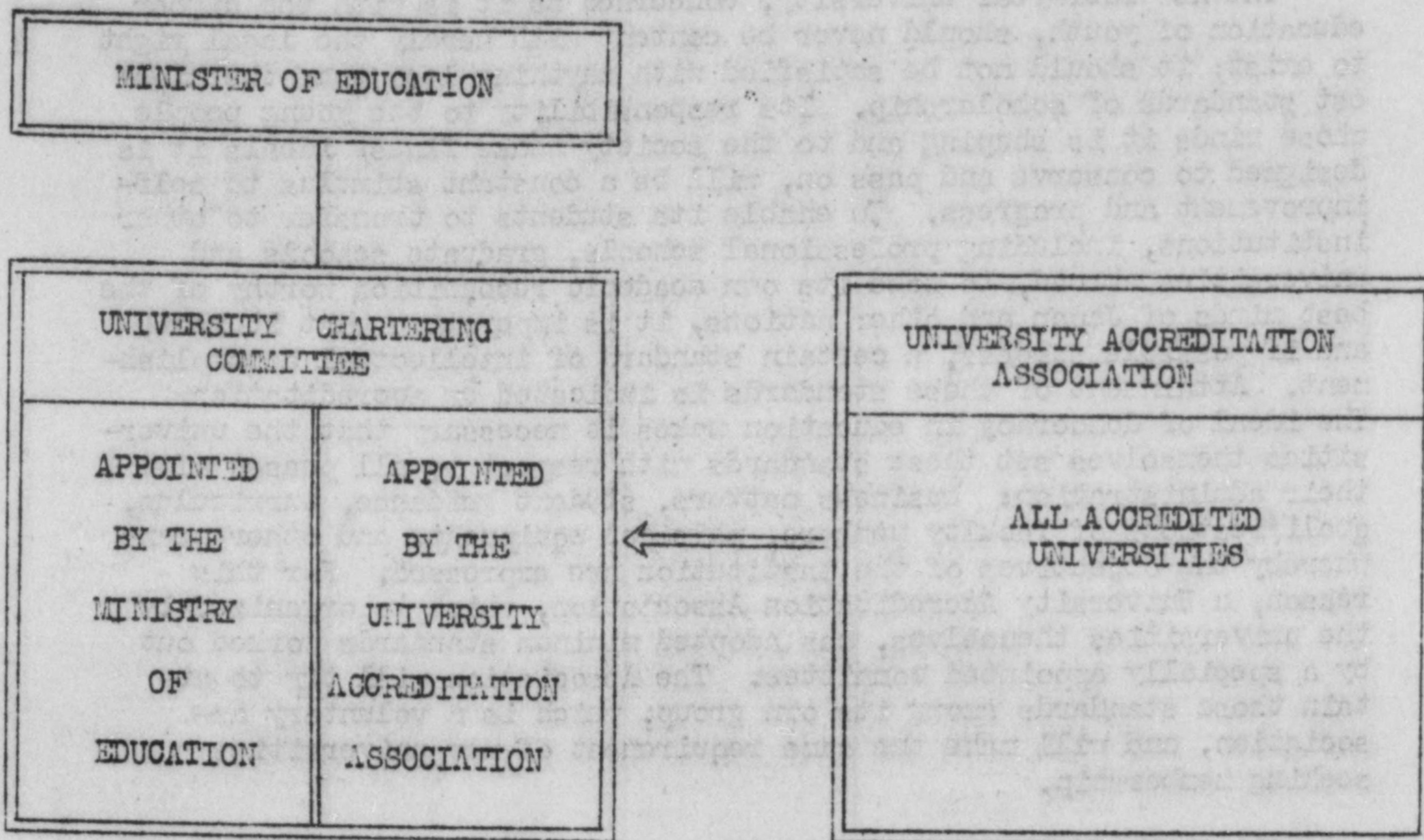
As already explained, the Accreditation Association has furnished 22 of the members of the Chartering Committee. Hence the Association's minimum standards will be considered in determining whether a charter is to be granted. The Association itself is, however, an independent professional organization, neither connected with the Ministry of Education nor responsible to it.

IX. UNIVERSITY ACCREDITATION

The new four-year university, concerned as it is with the higher education of youth, should never be content with merely the legal right to exist; it should not be satisfied with anything less than the highest standards of scholarship. Its responsibility to the young people whose minds it is shaping and to the society whose finest ideals it is designed to conserve and pass on, will be a constant stimulus to self-improvement and progress. To enable its students to transfer to other institutions, including professional schools, graduate schools and universities abroad, to make its own academic recognition worthy of the best minds of Japan and other nations, it is imperative that it meet, and if possible surpass, a certain standard of intellectual accomplishment. Attainment of these standards is indicated by accreditation. The ideal of democracy in education makes it necessary that the universities themselves set these standards with respect to all phases of their administration: business matters, student guidance, curriculum, qualifications of faculty members, physical equipment, and other means whereby the objectives of the institution are expressed. For this reason, a University Accreditation Association, which is organized by the universities themselves, has adopted minimum standards worked out by a specially appointed committee. The Association will try to attain those standards among its own group, which is a voluntary association, and will make the same requirement of new universities seeking membership.

All newly established universities may, if they desire, become temporary members of the Association for a term of years. At the end of that period, they will be examined by a committee of the Association to judge the extent to which, during the period of temporary membership, they have attained the minimum standards. If they have met the standards, they will become regular members of the Association. This body will, however, keep under constant study both its minimum standards and methods of university administration, with the object of improving them. Therefore, even though admitted into full membership, a university should constantly improve the quality of its facilities in order to retain membership in full standing. (For a graphic representation of the relationship of the Ministry of Education Chartering Committee and the University Accreditation Association, see Chart VI.) These accrediting standards will not be applied too rigidly, but they will act as measuring sticks for judging whether the new universities are accomplishing as well as possible the purposes for which they are set up, and hence whether they should be accredited. Acceptance into full membership is a mark of excellence of the institution. It means that undergraduate degrees of accredited institutions are accepted by professional and graduate schools without examination. It also means that all member institutions combine their facilities and resources in the important task of raising standards of higher education throughout Japan.

CHART VI. RELATIONSHIP BETWEEN THE UNIVERSITY CHARTERING COMMITTEE AND THE UNIVERSITY ACCREDITATION ASSOCIATION



FUNCTION

FUNCTION

1. INVESTIGATES INSTITUTION PETITIONING FOR CHARTER AS 4 YEAR UNIVERSITY
2. RECOMMENDS LEGAL CHARTERING OF INSTITUTION TO MINISTER OF EDUCATION

1. RECOMMENDS ONE-HALF OF THE MEMBERS TO THE UNIVERSITY CHARTERING COMMITTEE
2. ESTABLISHES MINIMUM UNIVERSITY STANDARDS
3. INVESTIGATES UNIVERSITIES PETITIONING FOR ACCREDITATION IN ACCORDANCE WITH THE APPROVED MINIMUM STANDARDS
4. APPROVES MEMBERSHIP OF A NEW 4 YEAR UNIVERSITY, THEREBY ACCREDITING IT
5. REVISES THE MINIMUM STANDARDS FREQUENTLY
6. STUDIES CONTINUOUSLY THE ACHIEVEMENTS OF VARIOUS UNIVERSITIES IN THEIR MUTUAL RELATIONSHIP

A FINAL WORD

In outlining the process of reorganizing higher education, this handbook has emphasized principles rather than methods. Specific ways and means of putting these principles into practice will be furnished in part by the Chartering Committee and the University Accreditation Association, but will depend largely on the ability and sincerity of the directors and staff of each higher institution planning to become a four-year university. The purpose underlying these principles of reorganization is to widen the opportunities for higher education and to give the best possible education to those young people who, in various fields, are to become the leaders of the New Japan. In their hands, the future of the country rests.

For this reason, the directors and staff of the new four-year university have taken upon themselves a heavy but important task. It cannot be executed by simply giving four years of education and readjusting existing subjects, or making other gestures of external compliance. Rather, proper carrying out of the reorganization demands a spirit of faith in democratic and liberal education that must be held by each person charged with the higher education of youth; a spirit of eager acceptance of a new philosophy of teaching, and a spirit of confidence that through hard work, constant self-criticism, and continued effort to improve the quality of their offerings, the new four-year university can achieve in reality what is here presented as a plan.

Communism and Education

Dr. Kells Clarifies His Niigata Speech

By Dr. Walter C. Kells

Freedom of teaching and freedom of research are the most widely held and jealously guarded functions of a university. Universities must be free from distortion, whether it be red or any other color, which interferes with the search for the pure white light of truth.

In the past few years the question has come up in the United States, as it has recently in Japan and in other countries, whether in a democracy a member of the Communist Party should be discharged from his position because he is a Communist. It has been claimed that a professor is free to believe in Communism, to be a Communist doctrines and practices in the universities. Communism is a dangerous and destructive doctrine because it advocates the overthrow of established democratic government by force. Must those who may believe in this dangerous doctrine be allowed in the name of academic freedom to teach it to the youth of the country?

Created Wide Interest I tried to answer this question in an address which I gave at the opening of Niigata University last July. I understand that this address has been widely quoted and discussed in university circles throughout Japan. Many professors as well as students have come to me to discuss it, and have stated honest doubts and objections. I will quote two paragraphs from my Niigata address. At that time I said:

"In the United States we have an important organization known as the Educational Policies Commission, composed of the leading educators of the country. It may be thought of as similar in many respects to your JERC (Japanese Educational Reform Council). Its carefully considered statements have been given thoughtful consideration by the educators of the country. This Commission of 16 members, including such men as President Conant of Harvard University and President Eisenhower of Columbia University, last June issued a document which advocates and defends the discharge of proved Communists from the schools of America. The report has been approved by the United States Commissioner of Education and by the President of the United States. Do the recommendations of this document violate the long and jealously guarded academic freedom of the university? By no means. Their basic reason for advising exclusion of Communist professors is that they are not free. Their thoughts, their beliefs, their teachings are controlled from outside. Communists are told from headquarters what to think and what to teach. In the very name of academic freedom, therefore, the most important right and duty of a university, we dare not have known Communists as university professors because they are then no longer really free to teach or carry on research. The argument of the American Commission is simple, logical, and convincing. In brief, it is as follows: Freedom of thought is basic to the whole spirit of American education. Communist Party members are not free to think. They have surrendered that freedom when they join the party. Therefore, they cannot be allowed to be university professors in a democracy."

Objections Raised Let us now consider some of the objections that have been made to this doctrine of academic freedom as stated by the American Educational Policies Commission, and presented in my Niigata University address.

The first objection is that the Communist Party is recognized as a legal party in Japan and has elected members to the Diet; that the Constitution guarantee the right of freedom of thought; and that therefore to forbid a man to be a university professor because he is a Communist is to deprive him of his constitutional rights. This objection confuses two very important matters,--namely political rights of all citizens, and qualifications for university teaching and research. Every citizen is guaranteed certain political rights, such as the right to vote and to nominate and elect candidates, but these rights do not necessarily hold for non-political privileges. Teaching in a university is not a right, but a privilege, to be won by a long period of preparatory study and demonstrated ability, intellectual honesty, and integrity in thinking. An individual has a right to join any legal political party, or religion, or other group--but membership in such a group and the nature of its principles and activities may be such as to unfit him for university teaching.

Unfit to Teach. The second objection is that a Communist teacher has not really surrendered his independence of thought when he joins the party. Dr. Sidney Hook, the distinguished head of the Department of Philosophy in New York University, has made a special study of this question. In a recent thoughtful article, after presenting a mass of evidence, he comes to the unequivocal conclusion: "Members of the Communist Party are unfit to teach in American public schools and colleges. They neither believe in nor practice academic freedom." Let us not depend upon Dr. Hook's work alone, however, but examine a little of the evidence from authoritative Communist sources. Nothing is more damning to the freedom of the Communist professor than the official instructions he received from the party on how to behave in the classrooms. I quote from *The Communist*, official party organ, (May 1937) "Marxist-Leninist analysis must be injected into every class. Communist teachers must take advantage of their positions without exposing themselves. Only when teachers have really mastered Marxism-Leninism will they be able skillfully to inject it into their teaching at the least risk of exposure and at the same time conduct struggles around the schools in a truly Bolshevik manner." Lenin's famous injunction is the basis for all party action. He says: "Use any ruse, cunning, unlawful method, evasion, and concealment of the truth."

Through Upper Men. Nor is this all. The line which a Communist teacher is expected to teach is not something worked out by him independently but is given to him through official Communist publications and officials. The Resolutions of the Ninth Convention of the Communist Party in the United States says (p.63): "In order to carry through their work effectively all Communists must at all times take a position on every question that is in line with the policies of the Party in the United States. William Z. Foster, (in *The Communist*, September 1939) urges Communist professors to revolutionize the techniques and theories of their profession. He says: "Thus our teachers must write new school textbooks and rewrite history from the Marxian viewpoint." At the recent extensive hearings before a faculty committee of the University of Washington, as a result of which two Communist professors were discharged from that university, the secretary of the Communist Party in the state of

of Washington testified that these two professors owed him the same loyalty demanded of other members of the Party and that if in their university classes they should make the mistake of favoring the Marshall Plan for rehabilitation of Europe they would be expelled from the Party.

Time does not permit me to quote other similar instructions. But I do not see how any professor bound by such instructions--and all active members of the Communist Party are so bound--can do an honest job of teaching or research--can have true academic freedom.

Different in Japan. A third objection sometimes stated is that conditions are different in Japan and in America, and that an acceptable definition of academic freedom in the United States is not necessarily acceptable in Japan. It is true that conditions are different in Japan and the United States. But the situation as regards Communism is potentially more dangerous in Japan than in the United States. Communism is rearing its ugly head throughout many countries of the Orient--China, North Korea, Indo-China and others--and all of these are far closer and more intimately connected with Japan than with America. Furthermore economic and social conditions are more severe in Japan it is common knowledge that Communism invariably exploits such conditions. Insofar as conditions are different, therefore, it would seem that the situation with regard to Communism in universities may hold greater dangers in Japan than in the United States.

A fourth objection has been suggested, namely that only professors in such fields as politics and economics are involved, that others are not concerned. A prominent Japanese professor told me recently that a certain professor of Greek philosophy might be a Communist but that he could do no harm since he would have no chance to introduce dangerous Communist doctrine in his lectures. It is easy to see, however, when lecturing on Plato's Republic which describes the ideal state, a real Communist easily could and would distort his discussion by introduction of Communist doctrine. No field of study is safe from the Communist poison. Art, literature, drama, science, history, have all been severely distorted and reorganized from the Communist angle in Communist controlled countries and universities.

Should be Free. A fifth objection is that university professors and students should be free to study Communist doctrines and theories like other ideologies. This is quite true. President Conant of Harvard, so strong an enemy of Communism and Communist professors, even advocates making the study of Communist theory and practice compulsory in universities. I am sure the more we honestly study Communism in theory and practice, the more we shall come to fear and hate it as the foe of liberty and threat to democracy. But such study of Communism does not require that a Communist should do the teaching. Every university student should be familiar with the evils and consequences of murder and arson, but it is not necessary or even desirable to have a murderer or a "fire-bug" to teach such principles. Similarly a student might be expected to study polygamy and cannibalism, but no one would insist upon bringing in polygamists and cannibals to teach about these practices.

The sixth and final objection I wish to consider is that mere membership in the Communist Party is not sufficient to disqualify a man for a university professorship, but that university authorities should wait until a professor has actually committed some act which clearly violates academic freedom. This is the position, I understand, taken by the Japan Association of University Professors last week when it adopted a statement which says that they "are unable to see the justice of depriving a professor of his status merely because of his membership in a political party," but advocating dismissal of professors only when they "violate their own academic freedom by betraying in their utterances, writings, or guidance of students, partisanship in favor of some particular party or group." The point I have made, however, amply substantiated by the evidence I have already given and much more that could be given is that a true Communist can not remain harmless but must follow the Party line, even secretly and cunningly.

Recognize Dangers. I recognize that there is danger in applying the principles of discharge of a Communist professor I have discussed, but is there not much more danger to academic freedom and to the permanence and success of democratic government in not applying it? The chief danger that I see is that a professor may be discharged because he is merely "pink" instead of "red", because he is progressive and favors changes from some conservative university practices, or because he has made enemies who think that by labeling him as Communist they can more easily get rid of him. The principle I have stated applies to proved Communists, to members of the Communist Party. The National Personnel Authority has wisely provided that no government official, including national university professors, shall be discharged without a hearing if he asks for one. This was the commendable practice followed at the University of Washington when ample hearings before a committee of eleven professors were held, and 4,000 pages of testimony taken. The committee acting as a jury found the two accused professors unfit by belief and by practice to continue as professors in a community of free academic scholars. They found that as communists they had abandoned the profession of scholarship and the principles of academic freedom—so precious to a university.

I hope that Japanese professors, accused of being Communists, may also be given ample opportunity to defend themselves by duly established legal processes. They should have this same right in a private university as in a national university. But if a man is proved to be a member of the Communist Party who subscribes to its doctrines and authority—and he must do so if he becomes a member,—then I see no escape from the conclusion that he has forfeited his right to membership in the academic community because he has surrendered his freedom of thought, his freedom of study, and his freedom of teaching, to an outside agency.

Communism is more than a political party. It is a movement which would take over and regulate, according to a despotic ideology, every phase of a citizen's life. It tells you what you can think. It regulates your economic life. It looks upon education and the schools as an especially choice means of achieving its evil ends. It has never come into power in any country by a

clear vote of the people but always by violence, assassinations, conspiracy, or double dealing. And it assigns a special job to teachers who join the movement—the duty to destroy the loyalty of the children and youth and to indoctrinate them with Communist ideology. The question may properly be asked: "Should there be freedom to destroy our freedom—and freedom to use the schools and universities as an important means of doing it?"

No. 1
Etc

STRUCTURE OF HIGHER SCHOOLS IN TOKUSHIMA-KEN

April 1949

(1) Number of pupils:

		<u>No. of classes</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>		
	Ison (J.C.) -----	4th year (1)	45	-	45		
		5th year (1)	114	-	114		
Medical College	Idai (S.C.) -----	1st year (1)	44	-	44		
		2nd year (1)	40	-	40		
		<u>Total (4)</u>	<u>243</u>	<u>-</u>	<u>243</u>		
<hr/>							
Technical J. College (Kosen)	Public Works Course	2nd year (1)	32	-	32		
		3rd year (1)	33	-	33		
	Machine "	2nd year (1)	34	-	34		
		3rd year (1)	29	-	29		
	Pharmaceutical Industry "	2nd year (1)	34	5	39		
		3rd year (1)	27	1	28		
	Chemical Industry "	2nd year (1)	32	-	32		
		3rd year (1)	29	-	29		
	Electricity "	2nd year (1)	34	-	34		
		3rd year (1)	33	-	33		
	Ship-building "	2nd year (1)	32	-	32		
		3rd year (1)	32	-	32		
		<u>Total (12)</u>	<u>361</u>	<u>6</u>	<u>367</u>		
<hr/>							
Normal School	Preparatory Course	{ New USB grade, 2nd & 3rd year }	3rd year (2)	64	41	105	
			4th year (2)	63	33	96	
	Main Course	Human Science Course		2nd year (1)	49	21	70
		Social "	"	2nd year (1)	57	18	75
		Natural "	"	2nd year (1)	29	-	29
		Literature Course		3rd year (1)	45	18	63
		Social "	"	3rd year (1)	41	23	64
		Science "	"	3rd year (1)	27	13	40
		Home-making "	"	3rd year (1)	-	20	20
			<u>Total (11)</u>	<u>375</u>	<u>137</u>	<u>512</u>	
	<hr/>						
Youth Normal School	Men Section	Agricultural Course		2nd year (1)	30	-	30
				3rd year (1)	37	-	37
		Fishery Course		2nd year (1)	10	-	10
			3rd year (1)	7	-	7	
	Women Section	Home-making Course		2nd year (1)	-	10	10
				3rd year (1)	-	33	33
		<u>Total (6)</u>	<u>84</u>	<u>43</u>	<u>127</u>		
<hr/>							
<u>Grand total of 4 schools</u>		<u>(53)</u>	<u>1,083</u>	<u>236</u>	<u>1,319</u>		

(2) Number of teachers:

		<u>Men</u>	<u>Women</u>	<u>Total</u>
Medical College (	Isen (J.C.)-----	14	-	14
	Idai (S.C.)-----	22 (6)	-	22 (6)
	<u>Total</u>	<u>30</u>	-	<u>30</u>
<hr/>				
Technical Junior College (Kosen)		51	-	51
	<u>Total</u>	<u>51</u>	-	<u>51</u>
<hr/>				
Normal School (	Preparatory Course (New USS grade)			
	Main Course			
	<u>Total</u>	<u>57</u>	<u>3</u>	<u>60</u>
<hr/>				
Youth Normal School		19	7	26
	<u>Total</u>	<u>19</u>	<u>7</u>	<u>26</u>
<hr/>				
	<u>Grand total</u>	<u>157</u>	<u>10</u>	<u>167</u>

(3) Number of rooms:

(4) and (5) Days or weeks or terms per year:

(6) Years required for graduation:

No of rooms

		<u>Classrooms Laboratories Others</u>			<u>Days, Weeks and Terms per year</u>		<u>Years re-quired for graduation</u>
					<u>Weeks</u> (6-day week system)	<u>Terms</u>	
Medical C. (	Isen	2	11 (9)	0	35	3	5
	Idai	2	14	0	35	3	4 years and 24 units.
	<u>Total</u>	<u>4</u>	<u>16</u>	<u>0</u>	-	-	-
Technical J.C.		19	24	32	36	2	3
	<u>Total</u>	<u>19</u>	<u>24</u>	<u>32</u>	-	-	-
Normal S. (	Prep. Course				210 days	2	4
	Main Course				210 days	2	2
	<u>Total</u>	<u>45</u>	<u>12</u>	<u>61</u>	-	-	changed from 3.5 to 4.2 along the new Univ. System this year.
Youth Normal S.		7	12 (+5)	7(+3)	38	3	3
	<u>Total</u>	<u>7</u>	<u>12 (+5)</u>	<u>7(+3)</u>	-	-	-
<u>Grand total</u>		<u>75</u>	<u>69</u>	<u>105</u>			

- (10) Does the school have university ambitions?
- (11) When does it expect to become a university or part of a university? Which does it expect?

Answer: Establishment of new systemed Tokushima University was approved already, though its formal and detailed governmental organization was unsettled yet, they are preparing with following schedule:- According to the plan,

Medical S. College to be Medical Dept of new university,
 Technical J. College to be Technical Dept of new university, and
 Normal School and Youth Normal School to be Liberal Arts Dept of new university.

Further, Tokushima University Entrance Examination Committee Conference held at Tokushima Normal School on 30 April, this year, decided summary of its student collection way as follows:-

Number of students to admit:

Technical Dept	about 190	
Liberal Arts Dept	about 520 (including	4 year system 180, for E.S. teachers of 2 year system 200, for L.S.S. teachers of 2 year system 140.
Total	about 710	

Dept and course applicable:

The first, second, and third choice among courses of Technical Dept or Liberal Arts Dept will be permitted, and ones who want to choose Medical Dept in future (after 2 years) must choose 4 year systemed Dept and each Dept will take Co-ed system.

Qualification:

Graduates from new systemed U.S.S. ones finished school education of 12 years of general course, ones finished the first year grade course of old systemed high school or preliminary courses of junior college (Senmon-Gakke), ones passed qualification for admission to new systemed university or Senior College (Daigaku).

Date for application and place to receive:

13-26 May, at temporary office for entrance examination of Tokushima University, within Tokushima Normal School, Tokushima-shi.

Procedure for application:

To introduce written card and principal's information with examination fee, ¥ 400 through the school he graduated from.

Way of selection for admittance:

Results of written examination and physical test and principal's information shall be considered together with.

Scholarship test shall be done at standard of graduation grade of new systemed U.S.S.

Place for scholarship test, at the former Tokushima Commercial School.
 Place for physical test, at Medical Dept of the University.
 Date for entrance examination, 8 and 9 June.

in future 2080 (+80)

- (12) Is it a private or public school?
 (13) What sort of library do they have?
 (14) Do the professors and instructors have any sort of good books available?
 (15) If school is co-educational, to what extent?

Medical CollegePrivate or
PublicLibraryGood books
for professorCo-ed?

Public
(National),
managed
directly
by members

Books related to
medical science &
general culture.
Many books and
magazines were con-
tributed from Tokushima
MG or Tokushima
CIE Library,
and these are uti-
lized actively.

Available. Now we
ordering British and
American books through
Maruzen, or Nanzando
book-store, with
library budget or
professors' own pay.

In principle, Co-
educational and
we have prepared
to admit women,
but actually we
have no woman-
student because
there was no
woman applicants.

Technical J. College

Ditto

Principally techni-
cal books and books
for general culture
and general science.

We have enough good
books as far as con-
cerned to teaching,
study, guidance and
culture for professors
and instructors.

In principle, Co-
educational, but
actually we have
no woman student
except pharmaceu-
tical industry
course, because
there was no woman
applicants, though
each courses is
opened to women
at large.

Normal School

Ditto

We are planning to
construct an inde-
pendent library
within this fiscal
year, as old one
war suffered.
Present area of
library:
Reading room 36 taube
Book shed 13 " "
Office 13 " "
Books ever every
field have been or
to be, collected,
emphasizing on edu-
cational field at
post-war. At present
we have about 10,000
volumes including
1,300 volumes of
foreign books.

For books in Japanese,
available comparative-
ly but difficult to
get foreign ones. We
have gotten 1,000
volumes of foreign
books in favour of CIE
and MFT. On account of
poor budget, it is
difficult to get good
books sufficiently.
Students utilize
library extremely be-
cause they have few
reference books.

Co-educational,
completely.

Youth Normal School

Ditto

We have 2,500 vo-
lumes of books,
principally related
to vocational edu-
cation for students
and teachers.

We are exerting to pur-
chase good books with-
in the limit of budget,
and by teachers' own
money if necessary,
through the designated
book-stores or some-
times directly from
publishing offices.

Co-educational for
general common
courses except some
special cases.

(7) Courses and curriculum?

(8) Schedule of classes?

Curriculum of Medical Junior College (Isan)
(These subjects are required to all)

Subject	Hours per week		Subject	Hours per week	
	4th year	5th year		4th year	5th year
a. Internal treatment	5	6	l. Clinical exercise	3	8
b. Surgery	6	6	m. Bacteriology	2	-
c. Gynaecology	1	1	n. Anatomy	1	1
d. Obstetrics	1	1	e. Pathology	3	-
e. Dermatology	1	1	p. Hygienics	2	2
f. Urinology	1	2	q. Medical juris- prudence	2	2
g. Ophthalmology	1	2	r. Sociology	1	1
h. Otorhinolaryngology	1	1	s. English L.	2	-
i. Pediatrics	1	1	t. Physical training	1	1
j. Psychopathy	1	1			
k. Scientific medical examination	1	1	Total	<u>38</u>	<u>38</u>

Curriculum of Medical Senior College (Idai)

Subject	Hours per week		Subject	Hours per week	
	for 1st year			for 2nd year	
Requisite:			Requisite:		
a. Anatomy	11		a. Hygienics	3.6	
b. Anatomy: exercise	9		b. Pharmacology	5.6	
c. Physiology	5.6		c. Bacteriology	5.6	
d. Bio-chemistry	3.6		d. Physiology	1.8	
Elective:			e. Physiology: exercise	7.6	
e. Mathematics	1.8		f. Pathology	7.6	
f. Organic chemistry	1.8		Elective:		
			g. Physics	1.8	
			h. Psychology	1.8	
			Total	<u>34.8</u>	

Curriculum of Technical J. College (Kosen)

Curriculum for cyblic works course

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	2	2	2
Physical training	2	2	2
Foreign language	2	2	3
Mathematics	4	4	3
Physios	4	-	-
Chemistry	3	-	-
Electrology	-	-	2
Mechanics	-	-	3
Geology	2	-	-
Materials for PW	2	-	-
Execution of works	-	2	2
Land-surveying	3	-	-
Traffic road	2	3	2
Water works	2	3	3
Practical dynamics	2	3	2
Bridge	-	3	3
Ferro-concrete	-	2	-
Building construction	-	2	-
Enterprise & management	-	-	2
Design & drawing	3	11	10
Experiment & exercise	6	-	-
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Curriculum for machinery course

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	2	2	2
Physical training	2	2	2
Foreign lanruage	4	4	2
Mathematics	6	4	2
Physios	4	2	-
Chemistry	2	-	-
Industrial dynamics	2	-	-
Material dynamics	-	4	-
Thermodynamics & thermoengine	-	2	4
Hydraulics & hydraulic machine	-	2	2
Machinery design	-	2	2
Machinery works	3	3	3
Minute measurement	-	-	2
Electrology	-	2	-
Mechanism	1	-	-
Boiler	1	-	-
Vehicles technique	-	-	1
Automobile	-	-	1
Factory-building	-	-	1
Spinning industry	-	-	1
Heating & cooling apparatus	-	-	1
Theoretical physics	-	-	1
Industrial management	-	-	2
Design & drawing	5	5	5
Experiment and exercise	5	5	5
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Curriculum for Pharmaceutic
Industry Course

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	2	2	2
Physical training	2	2	2
Foreign language	5	5	3
Mathematics	3	-	-
Physics	3	2	-
Inorganic chemistry & mineralogy	3	-	-
Organic chemistry	4	2	2
Analytical chemistry	2	-	-
Theoretical chemistry	-	3	-
Electro-chemistry	-	-	2
Electrology	-	-	2
Mechanics	2	-	-
Chemical mechanics	-	-	2
Bacteriology	-	2	-
Medicinal plant & drug	2	2	-
Welfare chemistry	-	3	2
Pharmacopoeia, laws & ordinances	-	2	-
Compounding of medicines	-	-	2
Manufacture of drugs	-	4	4
Pharmaceutics	-	-	2
Chemical merchandise	-	-	2
Industrial management	-	-	2
Experiment & exercise	11	10	10
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Curriculum for Chemical
Industry Course

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	1	1	1
Physical training	1	1	1
English	3	3	2
Foreign L. (German)	3	3	2
Mathematics	4	2	-
Physics	3	-	-
Inorganic chemistry	3	-	-
Organic chemistry	3	1	-
Chemical analysis	3	-	-
Theoretical chemistry	-	3	-
Electrology	-	2	-
Mechanics	-	-	2
Chemical industry	-	2	2
Inorganic drugs & fertilizers	-	2	-
Oilfield chemical industry	-	3	-
Fuel chemical industry	-	-	2
Oil and grease	-	1	-
Saccharoid	-	2	-
Zyology	-	-	2
Higher molecular chemical industry	-	2	2
Organic drugs & dyes	-	-	2
Electrochemical industry	-	-	2
Construction of factory	-	-	1
Industrial management	-	-	1
Design & drawing	-	3	3
Experiment & exercise	15	8	14
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Curriculum for electricity course

Curriculum for ship-building course

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	2	2	2
Physical training	2	2	2
Foreign language	4	3	2
Mathematics	6	2	1
Physics	5	2	1
Chemistry	2	2	-
Electromagnetics	4	2	-
Theory of alternating current	-	2	1
Electromeasure	2	1	-
Manufacture of machine	2	-	-
Motor (prime mover)	-	2	2
Electro-machine and tools	-	4	4
Electric sending and distribution	-	2	2
Laws & regulations re electricity	-	1	-
Electric rail-way	-	1	1
Practice of electric heat & electro-motive power	-	-	1
Telegraph	-	2	2
Electric materials	-	-	2
Electro-chemistry	-	-	2
High voltage	-	-	1
Special theory of electric-communication	-	-	2
Strength of materials	1	0	-
Design and drawing	5	3	3
Industrial management	-	-	2
Experiment & exercise	4	4	6
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Subject	Hours per week		
	1st yr	2nd yr	3rd yr
Public people	2	2	2
Physical training	2	2	2
Foreign language	4	4	2
Mathematics	6	3	-
Physics	4	5	-
Resistance, propelling and rotation	-	2	2
Accounting way, stability and oscillation	2	2	-
Strength of shipbody	-	2	2
Electrology	-	2	-
Machinery design	-	-	2
Vessel-engine	-	-	2
Structure of shipbody	2	2	2
Construction of vessel	2	2	-
Design of trading ship	-	1	2
Dynamics & mechanics	2	-	-
Strength of materials	2	1	-
Laws & regulations re vessel	-	-	1
Hydro-dynamics	-	-	2
Construction of machine	2	-	-
Industrial management	-	-	2
Design and drawing	6	6	10
Experiment & exercise	3	3	6
<u>Total</u>	<u>39</u>	<u>39</u>	<u>39</u>

Curriculum of Normal School

Preparatory course

Common to 3rd year and 4th year, and this is planned in accordance with 2nd and 3rd year grade of new systemed USS's curriculum.

<u>Subject</u>	<u>Small subject</u>	<u>Hours per week</u>	<u>Comment</u>
National language	National L.	5	Requisite
	Chinese classics	2	Elective (selected by men)
Social studies	General sociology	5	One among three elective
	Japanese history)		
	Human geography		
Mathematics	Analysis I	5	One among three elective
	Analysis II)		
	Geometry		
Science	Physics	5	One among three elective
	Chemistry)		
	Biology		
Physical education	_____	2	Requisite
Art	Music	2	One among four elective
	Painting (Art))		
	Calligraphy		
	Handicraft		
Foreign language	English	5	Requisite
Homemaking	General Homemaking	4	Elective, and actually HM and clothing are selected by women
	Family relationship		
	Child development)		
	Home management		
	Foods		
	Clothing		
	<u>Total for men</u>	<u>51</u>	Moreover, an hour's homeroom time and three hours' physical training are added
	<u>Total for women</u>	<u>33</u>	

Curriculum for 2nd year of main course
of Normal School

Subjects	Hours per week	Elective, one among				
		For Human Science course	For Social S. C.	For Natural S. C.		
a. Philosophy	2	a	2	a or b	a or b or	
b. Ethics	2			or c	c or e	
c. Psychology	2	b or a	2			
d. National language	2			d or f	d or f or	
e. Chinese classic	2				g or h	
f. National history	2	d or h		e or g		
g. Foreign history	2	or f	2			
h. Human geography	2			h		
i. English language	4	e or g	2	i	4	
j. German language	4	i	4	j	4	
k. Art	2	j	4			
<hr/>						
l. Jurisprudence & politics	2	l or m	2	l	2	
m. Economics	2			m	2	
<hr/>						
n. Mathematics	2(+1)				n	
o. Physics	2	n or o or		n or o or	o	
p. Chemistry	2	p or q or		p or q or	p	
q. Biology	2	r	2	r	2	
r. Geology	2				r	
s. Daily-life science	2	s	2	s	2	
<hr/>						
t. Physical education	2	t	2	t	2	
u. Painting & handicraft music, calligraphy	4	u	4	u	4	
<hr/>						
<u>Total</u>	<u>48(+1)</u>		<u>55</u>		<u>55</u>	

Comment: This curriculum has been made anticipating that almost of them would enter Liberal Arts Dept of new university. Moreover, an hour's homeroom time and three hours' physical training are added for all this class. And students who want to get licence for school-teachers are required to finish, at least, following units of pedagogy:-

Subjects	Units	Hours of lecture		Hours of self-study	
		per week	1	per week	1
Growth and development of child & youth <small>educational psychology</small>	2				
Educational Psychology, measurement and statistics	2		1		1
Principle of education			1		1
Curriculum			1		1
Education of each subject, educational method & guidance	10		2		2
School administration and educational exercise	42		-		-
<hr/>					
<u>Total</u>	<u>56</u>		<u>6</u>		<u>6</u>

Curriculum for 3rd year of main course
of Normal School

<u>Common subjects</u>	<u>Hours per week</u>	<u>Special subjects for literature course</u>	<u>Hours per Week</u>
Philosophy	1	National language or literature	5
Curriculum, educational technique and guidance	2	Chinese classic	1
Educational psychology, educational measurement and statistics	2	English language or literature	5
Foreign language	2	Social science	1
Physical education	2	Natural science	2
Art Music and Painting Handicraft Calligraphy	3 (One among those, elective)	<u>Total</u>	<u>14</u>
Free self-study	2	Moreover, an hour's homeroom time shall be added.	
General homemaking	2	<u>Grand total</u>	<u>30</u>
<u>Total</u>	<u>16</u>		

<u>Special subjects for social study course</u>	<u>Hours per week</u>	<u>Special subjects for natural scient course</u>	<u>Hours per week</u>	<u>Special subjects for home-making course</u>	<u>Hours per week</u>
Jurisprudence	2	Mathematics	3	Home Management	4
Economics	2	Physics	2	Clothing	4
Social study	1	Chemistry	2	Physics	1
Historiology	3	Biology	2	Chemistry	1
Human geography	3	Geography	1	Biology	1
Human science	1	Agricultural Science	1	Human Science	2
Natural Science	2	Human Science	2	Social Science	1
<u>Total</u>	<u>14</u>	Social Science	1	<u>Total</u>	<u>14</u>
Moreover, an hour's homeroom time shall be added.		<u>Total</u>	<u>14</u>	Moreover, an hour's homeroom time shall be added.	
<u>Grand total</u>	<u>30</u>	Moreover, an hour's homeroom time shall be added.		<u>Grand total</u>	<u>30</u>
		<u>Grand total</u>	<u>30</u>		

Curriculum of Youth Normal School

Subjects	Common subjects Small subjects	Hours per week					
		Male division				Female division	
		Agricultural Course		Fishery Course		Homemaking Course	
		2nd yr	3rd yr	2nd yr	3rd yr	2nd yr	3rd yr
Social study	History & Geography	1	-	1	-	1	-
	General social study	-	1	-	1	-	1
	Jurisprudence and economics	1	1	1	1	1	1
Education	Principle of Ed.	1	1	1	1	1	1
	Ed. history	1	-	1	1	1	-
	Ed. system and Administration	-	1	-	1	-	1
	Vocational guidance	-	1	-	1	-	1
Literature	National language	1	2	1	1	2	1
	English language	3	2	3	2	1	1
Natural Science	Mathematics	1	2	1	2	1	1
	Physics	1	1	1	1	-	-
	Chemistry	2	2	2	2	-	-
	Biology	2	1	2	1	-	-
Art	Music	-	-	-	-	4	3
	Music or calligraphy	1	1	1	1	-	-
Agriculture	General Agriculture	-	-	-	-	1	1

Total 17 18 17 17 14 13

Special subjects FOR Agr. Course	Hours per week		Special subjects For fishery course	Hours per week		Special subjects for homemaking C	Hours per week	
	2nd yr	3rd yr		2nd yr	3rd yr		2nd yr	3rd yr
General Agr.	3	2	General fishery	-	-	General homemaking	1	2
Edible crops	2	-	Fishing	3	2	Foods	1	1
Special crops	-	2	Sailing operation	-	2	Child development	1	1
Agr. economics	1	1	Manufacture of marine products	2	2	Home science	1	1
Livestocks (animal husbandry)	2	2	Fishery multiplication	2	2	Clothing: Sewing: Jap. style	6	3
General forestry	-	1	Oceanic science	1	-	Foreign style	4	5
Agr. chemistry	2	1	Meteorology	2	-	Domestic handicraft	1	1
Experiment and exercise	6	6	Ichthyology	2	2	Foods; Exercise	3	3
			Fishery vessel	2	3	Flower arrangement	1	2
<u>Total</u>	<u>16</u>	<u>15</u>	Fishery chemistry	-	2	Tea arrangement	2	2
			Experiment and exercise	-	-	Clothing arrangement	1	1
<u>Grand total</u>	<u>35</u>	<u>35</u>				History of clothing	-	1
			<u>Total</u>	<u>17</u>	<u>17</u>	Specialized subjects	-	2
			<u>Grand total</u>	<u>34</u>	<u>34</u>			
						<u>Total</u>	<u>22</u>	<u>25</u>
						<u>Grand total</u>	<u>36</u>	<u>38</u>

At the other side, educational practice of about 9 weeks shall be added for each course.

(9) Student Government;

	<u>Technical College</u>	<u>Youth Normal School</u>
a. How were members of student Council chosen?	Each two members from among each class shall be elected by secret voting, plurality system. Committee chief and vice-chiefs mutually from among committee members.	Each one or two members from among each class shall be elected by secret vote, plurality. Committee chief and vice-chiefs mutual election from among committee members.
b. Constitution;		
1. Name	Tokushima Technical College Student Self-Govt Assn.	Tokushima Youth Normal School Student Self-Government Assn.
2. Object	Student self-gov't and to secure and protect over general student life.	To secure student self-government and to promote and develop student-life.
3. Qualification & dues	Whole students; amount of membership fee shall be decided in April every year.	Whole students; No rule of membership fee.
4. Officers and electing officers;		
President	One (Student Council Chief)	One (Student Council Chief)
Vice-president	Two (" vice-chiefs)	Two (" vice-chiefs)
Secretary	(Vice-presidents)	No rule
Treasurer	(Accounts committee men)	No rule
Other officers	24 Council members (each two representatives for 12 classes) and some teacher advisers.	10 Council members (each one or two representatives for 6 classes)
How to be elected?	By secret vote, plurality	By secret vote, plurality
Terms	One semester (6 month)	One year
Re-election	No limit	No limit
5. Duties of officers	Council chief - Chairman-General Affairs Committee Chief. Vice-Chief-Assistants of chief and to make minutes etc. Council members-Representatives for class and chairmen of his class meeting. Advisers shall give advice if required.	President, to represent and preside the Assn and general meeting. Vice-presidents, to assist President. Council members, to represent and preside his class.
6. Meetings;		
General meeting	Once per six months.	Once per term (3 annually)
Special meeting	Monthly class meeting. President call it if required by over one third.	If required.
Quorum	Two thirds (Majority if urgent)	Two thirds.
7. Committees;		
Executive committee	Monthly meeting	Monthly meeting
Special committee	No rule	No rule
Standing committee	= Executive committee = officers General Affairs, Planning, Cultural, Welfare, Negotiation and Liaison, Accounts Committees.	= 10 officers including council chief and vice-chiefs.
8. Initiative and referendum	No rule	No rule
9. Amendment of constitution	By support over two third of council members, through approval of general student meeting.	By decision of general meeting.
c. Writer of constitution	Organization preparatory committee members consisted of 18 students.	Mr. AKAIKE Kenji who graduated in March, 1949.
d. How are decisions made?	By majority except b.9	By majority
e. Composition of the student council.	24 officers consisted of a chief, two vice-chiefs, 21 members of 6 committees (including committee chiefs)	9 officers, representatives for each class (including committee chief and vice-chiefs)
f. Composition of the student Assn	Whole students-6 committees-12 classes; General meeting (decisive organ)-committee council (executive organ)-each class meeting.	General meeting, Committee council and 6 class meetings.
Remarks	At the other side, they have Koyukai (Teachers and students friendship Assn)	They have Koyukai, too.

Teacher and Student Association

	<u>Medical College</u>	<u>Normal School</u>
a. How were members of student Council chosen?	By mutual election from among each section and class.	By mutual election from among each section and class.
b. Constitution:		
1. Name	Tokushima Medical College Teachers and Students Friendship Assn (Gakuyukai)	Tokushima Normal School Teachers and Students Friendship Assn (Koyukai)
2. Object	Friendship and mutual training among teachers and students.	Auxiliary organ of school tradition. <small>5 month school</small>
3. Qualification & dues	All teachers and students, compulsory. Member fee: Students, ¥200 annually Teachers, 3 thousandths of monthly pay.	All teachers and students M. Fee: Students ¥50 monthly Teachers, ¥30 monthly.
4. Officers and electing officers:		
President	One (Dean)	One (Principal)
Vice-president	One (From teachers)	One (From teachers)
Secretary	(Members of General Affairs Div)	(General Affairs Div)
Treasurer	(Div & Sec Chiefs (Teachers))	Each teacher Div chief and vice-chiefs.
Other officers	(Div & Sec committee (each 3))	Each student Div chiefs and vice-chiefs. Each student Sec chiefs and vice-chiefs. Representatives for class and advisers.
How to be elected?	Recommendation or mutual election	Mutual election from teachers and students.
Terms	One year except President	One year except President.
Re-election	No limit	No limit
5. Duties of officers	President, to preside the Assn Vice-president, to assist Pres. Div- & Sec chiefs, to represent his Div or Sec.	Each chief, to preside and take liaison in his Sec. Each vice-chief, to assist chief. Class representatives, to represent its class. Advisers, to give advice.
6. Meetings:		
General meeting	Once a year	No rule
Special meeting	No rule	No rule
Quorum	No rule	No rule
7. Committees:		
Executive committee	Officers	Officers
Special committee	No rule	No rule
Standing committee	General Affairs Div (Secretary & Accounts Sec) Cultural Div. (Lit, Speech, Music, Movie, Art Photo, and social Sec) Physical Ed Div (Sports, Swim, Volley-, Base-, Tennis-, Basket-, Foot-ball, Rugby, Pingpong and Mt-climbing Sec) and Welfare Div.	General Affairs Div. (Plan, Secretary Accounts, Gazette, Library Sec) Cultural Div (Speech, child-story, Lit, Religion, Calligraphy, Art, Handicraft, Music, Natural Science, Home-land & Study, Movie, Language Sec) Physical Ed. Div (Volley-Basket-, Foot-, Base-, Soft-ball, Tennis, Pingpong, Sports, Rugby, Swimming, gymnastics)
8. Initiative and referendum	No rule	Through class representative
9. Amendment of constitution	By decision of officers' meeting.	By support of over two thirds of all members.
c. Writer of constitution	Welfare Div of the College	By representatives of teachers and students.
d. How are decisions made?	No rule	By support of over two thirds of attendants.
e. Composition of the student council	General Affairs Div Committee members consisted of representatives for four classes.	General Affairs Div committee members consisted of representatives for each class.
f. Composition of the	Whole teachers and students representatives for each Sec and class.	Whole teachers and students teacher or, and student-officers' meeting-General Affairs Div (Class representatives) meeting-general meeting.
Remarks	They have no organization and are preparing to organize Gakuyukai as above.	They have no student Government Association (Jichikai) but Koyukai as above.

CIVIL INFORMATION OFFICER

EPD
1332

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

Civil Information
and
Education Section

General Headquarters
SUPREME COMMANDER FOR THE ALLIED POWERS
APO 500

15 May 1951

Note: Because of Reduction in Force, effective immediately, this will be the last issue of CIE Monthly Summary. The Civil Information and Education Section will publish no periodic reports of any nature in the future.

INFORMATION

Women's Week Activities

Four major and well-integrated events highlighted the month of April for Japanese women: Women's Week, April 10-16 which marked the fifth anniversary of women's suffrage and was celebrated in every town and village in the country; April 23, when a record turnout of 91.1% of the voters elected town and village officials, and newspapers were unanimous in their praise of women's participation, noting that for the first time in Japanese history more women voted than men; April 30 when women again participated in a record voting turnout to elect governors and prefectural (state) assemblymen; and April 30 when four Japanese women leaders began a two-week observation of the proceedings of the U.N. Commission on the Status of Women at Lake Success.

Women's Week, a nation-wide annual program which is sponsored by the Women's and Minors' Bureau was developed around the theme of community, prefectural, nation, and world responsibility. Both governmental and non-governmental organizations and agencies attempted to examine the question of citizenship showing how it may stem from local practical undertakings. It was designed to reach women of comparatively little educational background, mothers generally too busy for events outside the home, and those who are apt to think only in terms of their own personal economic advancement. It was intended to make clear that each person may make a personal contribution to world betterment.

To explain the purpose of the week the Women's and Minors' Bureau distributed as a handbook a copy of a report by Mrs. Nobuko Tomita on her three-months study of civic activities of United States women's organizations; factual material on women throughout the world secured by the Bureau from the Commission on the Status of Women; appropriate statistical material on Japanese women's education, political activities and responsibilities, participation in trade unions, organizations, and civic associations; a translation of a report by the Hogg Foundation on School and Community Join in Educating Youth; handbooks and leaflets examining numerous basic aspects of the Japanese problem.

It is noteworthy perhaps that the original responsibility for the program was largely in the hands of women who had participated in the Women Leader Project of the Interchange of Persons program and who finished a study of organizations and agencies in Washington, Philadelphia, New York, Connecticut, Ohio, Tennessee and California approximately one year ago. While material secured from communities in these areas in the United States furnished the inspiration for much of the program planning for the week, everything was adapted to the very distinct needs of Japan and contrasts were drawn between necessary differences in approaches to situations in a country born to democracy and a

country in which democracy is being grafted to feudalistic roots.

For instance the Women's Week handbook developed by Mrs. Tomita explained: "As Japan entered the group of modern states in a comparatively recent stage of world history she had neither the time nor the politico-economic conditions which foster the development of independent citizens. Therefore the modern Japan included feudalistic patterns under cover of a highly developed capitalistic economy. This was especially true of women over whom the restrictions were especially strong because of the deep-rooted family system. A woman was recognized as a daughter of "A" House or "B" House and scarcely had any connection with society at large. Despite commendable personal accomplishments in womanly etiquette and learning, women lacked an understanding of the true meaning of citizenship . . . the final aim of Women's Week then was to stimulate interest in matters outside their families.

Because of the fundamental nature of the program and its need for application to men as well as women, it was more broadly supported perhaps than any other Women's Week program to date. Newspaper editorials were specific and meaningful. The Mainichi, one of Japan's three largest national newspapers, asked women voters, who outnumber men voters by 2,000,000: "Do you whose homes are directly connected with villages and towns know about the needs, operation, such as financing and programs, of your schools, public halls, libraries, PTA, school lunch programs, and guidance courses for adolescents? The sanitary and health facilities? The roads, bridges, street-lights, and fire stations?" The editorial continued: "All of these facilities are managed by taxes which you paid out of hard-earned income. You must give your attention to seeing that budgets are properly expended and that public servants do a commendable job."

Yomiuri newspaper, another national daily, pointed out that "the emphasis on the need for women to recognize their social responsibilities does not mean that men are not also weak in discharging theirs. It does mean that we hope that women's awakening may have a great influence over men."

To promote the program, the Women's and Minors' Bureau sponsored a national conference which examined the meaning of citizenship and developed practical suggestions for the implementation of the idea. This two-day conference was participated in by outstanding Japanese scholars, critics, labor, education, and farm leaders. A careful stenographic record was taken of the proceedings and will be compiled into a report which will be distributed through the country. The Bureau also sponsored the following:

1. A public opinion poll of the extent of women's civic consciousness.

2. An exhibit in the National Diet Library on the history of Japanese women's progress since the latter half of the nineteenth century which succeeded in gathering together in one place, precious privately owned documents heretofore unknown or forgotten by the public. Tours to this exhibit were arranged for women's organizations, schools, and social organizations of all types. Because the exhibit required months for preparation and charts and graphs included in it have a permanent value, they were photographed and film strips are being made from them for background use in lectures by the field staff of the Bureau and interested organizations and agencies.

3. A rally of women workers in the national capital at which a visiting CIO official from the United States spoke on "Civic Responsibility of Women Workers." More than 5,000 women attended this meeting.

4. Program aids of all types, motion pictures, film strips, exhibit material, leaflets, and pamphlets.

Programs through the country included round-table discussions, community rallies, field trips, mock prefectural and local assemblies entirely staffed by women, contests, TB health examinations, clean-up campaigns, and petitions for civil authorities to improve street lighting.

It may be concluded, therefore, that Women's Week was more than a "commemoration day." It launched programs that may be continued for a year or more.

Women's Week this year received international attention. More than 30 organizations in 12 countries including England, India, Thailand, China, Norway, Denmark, France, Sweden, and Italy sent congratulatory messages. These good-will notes are being acknowledged by the Bureau with samples of Women's Week materials and a useful English translation of a booklet "Statistical Materials Relating to Japanese Women" which includes facts and figures on women's advance in the social, economic and political fields and contains a table defining all of the elective public offices open to women. This booklet is available to organizations requesting copies from the Women's and Minors' Bureau, Labor Ministry, Tokyo, Japan.

How great a part Women's Week played in the record turnout of voters in the election which followed cannot be known. Newspapers again extolled Japanese women in an unprecedented fashion. Yomiuri newspaper commented, "Women's ability has never been shown so strongly as in the local elections this time. This might be an epoch making fact in Japanese history of politics and culture. Every voting place from about 10 in the morning was filled with crowds of girls and housewives. It was a scene of kitchen voting! Women have realized from their four years experience

that the problems related to heavy tax and low wages cannot be solved by well-side conferences and drawing room chatter. Women's political consciousness will from now on connect politics and the kitchen The successful candidates should remember that women are expecting much from them."

While the nation-wide results of the election in terms of number of successful women candidates are not known, Mainichi reported that "The number of successful women candidates to Tokyo ward assemblies was 30, a number six times as large as before."

A description of Women's Week, the results of the election so far as known, and an account of women's progress over the past five years were covered by Mrs. Suniko Tanaka, Chief of the Women's Section of the Women's and Minors' Bureau who spoke briefly at the official dinner given for the U.N. Commission on the Status of Women delegates in New York, Tuesday evening, 8 May. Other women who attended the Commission meetings with Mrs. Tanaka were Mrs. Yoshiko Uo, field representative of the Bureau from a rural prefecture; Miss Miyoko Shiozawa, chief of the Women's Section, National Federation of Silk Reeling Industry Workers' Union; and Mrs. Miko Noda, Judicial Probationer of the Supreme Court.

Plans are now being made to continue the work in all the fields indicated above during the next fiscal year. The Women's and Minors' Bureau is now drafting citizen information leaflets on the follow-up necessary after an election; studying international materials from the Commission on the Status of Women appropriate to a citizenship program; and planning for meetings with the women named above immediately on their return to Japan.

Radio Listeners Survey

The Broadcasting Corporation of Japan has released figures on a special radio listener survey indicating that news programs, including news commentaries, and quiz broadcasts rate highest in popularity among Japanese listeners.

The special survey was conducted during the period 15 to 18 February and during the period 1 to 4 March. The special survey was in addition to the regular monthly polls conducted among an average of two thousand listeners who are asked questions on a few specified programs.

The special project surveyed 80 programs broadcast regularly by BCJ, and involved more than three times the number of listeners surveyed regularly. The number of questionnaires distributed amounted to 7,348 and valid replies totaled 6,640.

Individuals receiving the questionnaire were chosen from BCJ subscription lists, and the sample as a whole was representative on an economic, sex and professional or occupational basis, of all of Japan. Persons interviewed ranged in age from 14 years to above 60.

The survey featured filling out a sheet containing the names of the programs and indicating one of three choices: "I prefer to listen to this program"; "I prefer not to listen to this program"; and "No opinion."

The regular BCJ news programs were preferred by 92 percent of the individuals replying. Eighty-four percent of the replies showed preference for "Weather News", 82 percent liked the news commentaries, and 81 percent showed preference for the "Twenty Gates" quiz program.

Dance music programs proved to be unpopular among a majority of the listeners with 47 percent of the opinions being against it and only 16 percent in favor, the remainder expressing no opinion. Maniwabushi, a classical type of Japanese music including story telling, received a high favorable vote, with 74 percent of the individuals preferring to hear such broadcasts.

The Broadcasting Corporation of Japan uses data gathered in the regular and special surveys to adjust its broadcast schedules in accordance with listener's wishes. An effort is made to provide the most comprehensive type of overall broadcast schedule. The present schedule includes news, and news commentaries, quiz programs, modern and classical western and Japanese music, and various variety programs. Nearly fifty percent of total broadcast time is devoted to public service programs, estimated to be more than the total time given to such broadcasts by any network system in the world.

Documentary Films

A total of eight new documentary films in 16mm size were released during April 1951 under the SCAP-CIE Documentary Film Program. Distribution for presentation to Japanese audiences was made through the 46 prefectural audio-visual libraries, and the films were shown in Information Centers, Citizens' Public Hall schools, shrines and other public gathering places. Additional coverage was given by traveling projectionists who regularly visit remote villages and communities otherwise unreachable by motion pictures, with these and other informational films available under the SCAP-CIE program. The titles of the films released during April are as follows:

1. CIE 289 - STORY OF THE YWCA - Produced by the National Board of YWCA and adapted for use in Japan, this film tells what the YWCA has to offer to all those who wish to enter her portals.
2. CIE 295 - CIE FILM SKETCH #32 - BRIEFS FROM AMERICA - Made up of USIS film material, this is a short composed of three sketches. The first tells of the Coast Guard Patrol, the story of the ships and men who patrol the country's coastline extending some 40,000 miles. The second depicts some 78 students from 22 countries now studying at the Massachusetts Institute of Technology as an actual experiment in international cooperation. The concluding episode covers winter sports in the United States.
3. CIE 187 - PICTURE IN YOUR MIND - Produced by Julion Bryan and adapted for Japanese audiences, this is an unusual color cartoon depicting an appeal for tolerance and mutual understanding among all races and creeds, with individual awareness by all to make this world a better and more peaceful place.
4. CIE 216 - PARTNERSHIP FOR PEACE - This film, produced by the US Army and adapted for use in Japan, depicts the big role carried by UN in liberating South Korea, the tremendous responsibility to reconstruct and to give relief to the war ravaged areas once it has been freed, and the United States' contribution to the defense of the free world.
5. CIE 270 - PRODUCTIVITY, KEY TO PLENTY - Adapted for use in Japan, this American film shows the role of the machine in reducing human drudgery and giving America the highest standard of living in the world, and how productivity in the future will enable America to maintain and increase these standards.
6. CIE 259 - MUSEUMS FOR SCHOOL CHILDREN - Produced by the US Army and adapted for Japanese use, this short depicts a museum in Brooklyn, N.Y., designed especially for children who visit the exhibits as a regular part of their school course.
7. CIE 266 - DRAFTSMEN OF DREAMS - A 20th Century Fox production adapted for use in Japan, this 2-reeler shows the activities of the US Patent Office in copyrighting ideas, inventions, hopes and dreams of those who bring their brain children to these offices.
8. CIE 274 - PUBLIC OPINION - Adapted for use in Japan, this American film describes what "the public" means and shows the effect of public opinion in a democracy.

American Editorials Broadcast by BCJ

During the period 1 April to 30 April 1951, a total of 19 American editorials, chosen by the Broadcasting Corporation of Japan for their importance in the political economic, social and cultural fields, were broadcast by BCJ. A complete list of subjects follows:

<u>Date</u>	<u>Newspaper</u>	<u>Subject</u>
4 April	Denver Post	Japan Reparations. (Would excuse Japan from paying reparations.)
5 April	New York Herald Tribune	The Tentative Draft of the Japanese Peace Treaty. (Soviet acceptance not necessary for conclusion of Japanese Treaty.)
6 April	New York Herald Tribune	President Truman's Speech to American Republics. (Thorniest problem of future can be worked out through selfless cooperation Truman tells Conference of 21 Republics.)
7 April	Baltimore Sun	The Satellites' Record on Treaty Violations. (Approve US insistence on discussion of Treaty violations by Satellites.)
9 April	New York Herald Tribune	The Psychological Moment. (Applaud British Foreign Minister's Statement that now is the time to end Korean war.)
12 April	Washington Star	To Fight If Western Europe Should Be Attacked. (Say history will regard as significant Senate's decision to put six U.S. divisions in Europe as safeguard against Communism.)
13 April	New York Times	Russia's Supercollectives. (Giant farms planned by Russia said to be based on political rather than economic consideration.)
14 April	Washington Post	Conference of American Republics. (Unanimity marked meetings of Western Hemisphere Foreign Ministers in Washington.)

<u>Date</u>	<u>Newspaper</u>	<u>Subject</u>
16 April	New York Times	Terror in China. (Chinese Communists resort to terror to maintain control.)
17 April	New York Herald Tribune	Marshall's View on World Crisis. (Praise Marshall's view that U.S. should be prepared to meet any emergency posed by Communist aggression.)
19 April	Christian Science Monitor	General Ridgway, New SCAP. (Ridgway termed "Happy Choice" to succeed MacArthur.)
20 April	New York Times	"A Peace of Reconcilliation" (Desire of Americans to Live Amicably with Japanese is Reflected in Dulles' Speech.)
21 April	Idaho Statesman	US and Russia on Japanese Treaty. ("Futile" for U.S. to try to win Russian acceptance of its proposals for a Japanese Peace Treaty through bargaining.)
24 April	New York Times	Progress of Production in Soviet Union. (Soviet industrial gains, still far short of U.S. production, made at tremendous cost to Russian people.)
25 April	Washington Post	The Fulbright Act. (Fulbright Act said to have helped link the world together.)
26 April	Denver Post	Russian's Reduction of Armaments. (Claim Russia's offer to reduce armaments was not made in good faith.)
27 April	New York Herald Tribune	Fundamentals in the Far East. (Dulles' statement on American intentions in Western Pacific termed "Impressive".)
28 April	Washington Post	American Expression of Friendship for Russian People. (Approve American Expression of friendship for Russian people as apart from their leaders.)
30 April	Christian Science Monitor	The Peace Pact for Japan. (View taken that proposed peace treaty cannot settle all questions but can lay framework for peaceful relations.)

Exhibits Branch Activities

During April, the Exhibits Branch reviewed the English captions on one-hundred and twenty (120) panels of the Architectural and Housing Exhibit prepared by the Ministry of Construction for showing in the 1951 "CONSTRUCTA" Building Industry Exhibition at Hannover, Germany from 3 July to 12 August 1951, and, at the request of the Ministry, suggested changes to insure clarity.

The American Commemorative Stamps and American Postal Installations exhibits together with the newly completed International Cooperation exhibit were forwarded for showing in the Postal Services Hall at the Takaoka Fair in Toyama Prefecture from 5 April through 25 May 1951.

Exhibits Branch completed and forwarded to prefectural audio-visual libraries through Civil Affairs Regions and SCAP-CIE Information Centers 46 sets of the exhibit, Free Public Libraries in the U.S. This exhibit depicts the activities of free public libraries in the United States, and makes reference to the new Library School (under the direction of the American Library Association) which opened at the Keio University in Tokyo on 7 April 1951.

The newly completed Aims of the U.N. Charter and Blueprint for Peace exhibits together with the Universal Declaration of Human Rights, U.N. Organization for Peace and U.N. Aids Social Work in A New India exhibits were loaned for special showing at the United Nations Association of Japan Conference held for one week from 15 April 1951 at the Ochanomizu Women's University in Tokyo.

Plans have been completed for a series of weekly Exhibit Workshops for the training of prefectural audio-visual library employees. The first course will begin on 8 May 1951.

One of the four sets of This Is The U.S.A. which are now available for loan from the CIE Exhibits Branch was loaned to the Mitsukoshi Department Store in Nihombashi, Tokyo for showing from 7 through 11 April 1951, but due to increased popular interest in the exhibit, the showing was extended. This exhibit, made up of sixty-one vari-colored panels, traces America's development and shows the effects that both geography and natural resources had on the movement of the population, the growth of industrialization, and the resulting social problems.

Newspaper Releases

During April 1951 a total of 186 USIS and SCAP-CIE news items were released to the Japanese news services and newspapers. Included were the following: Schuman Plan offered as model demonstration on how free nations can cooperate for mutual safety and benefit; Mother executed by Red Chinese on daughter's testimony; Christian Church Movement in Russia has gone underground, Bishop reports; Negro fashion designers acclaimed in New York show; U. S. Government and Medical Schools join in attack on disease in Asia; Soviet Industrial gains, still far short of U. S. Production, made at tremendous cost to Russian people; Peace in Korea will be possible when aggressors are prepared to recognize authority of World Community, Warren Austin says; UNESCO gift stamp system proves highly successful as means of re-equipping war-damaged schools, libraries, museums, etc.; United Nations asks governments to put interests of humanity above profit derived from narcotics sale; Charge that Soviet block members are not cooperating with world health organization; Russia rewrites history to exclude American aid during famine three decades ago and World War II; Kremlin once again demonstrates capacity for bad faith by attempting to retain U. S. ships; British Intelligence discloses graft within Soviet Union; Russians living in cities will have more dairy products at expense of rural population; Meat ration for East Germans will be halved; Enrichment of rice with Vitamin B-1, costing 35 cents per person per year, would save tens of thousands annually, scientist says; Charge Governments of USSR, Rumania and Hungary with violating trade union rights; Fulbright Act said to have helped link world together; Outstanding American individuals and organizations send greetings in connection with celebration of Women's Week, April 10-16; Peiping's rejection of International Red Cross program termed "A withdrawal from ways of civilized world"; Diet member addresses Iowa State Legislature.

Photographic Releases

During April 1951, 2,542 photographs were released through SCAP-CIE Information Division to the Japanese syndicates, newspapers and magazines. Of these, 1,263 were produced in the United States and 1,279 were produced in Japan.

An additional 191 photographs, captioned in Japanese, were released through the Exhibits Branch.

Photographs covered such subjects as: Syngman Rhee and Gen. Ridgway meet at Pusan. Officials of Hokkaido-Kensetsu Company, Ltd., of Japan, and Americans of Tokyo sub-office of Okinawa Engineering District sign contract for housing construction on Okinawa. Destroyer screens for USS Bataan. MacArthur's departure from Japan and arrival at Honolulu, San Francisco,

Washington and New York. Ambassador John Foster Dulles arrives. Commandos of 41st Royal British Marines receive briefing instructions before daring raid near Songjin. Japanese fishing fleet-owner reimbursed for expenses incurred while rescuing UN airman. Direct hit by 2,000-pound bomb destroys bridge at Yonghung, North Korea. American Red Cross drive on Okinawa nets \$8,000 from "bull fight." Tree planting ceremony near American Embassy. Secretary of Army Frank Pace, Jr., arrives at Haneda. Easter sunrise service at army base in Korea. Turkish artillery goes into action. Japanese newspapermen leave for U.S. Episcopal missionaries arrive in Okinawa. Greek Independence Day celebrated. Corsair fighter speared by own rocket that shakes loose and bounces into wing on plane's landing. Japanese children participate in rice quota ceremony.

Magazine Releases

Period 1-30 April 1951

	<u>No. of Releases</u>	<u>No. of Magazines</u>	<u>No. of Topics</u>
Special Releases (Offered on an individual basis)	507	352	507
General Releases (Available to any publisher)	202	92	148
Total	<u>707</u>	<u>444</u>	<u>655</u>

Magazine releases offered through the Information Division of CIE covered diversified subjects indicated by the following titles and magazines which accepted them: Fujin Gaho (Lady's Pictorial), "Father and Son - U.S. Style"; Nihon Nogyo Shimbun (Japan Agricultural Newspaper), "Japanese Agriculturalists Visit Iowa State College"; Jui Chikusan Shimpo (Astronomy and Meteorology), "American Scientists Learn Secret of Rain-Making"; Hochi Shimbun (Hochi Newspaper), "Rumania's Robot State"; Kyoiku Giijutsu (Educational Technique), "What Kind of Person Will Your Child Be"; Asahi Camera, "Edward Steichen: American Master Photographer"; Nippon P.T.A., "One World - Child Size"; Chikusan Joho (Stock Breeding Report), "Colorado Country Fair"; Tokyo Shobo (Tokyo Firefighting), "School for Firemen"; Current Of The World, "Anglo-American Unity"; Shin Taiiku (New Physical Education), "Government Sponsored Recreation In The United States"; Chuo Fujin Shimbun (Central Women's Newspaper), "Women and Top-Level Jobs"; Chugakusei No Tomo (Friend of High School Boys), "Rotary Sponsors Camp For American Boys"; Kogyo Shimbun (Industrial Newspaper), "New Products Raise Standard of Living"; Yomiuri Sports, "American & Japanese Educators Compare Methods"; Higoki Kigoki (Tragedy and Comedy), "An American College of Theatre Arts"; Shimbun No Shimbun (Newspaper's Newspaper), "Influential Women of Washington"; and Nihon Jyuishi Kai Zasshi

(Japan Veterinarian Association Bulletin), "Fifty Years of Public Health."

Following is a list of new publications started during the month of April:

Newspaper: Tokyo Fujin Shimbun (Tokyo Women's Newspaper)

Magazines: Bunson (Literature Front); Nippon Koho (Japan Information); The Upper Room Japanese Edition; Doryoku (Power); Keizai Koron (Economic Review); Jinbutsu Gokkan (Monthly Personal Affairs); Museum; Sanki Monthly (Monthly Bulletin of Sani Industry Co.); Bungaku 51 (Literature 51); Best Seller; Bungei Club (Literary Club); Wire Chief; Kokusai Shashin Joho (International Graphic).

Translations and Book Authorizations

During April 1951, authorizations were furnished Japanese publishers to publish translations of a total of 38 books. Of these 23 were under license, 12 were royalty-free, 3 non-copyright and 0 under the Translation Program. 20 books were American, 9 French and 9 British.

Some of the titles authorized were: THE MUSIC CURRICULUM IN A CHANGING WORLD, Lilla Belle Pitts; JOSEF BREAKS FREE, Herman Koston; THE STORY OF MANKIND, Hendrik Willem Van Loon; LES BEAUX QUARTIERS, Louis Aragon; TYPHOON and YOUTH, Joseph Conrad; EYELESS IN GAZA, Aldous Huxley; THE OCCUPATION OF JAPAN-1948-1950, Robert A. Fearoy; CREATIVE GROUP EDUCATION, S. R. Slavson; I'LL NEVER BE YOUNG AGAIN, Daphne du Maurier; AMADOU LE BOUGILLON and LES LUNETTES DU LION, Charles Vildrac; THE FARMERS UNION IN WASHINGTON, Robert and Rosalind Engler; THE MAGIC WALKING STICK, John Buchan; TONO BUNGAY, H. G. Wells; HOW GREEN WAS MY VALLEY, Richard Llewellyn; VOL DE NUIT and COURRIER SUD, Antonio de St. Exupery; SOME THEORY OF SAMPLING, William Edwards Deming; AN ESSAY ON MARXIAN ECONOMICS, Joan Robinson; EDUCATION FOR INTERNATIONAL UNDERSTANDING IN AMERICAN SCHOOLS, National Education Association; CHRIST AND HUMAN SUFFERING, E. Stanley Jones; BLINDNESS, Paul A. Zahl; L'ETRANGER and LE MALENTENDU SUIVI DE CALIGULA, Albert Camus; ROADS TO FREEDOM, Bertrand Russell; HISTOIRE DE LA FRANCE, Andre Maurois; THE LIFE AND DEATH OF CHOPIN, Casimir Wierzynski; LAD, A DOG, Albert Payson Terhune; VIE ET TRANSMUTATION DES ATOMES, Jean Thibaund.

EDUCATION

American Professors for Japanese Universities

During the 1951 Fiscal Year, plans were completed and implemented for 35 American professors to come to Japan to teach in Japanese universities. The university authorities indicated the position for which they desired American professors and candidates for these positions were recruited by the Institute of International Education in New York City pursuant to arrangements made with the Department of the Army. Final selections were made by the Japanese universities from the records submitted for consideration. Instruction in English, both language and literature, was most in demand with the various social science fields second. Professors qualified to teach Philosophy, Foreign Trade, Music and Education were also wanted.

American professors employed under this program are paid a yen salary by the employing institutions, in most instances the salary being approximately equivalent to that of the University President. Dollar funds to cover transportation and other commitments have been provided from GARIOA appropriations in accordance with a contract between the Department of the Army and the Institute of International Education.

These professors are not classified as Occupation personnel and receive no logistic support from Occupation sources. They are pioneers as post-war foreign teachers under direct contract with Japanese universities, reopening in some measure a program which had played such an important part in the development of Japanese education. Staff members of the Civil Information and Education Section have cooperated with the Ministry of Education in receiving and introducing the professors to their new positions and have offered assistance whenever possible.

A list of the names and addresses of the American professors will be found as Supplement II to this summary. It is understood that an exchange of correspondence will be welcomed.

Children's Charter Promulgated

Aimed at safeguarding the basic human rights and welfare of the children of Japan, a Children's Charter was promulgated at a ceremony held at the official residence of the Japanese Prime Minister on the occasion of Children's Day, 5 May 1951. In attendance were some 350 members of the Children's Charter Drafting Council, 30 members of the National Diet, and leaders of the nation's leading juvenile welfare organizations. Throughout Japan

ceremonies, lectures and other events were held to mark the inception of the charter.

The work of drafting the Children's Charter was taken over during 1950 by a specially created Secretariat in the Prime Minister's office. The complete draft, composed of a preamble, three basic principles and a text in 12 articles, was the result of two years study started by the Central Juvenile Welfare Council in June 1949.

The Charter encompasses the principles underlying the Japanese Constitution, the School Education and Juvenile Welfare Laws, and those clauses in the Labor Standards and other legislation concerning children. Its general rules provide that all children shall be respected as individuals, regarded as lawful members of society, and reared in a good environment.

Other provisions in the text of the Charter stipulate that all children shall be afforded equal opportunities for the promotion of health, educational opportunities, occupational instruction, shall be protected from persecution, hard labor, neglect or any other kind of maltreatment, and shall be so guided as to be united with one another by love and sincerity and grow up to be respectable citizens who contribute to the peace and culture of mankind.

Primer of Democracy

More than 3,500,000 copies of the First volume of the Japanese Ministry of Education publication Primer of Democracy, and more than 2,300,000 copies of the second volume have been distributed to schools and educational institutions since the initial publication of the first volume in 1948 and of the second in 1949, according to Ministry of Education reports.

Authors of the book were a committee of 12 Japanese scholars drawn from the fields of education, journalism, political science, economics and history. Selected by the Ministry, they worked in close cooperation for 18 months.

The first volume aroused more general interest than any textbook published after the war. The second volume discusses the history of democracy in Japan and its development under the new constitution, new rights and responsibilities of Japanese women, democracy's position in international relations, how methods of democracy can be learned, and democracy's promise for the future. Both volumes are required textbooks for ninth and tenth grade courses in social studies and supplementary texts for seventh and eighth grade courses.

In addition to its use in schools, the Primer has been made available to interested readers in adult education groups, Citizens' Public Halls, public libraries, SCAP-CIE Information Centers and public reading rooms. During 1949, the Ministry of Education distributed 300,000 copies free of charge of the Story of Democracy (comprised of Chapters 1,5,7,9,10 and 11 of Volume I of the Primer) to repatriates. During 1950, 120,000 copies of Volume II of the Primer were distributed to repatriates.

Commercial sales of the Primer to the general public during 1949 and 1950 totaled over 40,000 copies of the first, and 20,000 copies of the first and second volumes combined as a set.

Following the publication of the Primer of Democracy by the Ministry of Education and its adoption as a textbook for use at the Secondary School level, a number of attacks were made against it. The Communist Party press, in particular the newspaper Akahata, denounced it in a series of inflammatory articles. The nature of the attack followed usual communist lines of disagreement with any concept of democracy other than that held by the party. In addition, the treatment of communism in Chapter II of the Primer was claimed to be a "distortion." The Akahata series was titled "Primer of Democracy Advocates Anti-Communism, Opening the Road to Facism."

The Japan Teachers Union voiced a protest to the Ministry of Education against the use of the book, stressing that the use of the book violated the 8th article of the Fundamental Law of Education which provides that schools shall "refrain from political education or other political activities for or against any specific political party." The Ministry of Education maintained that the publication of the book and its use in the schools does not violate the Law, on the grounds that the teaching of democracy as an entire way of life does not constitute political activities for or against any specific political party. Further, while the Primer treats in some detail the nature of communist dictatorship methods, it in no place discusses the Japan Communist Party or its activities.

One group of private individuals carried the protest into the courts and legal action was brought against the three Ministers of Education and several others involved in the development and use of the Primer in an effort to have it adjudged in violation of the law. Both the complaint and the statement of position of the Ministry of Education were taken under investigation by the Tokyo Procurator's Office in February 1950 and were dropped in December 1950 "as not possessing sufficient substance for making a case of the matter."

Textbook Production and Distribution

As of 15 April 1951, the Ministry of Education's Printing, Authorization, and Distribution Report on 1951 school year textbooks reveals that 178,486,363 textbooks out of an authorized total of 227,430,810 have been printed and distributed to schools on the elementary, lower secondary and upper secondary levels. The breakdown on those authorized, printed and distributed is as follows:

Authorized for Printing

	<u>Exhibit</u>	<u>School</u>	<u>Total</u>	<u>Printed Distributed</u>
<u>Elementary:</u>				
Arithmetic	200,250	21,296,070	21,496,320	11,795,906
Music	83,250	11,800,467	11,883,717	11,883,717
Nat'l Lang.	398,250	45,958,490	46,356,740	29,043,491
Science	171,000	34,879,558	35,050,558	27,961,813
Social Stud.	85,500	14,420,983	14,506,483	9,611,425
	<u>938,250</u>	<u>128,355,568</u>	<u>129,293,818</u>	<u>90,296,352</u>
<u>Lower Secondary:</u>				
Calligraphy	15,750	3,180,043	3,195,793	3,195,793
English	49,000	4,000,198	4,049,198	4,043,614
Health	12,250	2,472,934	2,485,184	2,485,184
Jap. Gram.	7,000	2,544,735	2,551,735	2,551,735
Mathematics	77,000	9,436,684	9,513,684	6,793,975
Music	26,250	4,334,104	4,360,354	4,360,354
Nat'l Lang.	77,000	9,591,419	9,668,419	5,149,620
Homemaking	10,500	2,473,501	2,484,001	2,484,001
Science	119,000	17,462,262	17,581,262	17,578,257
Social Stud.	21,000	15,891,953	15,912,953	15,733,829
Agriculture	-	802,666	802,666	785,066
Commerce	-	1,572,874	1,572,874	1,572,874
Fishery	-	52,000	52,000	52,000
Industry	-	207,000	207,000	207,000
Voc. Guid.	5,250	4,553,787	4,559,037	4,462,430
	<u>420,000</u>	<u>78,576,160</u>	<u>78,996,160</u>	<u>71,455,732</u>
<u>Upper Secondary:</u>				
Calligraphy	3,750	207,262	211,012	211,012
Chinese Clas.	7,500	382,251	389,751	389,751
English	25,000	2,504,678	2,529,678	2,529,678
Health	2,500	492,000	494,500	494,500
Homemaking	28,750	1,337,365	1,366,115	1,366,115
Mathematics	11,250	1,349,923	1,361,173	1,351,072
Music	7,500	464,394	471,894	471,894
Nat'l Lang.	18,750	3,302,200	3,230,950	2,127,972
Science	18,750	2,053,038	2,071,788	1,704,988
Social Stud.	2,500	4,912,841	4,915,341	4,254,697
Agriculture	-	437,900	437,900	339,800
Commerce	-	1,146,500	1,146,500	1,145,000
Fishery	-	15,730	15,730	0
Industry	-	382,100	382,100	325,800
Clothing	-	26,400	26,400	22,000
	<u>126,250</u>	<u>19,014,582</u>	<u>19,140,832</u>	<u>16,734,279</u>
	<u>1,484,500</u>	<u>225,946,310</u>	<u>227,430,810</u>	<u>178,486,363</u>

Recent Legislation in the Field of Education

During the first four months of the present year, a number of significant bills in the field of education were passed by the Japanese Diet and came into force. Several others are under consideration by appropriate committees in the upper and lower houses. Eleven of these bills, eight of which have become laws, are reviewed in the following text.

Bill for Partial Amendments to the Social Education Law

This bill, which became law 12 March 1951, provides for the establishment of Social Education Directors and Assistant Social Education Directors in the administrative offices of prefectural boards of education. Such personnel are to serve as consultants to those engaged in social education. The Directors are required to have a minimum of two years of university study in addition to certain experience qualifications, or to have completed the Training Course for Social Education Directors which may be established in universities with facilities for offering educational courses at the designation of the Ministry of Education.

Bill for Partial Amendments to the Law for the Special Regulations Concerning Educational Public Service

Still in committee, this bill contains amendments covering the items of appointment and dismissal, status, disciplinary punishment, performance of duty, allowances, and other matters concerning educational public service personnel. It also contains provisions for treating the newly authorized Social Education Directors as educational public service personnel to improve procedures of preliminary examination and transfer and demotion of such personnel by the immediate governing body of each institution concerned.

Bill Concerning the Provisional Measures for Additional Posts Held by Educational Public Service Personnel of Public Schools with Local Public Organizations

Becoming law 12 February 1951, this bill revises the Local Autonomy Law of 1947 to permit educational public service personnel of public schools who are holding additional posts with local public organizations to hold such additional posts during the remainder of their terms of office.

Bill for Partial Amendments to the Law Governing Provisional Measures for the Publication of Textbooks

This bill provides that the guaranty money to be paid by a publisher to the Ministry of Education within fifteen days after he has received publication designation shall be decreased from 3% to 1% of the price of the textbook multiplied by the number of copies to be published. It was put in force 29 March 1951.

Bill Concerning the Supply of Textbooks for Children Entering School in 1951

This bill, enacted 29 March 1951, provides for the granting of national subsidies to cover one-half the cost of textbooks in the Japanese language and arithmetic for children entering elementary school in 1951, and also for textbooks to be used by children entering schools for the blind and deaf-mute.

Bill Concerning Annuities for Persons of Cultural Merit

Sanctioned 3 April 1951, this bill provides for the establishment in the Ministry of Education of a Committee for Selecting Persons of Cultural Merit to recommend to the Minister of Education persons who have distinguished themselves in the cultural field. Persons chosen by the Minister of Education from among those nominated shall receive an annuity of ¥500,000 for life.

Bill for Partial Amendments to the School Establishment Law

This bill, which became law 31 March 1951, lists schools which have been abolished, faculties and attached institutes of national universities which have been newly established or amalgamated, and junior colleges which have been newly established. It also lists revisions made in the fixed number of personnel assigned to national schools. The purpose of listing these changes is to meet the requirements of the budget for the 1951 fiscal year.

Bill for National University Administration

This bill, still in committee, provides for the establishment of a National University Council consisting of 20 members appointed by the Minister of Education, to act as an advisory organ to the Minister on the following matters: drafting of laws and ordinances relating to national universities, estimating budgets for these universities, establishment and abolishment of national universities, the fixed number of students in these universities, and tuition and admission fees. The proposed by-laws of the Council are contained in the bill.

Bill for Public University Administration

Still under committee consideration, this bill provides for the establishment of a Public University Council composed of 20 members appointed by the Minister of Education, authorized to answer the inquiries of or make proposals to the Minister of Education regarding matters concerning public universities (those supported by cities or prefectures). The bill also contains provisions for the establishment of a Public University Advisory Council in each local public body which has established a public university, to consist of a maximum of 20 members appointed by the chief of the local public body concerned to advise him on the

following matters: the drafting of by-laws and regulations for public universities, the preparation of budgetary estimates for these universities, the establishment and abolition of public universities, the fixed number of students in these institutions and tuition fees. The bill also contains regulations for the administration of public universities, covering the Senate, faculty meetings, and deans and other governing bodies.

Bill for Partial Amendments to the Law Concerning Share by the Local Government of the Pay of Municipal School Personnel

Enacted 31 March 1951, this bill provides for compensation for accidents while on duty and the granting of other special allowances to personnel of municipal schools by local governments. It also provides that the number of personnel to be included in this category be established by local boards of education or by prefectural boards in cases where local boards have not been established, and that the salary and allowances of such personnel be fixed according to the by-laws of local governments.

Bill for Partial Amendments to the Law for Certification of Educational Personnel

This bill provides for the issuance of certificates in the subject area of religion to teachers of lower and upper secondary schools. It also states that the term of validity of the emergency teaching certificate may be made two or three years in cases where it is impossible to employ those with regular or temporary certificates for a considerable length of time. Additional regulations on the certification of nurse-teachers and on credits required for certification of certain categories of secondary school teacher are included. The bill became law 31 March 1951.

FINE ARTS

Mounting Interest in Art Noted in Japan

Growing interest in paintings is one of the outstanding characteristics of cultural life in postwar Japan, according to a recent article in the Japan News Letter, published in Tokyo by the Kyodo News Service.

Art exhibitions of various schools have been held almost everyday in Tokyo and other large cities in Japan in recent months, sponsored by cultural organizations, newspapers and publishing companies. Galleries are usually crowded with enthusiastic people of all classes -- students, intellectuals, salaried men and workers

Particularly noteworthy in Japan's art world this year is the successive introduction on a large scale of modern arts of foreign countries.

Fifty-eight pieces done by contemporary French artists were displayed in the "Exposition de Salon de Mai au Japon" in February. They included 30 paintings, 17 engravings, nine sculptures and two dessins by Aujame, Coutaud, Lorjou, Marchand, Pignon, Singier, Marseille, Van Velde, Wormser, Le Louarn, Descombin, Martin, Gili, Lobo and others. The exhibition gave the Japanese who attended their first comprehensive look at what postwar Paris has been producing in the way of art. The "Salon de Mai" is a group of modern artists in France, ranging in age from 30 to 40. The first exhibition by this group was held in Paris in May, 1945.

Art lovers of Japan were given another chance to see more works representing three main trends in modern art - expressionism, surrealism and abstractionism - works in the third "Tokyo Independent Art Exhibition" held in March of this year of 76 noted painters, 43 from the United States, 32 French and 1 Swedish were included in that exhibition. Among them were: Max Ernst, Yves Tanguy, Amedee Ozenfant, Kunt Seligmann, Rene Magritte, Victor Brauner, Jean Dubuffet, Esteban Frances, Andre Marchand, Jean Aujame, Bernard Lorjou, Claude Vernard, Maurice Brianchon and Roland Oudot.

Also displayed in Tokyo during March was a collection of Picasso's recent lithographs and ceramics. During April a special exhibition of work by Henri Matisse was held at the Japan Art museum in Ueno Park, Tokyo, which included 26 oil paintings, 39 dessins, and several etudes, drawings and cartoons. The paintings in a chronological order (1889-1947) gave the visitors a clear idea of the change and progress in the art of painting of the 81-year-old French artist. The drawings, etudes, mostly photographs, and cartoons were of the "Chapelle de Vence," designed by Matisse. Miniatures of both the interior and exterior of the chapel were also on display.

RELIGIONS

Missionary Clearances

Statistics completed by the Civil Information and Education Section on the number of Operating Missionaries (individuals cleared for entry into Japan for an indefinite period) and Special Missionary Visitors (individuals cleared for entry into Japan for periods ranging from 15 days to 6 months) are as tabulated below. Comparable figures for the years 1949 and 1950 are also given.

Attention is invited to the fact that in the compiling of statistics prior to 1949 no distinction was made between Operating Missionaries and Special Missionary Visitors. Clearances were granted 104 missionaries during the first three months of 1947, 117 missionaries during the first three months of 1948.

	1949		1950		1951	
	OM	SMV	OM	SMV	OM	SMV
January	52	10	73	37	54	21
February	54	13	50	30	77	15
March	56	15	73	89	121	27
	—	—	—	—	—	—
	162	38	196	156	252	63

During the first three months of 1951 clearances for entry into Japan were granted to 63 dependents of Operating Missionaries.

It will be noted that clearance figures on Operating Missionaries for the first quarter of the current year show a considerable increase over those for the same period of the preceding years. The sharp increase in the number of Operating Missionaries cleared for entry during March 1951 is accounted for by the missionaries who have been forced to evacuate their mission stations in China; approximately two-thirds of the 121 entry clearances granted Operating Missionaries in March 1951 were given to China evacuees.

The exact number of missionaries now in Japan is not known. In accordance with the policy of permitting them freedom of activity independent of as many Occupation regulations as practicable, registration with CIE, upon their arrival in Japan, is on a voluntary basis. Due to the fact that the time of arrival after granting of entry clearance varies from a few days to several months, and since exit and exit and re-entry clearances are processed by the Immigration Service of the Japanese Government, it is possible to keep only approximate figures on the total of Christian missionary personnel actually in Japan at any time. As of 31 March 1951 this total approximate figure is 3,790, obtained by adding to the number of missionaries in Japan at the beginning of the Occupation those cleared for entry since the war, minus those cleared for exit.

SUPPLEMENT I

No. of the Applicants and First Year Vacancies of Universities and Percent of the Applicants Against the First Year Vacancies in 1951

As of 1 May 1951
National (71 Universities)

<u>Prefecture</u>	<u>Name</u>	<u>Applicants</u>	<u>Vacancies</u>	<u>Percent</u>
Aichi	Aichi University of Liberal Arts	1,639	1,050	156
"	Nagoya University	3,089	760	406
"	Nagoya University of Industry	1,842	320	576
Akita	Akita University	716	630	114
Aomori	Hirosaki University	1,000	630	159
Chiba	Chiba University	4,825	1,090	443
Ehime	Ehime University	1,186	720	165
Fukui	Fukui University	688	410	168
Fukuoka	Fukuoka University of Liberal Arts	1,457	870	167
"	Kyushu University	3,639	1,040	350
"	Kyushu University of Industry		n.a.	
Fukushima	Fukushima University	1,634	750	218
Gifu	Gifu University	998	630	158
Gumma	Gumma University		n.a.	
Hiroshima	Hiroshima University	4,285	1,610	266
Hokkaido	Hokkaido University	3,396	1,030	330
"	Hokkaido University of Liberal Arts	1,566	1,170	134
"	Muroran University of Industry	364	135	270
"	Obihiro University of Zootechny	201	110	183
"	Otaru University of Commerce	1,385	140	989
Hyogo	Kobe University	7,443	1,400	532
Ibaraki	Ibaraki University	1,087	930	117
Ishikawa	Kanazawa University	2,318	1,020	227
Iwate	Iwate University	1,116	680	164
Kagawa	Kagawa University	1,133	400	283
Kagoshima	Kagoshima University		n.a.	
Kanagawa	Tokyo University of Fisheries	1,005	220	457
"	Yokohama National University	7,266	990	734
Kochi	Kochi University	737	425	88
Kumamoto	Kumamoto University	3,261	1,080	302
Kyoto	Kyoto University	9,635	1,205	800
"	Kyoto University of Liberal Arts	1,003	460	218
"	Kyoto University of Technology and Textiles	937	120	781
Mie	Mie University	1,195	660	181
Miyagi	Tohoku University	4,605	1,700	271

<u>Profecture</u>	<u>Name</u>	<u>Appli- cants</u>	<u>Vacancies</u>	<u>Percent</u>
Miyazaki	Miyazaki University	1,283	658	195
Nagano	Shinshu University	2,364	1,165	203
Nagasaki	Nagasaki University	1,839	750	245
Nara	Nara University of Liberal Arts	605	265	228
"	Nara Women's University	774	171	452
Niigata	Niigata University	3,551	1,635	217
Oita	Oita University	2,054	540	380
Okayama	Okayama University	1,700	1,010	168
Osaka	Osaka University	6,270	940	667
"	Osaka University of Foreign Languages	3,484	280	1,244
"	Osaka University of Liberal Arts	1,610	870	185
Saga	Saga University	1,032	540	191
Saitama	Saitama University	1,167	670	174
Shiga	Shiga University	1,526	460	332
Shimane	Shimane University	725	390	186
Shizuoka	Shizuoka University	1,779	1,050	169
"	University of Mercantile Marine	1,240	160	775
Tochigi	Utsunomiya University	1,228	700	175
Tokushima	Tokushima University	1,356	550	247
Tokyo	Hitotsubashi University	3,937	450	875
"	Ochanomizu Women's University	1,291	233	554
"	Tokyo University	14,175	2,000	709
"	Tokyo University of Agricul- ture and Industry	1,013	240	422
"	Tokyo University of Arts	1,827	309	591
"	Tokyo University of Education	3,208	800	401
"	Tokyo University of Foreign Languages	4,461	390	1,144
"	Tokyo University of Industry	4,025	300	1,342
"	Tokyo University of Liberal Arts	2,001	1,330	150
"	Tokyo University of Medicine and Dentistry	519	100	519
"	University of Electric Communications		n.a.	
Tottori	Tottori University	479	370	129
Toyama	Toyama University	1,832	640	286
Wakayama	Wakayama University	1,799	430	418
Yamagata	Yamagata University	1,589	850	187
Yamaguchi	Yamaguchi University	1,766	865	204
Yamanashi	Yamanashi University	782	430	182

Source: University Section, Higher Education and Science
Bureau, Ministry of Education

Public (27 Universities)

<u>Prefecture</u>	<u>Name</u>	<u>Appli- cants</u>	<u>Vacan- cies</u>	<u>Percent</u>
Aichi	Nagoya Municipal University	1,042	120	868
Ehime	Ehime Prefectural Matsuyama University of Agriculture	87	100	87
Fukuoka	Fukuoka Women's University	325	120	271
"	Kita-Kyushu University of Foreign Languages	390	180	217
"	Kyushu University of Dentistry	106	80	133
Gifu	Gifu Municipal University of Pharmacology	1,056	120	880
"	Gifu Prefectural University	1,050	171	614
Hokkaido	Sapporo University of Medicine	172	45	382
Hyogo	Himeji University of Industry	853	140	609
"	Hyogo Prefectural University of Agriculture		n.a.	
"	Kobe Municipal University of Foreign Languages	1,580	150	1,053
"	Kobe University of Commerce	2,263	200	1,132
Ibaraki	Ibaraki Prefectural University of Agriculture	65	80	81
Kagawa	Kagawa Prefectural University of Agriculture	167	80	209
Kagoshima	Kagoshima Prefectural Univ- ersity	560	100	560
Kanagawa	Yokohama Municipal Universi- ty	1,891	240	788
Kochi	Kochi Women's University	123	60	205
Kumamoto	Kumamoto Women's University		n.a.	
Kyoto	Kyoto Municipal University of Fine Arts	231	140	165
"	Saikyo University	724	230	315
Mie	Mie Prefectural University		n.a.	
Osaka	Naniwa University	3,340	650	522
"	Osaka Municipal University	4,895	680	720
"	Osaka Prefectural Women's University	495	160	309
Shimane	Shimane University of Agri- culture	236	90	262
Shizuoka	Shizuoka Prefectural Uni- versity of Agriculture	190	70	271
Tokyo	Tokyo Metropolitan University	1,527	400	382

Source: University Section, Higher Education and Science
Bureau, Ministry of Education.

Private (106 Universities)				
<u>Prefecture</u>	<u>Name</u>	<u>Appli- cants</u>	<u>Vacancies</u>	<u>Percent</u>
Aichi	Aichi University	569	450	126
"	Kinjo Gakuin University	54	60	90
"	Meijo University		n.a.	
"	Nanzan University		n.a.	
"	Sugiyama Jogakuin University	134	80	168
"	Tokai Doho University		n.a.	
Chiba	Chiba University of Commerce		n.a.	
"	Chiba University of Industry		n.a.	
"	Juntendo University		n.a.	
"	Toho University		n.a.	
"	Wayo Women's University	37	80	46
Ehime	Matsuyama University of Commerce	602	220	274
Fukuoka	Fukuoka University of Commerce	782	200	261
"	Kurume University		n.a.	
"	Seinan Gakuin University	748	350	214
"	Yawata University	207	240	86
Hiroshima	Hiroshima Jogakuin University	76	80	95
Hyogo	Kansai Gakuin University		n.a.	
"	Kobe Jogakuin University	283	130	218
"	Kobe Women's University of Pharmacology	531	120	443
"	Konan University	231	100	231
"	Mukogawa Gakuin Women's University	162	80	203
Ibaraki	Nihon University of Physical Education		n.a.	
Kanagawa	Azabu University of Veterinary	154	80	193
"	Kanagawa University	999	560	178
"	Kanto Gakuin University		n.a.	
"	Sagami Women's University	251	160	157
"	Seison Women's University		n.a.	
Kyoto	Buddhist University	58	80	73
"	Doshisha University		n.a.	
"	Doshisha Women's University	560	180	311
"	Hanazono University	35	50	70
"	Kyoto Women's University	353	140	252
"	Kyoto University of Phar- macology		n.a.	
"	Otani University		n.a.	
"	Ritsumeikan University	2,914	1,618	180
"	Ryukoku University	212	320	66
"	Shuchiin University		n.a.	
Miyagi	Miyagi Gakuin Women's University	118	80	148
"	Tohoku Gakuin University		n.a.	
"	Tohoku University of Phar- macology	151	80	189
Nara	Tonri University		n.a.	
Oita	Beppu Women's University	70	35	200

<u>Prefecture</u>	<u>Name</u>	<u>Applicants</u>	<u>Vacancies</u>	<u>Percent</u>
Okayama	Notre Dame Seishin Women's University		n.a.	
Osaka	Kansai University	3,371	1,200	281
"	Kinki University		n.a.	
"	Osaka Jota University	396	300	132
"	Osaka Shoin Women's University	229	250	92
"	Osaka University Of Economics	753	200	377
"	Osaka University of Industry		n.a.	
"	Osaka University of Pharmacology	779	120	649
Shizuoka	Tokai University		n.a.	
Tokyo	Aoyama Gakuin University		n.a.	
"	Chuo University	6,725	2,510	268
"	Chuo Rodo Gakuen University		n.a.	
"	Gakushuin University	350	300	117
"	Hosei University		n.a.	
"	Hoshi University of Pharmacology	341	80	426
"	Jissen Women's University	188	200	94
"	Jochi University	537	390	138
"	Joshi Rijutsu University	103	140	74
"	Keio Gijuku University	14,799	1,160	1,276
"	Kogakuin University		n.a.	
"	Kokugakuin University	700	550	127
"	Komazawa University	312	440	71
"	Koryo University	187	600	31
"	Kunitachi University of Music	104	70	149
"	Kyoritsu Women's University		n.a.	
"	Kyoritsu University of Pharmacology	640	80	800
"	Meiji University	9,490	1,920	494
"	Meiji Gakuin University		n.a.	
"	Meiji University of Pharmacology	1,110	160	694
"	Musashi University	65	120	54
"	Musashi University of Industry	108	120	90
"	Musashino University of Music	264	100	264
"	Nihon University	4,461	3,050	146
"	Nihon Women's University		n.a.	
"	Nihon University of Veterinary and Zootechny	265	120	221
"	Ozuma Women's University	95	80	119
"	Rikkyo University	2,125	725	293
"	Rissho University	95	370	26
"	Seijo University		n.a.	
"	Seikoi University		n.a.	
"	Seishin Women's University	363	150	257
"	Senshu University	601	450	134
"	Shibaura University of Industry	122	120	102
"	Showa University of Pharmacology		n.a.	

<u>Prefecture</u>	<u>Name</u>	<u>Appli- cants</u>	<u>Vacancies</u>	<u>Percent</u>
Tokyo	Showa Women's University	365	280	130
"	Taisho University		n.a.	
"	Takachiho University		n.a.	
"	Tamagawa University	78	120	65
"	Tokyo University of Agriculture	451	480	94
"	Tokyo University of Economics		n.a.	
"	Tokyo University of Electrical Engineering	267	150	178
"	Tokyo University of Home-making	54	40	135
"	Tokyo University of Literature		n.a.	
"	Tokyo University of Literature and Politics		n.a.	
"	Tokyo University of Pharma- cology	1,245	200	623
"	Tokyo University of Science		n.a.	
"	Tokyo University of Theology	54	35	154
"	Tokyo University of Veterinary and Zootechny	184	120	153
"	Tokyo Women's University	1,291	230	561
"	Toyo University		n.a.	
"	Tsudajuku University	611	160	382
"	Wasoda University		n.a.	
Wakayama	Koyasan University	73	100	73

Source: University Section, Higher Education and Science Bureau,
Ministry of Education.

SUPPLEMENT II

List of American Teachers

Miss Katherine O. Aston
Oita University
Oita City, Oita Prefecture

Dr. Berthold Aronstein
Shimane University
Matsue City
Shimane Prefecture

Mr. Willis H. Austin
Kochi University
Kochi City
Kochi Prefecture

Dr. Edwin B. Benjamin
Kyushu University
Fukuoka City
Fukuoka Prefecture

Dr. Walter L. Bethel
Miyazaki University
Miyazaki City
Miyazaki Prefecture

Dr. Gordon T. Bowles
Tokyo University
Tokyo

Dr. Margaret Brainard
Utsunomiya University
Utsunomiya City
Tochigi Prefecture

Dr. Leighton B. Brown
Kagawa University
Kagawa City
Kagawa Prefecture

Mr. Henry C. Bush
Hirosaki University
Hirosaki City
Aomori Prefecture

Dr. Vernon C. Carlson
Hiroshima University
Hiroshima City
Hiroshima Prefecture

Mr. Alastair N. Craig
Otaru University of Commerce
Otaru City, Hokkaido

Dr. Margaret E.H. Darragh
Ochanomizu Women's University
Tokyo

(Not Certain)
Tokyo University of Foreign
Languages
Tokyo

Dr. Theodore T. Dombros
Kumamoto University
Kumamoto City
Kumamoto Prefecture

Dr. Louis H. Douglas
Tottori University
Tottori City
Tottori Prefecture

Dr. Anne M. Edelmann
Wakayama University
Wakayama City
Wakayama Prefecture

Mr. Thomas J. Gillespie
Ibaragi University
Mito City
Ibaragi Prefecture

Dr. Alan B. Howes
Yokohama National University
Yokohama City

Mr. Harold Macy Lane
Hokkaido University
Sapporo, Hokkaido

Mr. Emilio A. Lanier
Nagoya University
Nagoya City
Aichi Prefecture

Mrs. Fanny A. H. Mayor
Tsuda University
Tokyo

Dr. William F. Marquardt
Niigata University
Niigata City
Niigata Prefecture

Mr. Burton E. Martin
Tohoku University
Sendai, Miyagi Prefecture

Dr. Clifton B. McIntosh
Osaka University of Foreign
Languages
Osaka City

Mr. William L. Moore
Okayama University
Okayama City
Okayama Prefecture

Mr. John S. Morton
Tokyo University of Education
Tokyo

Mr. Edwin O. Payne
Kyoto Gakugei University
Kyoto City

Mr. John P. Phillips
Yamagata University
Yamagata City
Yamagata Prefecture

Mr. Richard A. Sears
Nagasaki University
Nagasaki City
Nagasaki Prefecture

Dr. Winifred Shannon
Kobe Municipal University of
Foreign Languages
Kobe City
Hyogo Prefecture

Dr. Samuel Blaine Shirk
Kyoto University of Industrial
Arts & Textile
Kyoto City

Mr. Roy Smith
Kobe University
Kobe City
Hyogo Prefecture

Dr. Hugh H. Smythe
Yamaguchi University
Yamaguchi City
Yamaguchi Prefecture

Dr. Mabel M. Smythe
Economics Colloge
Shiga University
Hikone City
Shiga Prefecture

Dr. Virgil A. Warren
Saitama University
Urawa City
Saitama Prefecture

SUPPLEMENT III

The following story appeared in the Kyodo News Agency press service for 22 May 1951:

POST-WAR SCHOOL FEEDING SYSTEM
FOUND DECIDEDLY SUCCESSFUL

(Noon Edition)

Kyodo

TOKYO, May 22 -- The school lunch service introduced after the war is proving so successful that the physique of children is expected to top the prewar level by next year.

The Education Ministry yesterday received a report to this effect from Professor Shoji Kendo of the hygienic section of the Tohoku university Medical Department.

Professor Kendo has studied the physical growth of school children since 1930, and has just completed investigations of the effects of the new school feeding system since its introduction in December, 1946 up to October, 1950.

Although the new report is limited to findings in 18 schools in Sendai city alone, the Education Ministry is confident that it will be true with all other schools in the country and will shortly ask for corresponding from all over the country.

According to Professor Kendo, the physique of school children in Sendai yearly dropped since 1941 with the sixth-year primary school children standing 5 centimeters and weighing 2.5 kilograms less than the prewar level.

The school feeding, started on full scale in 1947, resulted in a new postwar high in the growth of children in the following year already and close to the end of 1950 boys were only 1.5 centimeters and girls 1.3 centimeters short of the prewar average heights, the professor reported.

At this rate of growth, children will most certainly come abreast of the prewar standard during this year and exceed it by next year, he assured.

He attributed the improvement of the child nourishment to the use of skimmed milk powder in the school lunch and correction of bad eating habits at home.



Law No. _____

Private School Law

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Chapter	I	General Provisions (Articles 1 - 4)
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Chapter I. General Provisions

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Section 4 Dissolution (Articles 50 - 58)
Section 5 Aid and Supervision (Articles 59 - 63)
Chapter IV Miscellaneous Provisions (Articles 64. 65)
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Supplementary Provisions

Chapter I. General Provisions

(Purpose of this Law)

Article 1. The purpose of this Law is, in view of the special character of the private schools, to promote their sound development by guaranteeing their autonomy and enhancing their public nature.

Article 2. The educational administration of private schools and the school juridical persons shall be in accordance with the provisions of this Law, unless otherwise provided for in other laws.

(Definition)

Article 3. In this Law, "schools" shall mean the schools provided for in Article 1 of the School Education Law (Law No. 26 of 1947).

- 2. In this Law, "miscellaneous schools" shall mean the miscellaneous schools provided for in Article 83 paragraph 1 of the School Education Law.
- 3. In this Law "private schools" shall mean the private schools established by school juridical persons.
- 4. In this Law, "school juridical persons" shall mean the juridical persons established, in accordance with the provisions of this Law, with the aim of establishing private schools.

(Competent Authorities)

Article 4. In this Law, the competent authorities shall be governors of To, Do, Fu and prefectures in case private school other than private universities and the school juridical persons that establish them, and Minister of Education in case of private universities, the school juridical persons that establish private universities and the school juridical persons that establish both private universities and other schools.

Chapter 11 Educational Administration in regard
to Private Schools

To, Do, Fu and perfectures in case private school other than private uni-
vrsities and the school juridical persons that establish them, and
Minister of Education in case of private universities, the school juridical
persons that establish private universities and the school juridical persons
that establish both private universities and other schools.

Chapter 11 Educational Administration in regard
to Private Schools

(Powers of the Competent Authorities)

Article 5. The powers which the competent authorities have over private schools
in accordance with the provisions of the School Education Law shall be
those listed in the following items:

- (1) To make approval of the establishment or abolition of private schools
(including the establishment or abolition of the ordinary course, the
evening course and the course in which teaching is conducted at special
period or time of upper secondary schools; the establishment or abolition
of faculties and graduate schools of universities, and of the elementary
school section, the lower secondary school section, the upper secondary
school section and the kindergarten section of schools for the blind,

schools for the deaf and schools for the otherwise handicapped; and the establishment or abolition of correspondence courses under the provision of Article 45 of the School Education Law ((including the cases where it applies mutatis mutandis in Articles 70 and 76 of the same Law)) ; and the change of the establishers of those private schools;

- (2) To order the closing of private schools in cases where they have violated the provisions of laws and orders or in cases where they have acted against the orders given by the competent authorities in accordance with the provisions of laws and orders, or in cases where they have not conducted teaching for more than six months/

(Submission of Reports)

Article 6. The competent authorities may request private schools the submission of necessary reports concerning educational research, statistics and others.

(Functions of Governors of To, Do, Fu and Prefectures)

Article 7. The governor of To, Do, Fu or prefecture shall handle the following functions concerning private schools other than private universities,

have not conducted teaching for more

(Submission of Reports)

Article 6. The competent authorities may request private schools the submission of necessary reports concerning educational research, statistics and others.

(Functions of Governors of To, Do, Fu and Prefectures)

Article 7. The governor of To, Do, Fu or prefecture shall handle the following functions concerning private schools other than private universities, besides those provided for in this Chapter:

- (1) Functions concerning the certificates of principals including the heads of kindergartens and teachers performed in accordance with the Educational Personnel Certification Law (Law No. 147 of 1949) and the Enforcement Law of the Educational Personnel Certification Law (Law No. 148 of 1949);
- (2) Authorization of the text-books in compliance with the standards fixed by the minister of Education in accordance with provisions of the School Education Law.

(Inquiry to Private School Council or Private University Council)

Article 8. The governor of To, Do, Fu or prefecture in performing the functions listed in each item of Article 5 in regard to private schools other than private universities, shall hear the opinion of the Private School Council in advance.

2. The Minister of Education, in performing the functions listed in each item of Article 5 (excluding the matters to be inquired to the University Chartering Council in accordance with the provision of Article 60 paragraph 1 of the School Education Law) shall hear the opinion of the Private University Council in advance.

(Private School Council)

Article 9. The Private School Council shall be established in each To, Do, Fu or prefecture in order to make it discuss the matters placed under its powers in accordance with the provisions of this Law.

2. The Private School Council may make suggestions to the governor of To, Do, Fu or prefecture on the important matters concerning private schools other than private universities, and private miscellaneous schools.

(Members of Council)

Article 10. The Private School Council shall consist of the number of the members to be determined by the governor of To, Do, Fu or prefecture which shall not exceed 20 but not be less than 10.

2. Members of the Council shall be appointed by the governor of To, Do,

2. The Private School Council may make suggestions to the governor of To, Do, Fu or prefecture on the important matters concerning private schools other than private universities, and private miscellaneous schools.

(Members of Council)

Article 10. The Private School Council shall consist of the number of the members to be determined by the governor of To, Do, Fu or prefecture which shall not exceed 20 but not be less than 10.

2. Members of the Council shall be appointed by the governor of To, Do, Fu or prefecture from among those listed in the following items:

(1) The principals of private elementary schools, lower secondary schools or upper secondary schools, heads of private kindergartens, with the area of To, Do, Fu or the prefecture concerned, the teachers thereof, or the directors of school juridical persons that establish the above-mentioned schools;

(2) Persons of learning and experience.

3. The governor of To, Do, Fu or prefecture shall determine the fixed number respectively in such a manner that the number of members to be appointed from among those provided for in item (2) of the preceding paragraph shall be one-third or less of the number of members to be appointed from among those provided for in item (1) of the same paragraph.

4. The governor of To, Do, Fu or prefecture may, regardless of the provision of paragraph 2 item (1), appoint one out of the fixed number of members to be appointed from among those provided for in the same item, from among the principals or teachers of the private schools for the blind, schools for the deaf, schools for the otherwise handicapped or the miscellaneous schools within the area of To, Do, Fu or the prefecture concerned, or from among the directors of school juridical persons that establish those schools or those of juridical persons under Article 64 paragraph 4 within the some area.
5. Of the members to be appointed from among those provided for in paragraph 2 item (1) or in the preceding paragraph, the number of those who are appointed from among the directors other than those who are principals or kindergarten heads, or teachers shall not exceed half of the fixed number of members to be appointed from among those provided for in paragraph 2 item (1).

(Recommendation of Candidates for the Members)

Article 11. When the members are to be appointed by the governor of To, Do,

5. Of the members to be appointed from among those provided for in paragraph 2 item (1) or in the preceding paragraph, the number of those who are appointed from among the directors other than those who are principals or kindergarten heads, or teachers shall not exceed half of the fixed number of members to be appointed from among those provided for in paragraph 2 item (1).

(Recommendation of Candidates for the Members)

Article 11. When the members are to be appointed by the governor of To, Do, Fu or prefecture from among those provided for in paragraph 2 item (1) of the preceding Article, the appointment shall, in case there is an organization the purpose of which is to improve and promote the education in general of the private schools other than private universities located in the area of To, Do, Fu or the prefecture concerned and which is constituted with two-thirds or more of the total number of these private schools, be made from among the candidates recommended by that organization. The said organization, however, shall be such as the number of school-children and pupils enrolled in the private schools which constitute the said organization is more than two-thirds of the total number of school-children and pupils enrolled in the private schools other than private universities located in the area of To, Do, Fu or the prefecture concerned.

2. The number of candidates to be recommended by the organization under the preceding paragraph in accordance with the provision of the same paragraph shall be 1.5 or more times the fixed number of the members to be appointed from among those provided for in paragraph 2 item (1) of the preceding Article.
3. The governor of To, Do, Fu or prefecture shall fix the period not shorter than one month and ask the organization under paragraph 1 to make the recommendation of the candidates provided for in the same paragraph within that period. In case, however, the candidates are not recommended within that period, the governor may appoint ex officio the members, regardless of the provision of paragraph 1.
4. In case there are two or more of the private school organizations which come under the provision of paragraph 1, the organization that has the greatest number of private schools as its constituent members shall be asked to recommend the candidates.
5. In case there are two or more of the private school organizations which come under the provision of the preceding paragraph, those organizations

that period. In case, however, the candidates are not recommended within that period, the governor may appoint ex officio the members, regardless of the provision of paragraph 1.

4. In case there are two or more of the private school organizations which come under the provision of paragraph 1, the organization that has the greatest number of private schools as its constituent members shall be asked to recommend the candidates.
5. In case there are two or more of the private school organizations which come under the provision of the preceding paragraph, those organizations shall be asked to recommend respectively the same number of candidates provided for in paragraph 2.
6. The provisions of the preceding five paragraphs shall apply mutatis mutandis to the recommendation of substitute members to fill up vacancies that occur in the members appointed from among those provided for in paragraph 2 item (1) of the preceding Article. In this case, "the fixed number of the members" in paragraph 2 shall read "the number of substitute members".

(Term of Office of the Members)

Article 12. The term of office of the members of the Private School Council shall be four years. The term of office of the substitute members in case of vacancies, however, shall be the remainder of the term of office of their predecessors.

Members of the Council can be re-appointed.

(Chairman of the Council)

Article 13. The Private School Council shall have a chairman.

2. The member elected by mutual vote of the members shall be appointed chairman by the governor of To, Dc, Fu or prefecture.
3. The chairman shall preside over the affairs of the Council.

(Release of the Members from their Office)

Article 14. The governor of To, Dc, Fu or prefecture may, after the deliberation of the Private School Council release the members of the said Council from their office, when they are recognized to be unable to discharge their duties on account of mental or physical impediment, or to have come to lack in qualifications necessary for the members.

(Restriction for Participation in the Proceedings)

Article 15. The members of the Private School Council shall not participate in the decision in the proceedings of the matters concerning the personal affairs of their own, their spouses, or their relatives within the third degree of relationship, or the matters concerning the schools, the

from their office, when they are recognized to be unable to discharge their duties on account of mental or physical impediment, or to have come to lack in qualifications necessary for the members.

(Restriction for Participation in the Proceedings)

Article 15. The members of the Private School Council shall not participate in the decision in the proceedings of the matters concerning the personal affairs of their own, their spouses, or their relatives within the third degree of relationship, or the matters concerning the schools, the miscellaneous schools, the school juridical persons or the juridical persons under Article 64 paragraph 4, in which they are concerned. However, they shall not be prevented from attending the conferences and getting the floor.

(Compensation for the Expenses of the Members)

Article 16. The members of Private School Council may receive the compensation for the expenses required for carrying out their duties.

2. Expenses under the preceding paragraph shall be borne by To, Do, Fu or prefecture.
3. The amount of the compensation for the expenses and the method of its payment shall be provided for by the by-law of To, Do, Fu or prefecture.

(Details of Operation)

Article 17. The procedures for the proceedings and other necessary matters other than these provided for in this Law concerning the operation of the Private School Council shall be prescribed by the Private School Council after getting the approval of the governor of To, Do, Fu or prefecture.

(Private University Council)

Article 18. The Private University Council shall be established in the Ministry of Education in order to discuss the matters placed under its powers in accordance with the provisions of this Law.

2. The Private University Council may make suggestions to the Minister of Education on the important matters concerning private universities.

(Members of the Council)

Article 19. The Private University Council shall consist of twenty members.

2. The members of the Council shall be appointed by the Minister of Education from among those listed in each of the following items:
 - (1) The presidents or teachers of private universities, or the directors

accordance with the provisions of this Law.

2. The Private University Council may make suggestions to the Minister of Education on the important matters concerning private universities.

(Members of the Council)

Article 19. The Private University Council shall consist of twenty members.

2. The members of the Council shall be appointed by the Minister of Education from among those listed in each of the following items:
 - (1) The presidents or teachers of private universities, or the directors of school juridical persons that establish private universities.
 - (2) Persons of learning and experience.
3. The Minister of Education shall determine the fixed number respectively in such a manner that the number of members to be appointed from among those provided for in item (2) of the preceding paragraph shall be one-third or less of the number of members to be appointed from among those provided for in item (1) of the same paragraph.
4. Of the members to be appointed from among those provided for in paragraph 2 item (1), the number of those who are appointed from among the directors other than those who are presidents or teachers shall not exceed half of the fixed number of the members who are appointed from among those provided for in the same item.

(Recommendation of the Candidates of the Members)

Article 20. When the members are to be appointed by the Minister of Education from among those provided for in paragraph 2 item (1) of the preceding Article, the appointment shall, in case there is an organization the purpose of which is to improve and promote the education in general of the private universities and which is constituted with two-thirds or more of the whole number of the private universities, be made from among the candidates recommended by that organization. The said organization, however, shall be such as the number of students enrolled in the private universities which constitute the organization is more than two-thirds of the whole number of students enrolled in the private universities.

2. The provisions of Article 11 paragraphs 2 to 6 inclusive shall apply mutatis mutandis to the recommendation of the candidates of the members of the Private University Council. In this case, "governor of To, Do, Fu or prefecture" in paragraph 3 of the same Article shall read "Minister of Education", and "private schools" in paragraphs 4 and 5 of the same Article shall read "private universities".

constitute the organization is more than two-thirds of the whole number of students enrolled in the private Universities.

2. The provisions of Article 11 paragraphs 2 to 6 inclusive shall apply mutatis mutandis to the recommendation of the candidates of the members of the Private University Council. In this case, "governor of To, Do, Fu or prefecture" in paragraph 3 of the same Article shall read "Minister of Education", and "private schools" in paragraphs 4 and 5 of the same Article shall read "private universities".

(Dismissal of the Members)

Article 21. In case the Minister of Education is going to dismiss any member of the Private University Council against his will, or dismiss him for the purpose of disciplinary punishment, he shall hear the opinion of the Private University Council.

(Compensation for the Expenses of the Members)

Article 22. The members of the Private University Council shall be of part-time service.

2. The members of the Council shall receive no remuneration for their duties. They may, however, receive the compensation for the expenses required for carrying out their duties.
3. The amount of the compensation for the expenses and method of its payment shall be determined by the Minister of Education after consulting with the Minister of Finance.

(Miscellaneous Affairs)

Article 23. The miscellaneous affairs of the Private University Council shall be disposed of in the Administrative Bureau of the Ministry of Education.

(Provisions to Apply Mutatis Mutandis)

Article 24. The provisions of Articles 12, 13, 15 and 17 shall apply mutatis mutandis to the Private University Council. In this case, "the governor of To, Do, Fu or prefecture" in Article 13 paragraph 2 and Article 17 shall read "the Minister of Education" in Article 13 paragraph 2 and Article 17 shall read "the Minister of Education".

Chapter III. School Juridical Person

Section 1. General Provisions

(Property)

Article 25. School juridical persons shall have necessary equipment and facilities for the private schools they establish, or funds necessary for them as well as properties necessary for the management of the private schools they establish.

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Chapter 111. School Juridical Person

Section 1. General Provisions

(Property)

Article 25. School juridical persons shall have necessary equipment and facilities for the private schools they establish, or funds necessary for them as well as properties necessary for the management of the private schools they establish.

2. The standards regarding the equipment and facilities necessary for the private schools provided for in the preceding paragraph shall be as provided for by a law separately.

(Enterprise)

Article 26. Any school juridical person may conduct enterprises that aim at profits in order to use the profits for the management of the private schools, so long as they do not interfere with the educational purposes of the school it establishes.

2. The kinds of the enterprises under the preceding paragraph shall be determined by the competent authorities, after hearing the opinions of the Private School Council or the Private University Council.

The competent authorities shall give a public notice of the kinds of such enterprises.

3. The accounts of the enterprises under paragraph 1 shall be strictly separated from the accounts for the management of the private school established by the school juridical person concerned, and shall be handled as special accounts.

(Address)

Article 27. The address of a school juridical person shall be where its main office is located.

(Registration)

- Article 28. School juridical persons shall register themselves in accordance with the provisions of Cabinet Order.
2. Any matter which is required to be registered in accordance with the provision of the preceding paragraph can not be set up against a third person until after the registration has been effected.
 3. The registry office shall give a public notice of the registered matters without delay.

(Provisions to Apply Mutatis Mutandis)

Article 29. The provisions of Articles 43 and 44 (capacity of enjoyment of rights and of illegal acts of a juridical person) of the Civil

- accordance with the provisions of Cabinet Order.
2. Any matter which is required to be registered in accordance with the provision of the preceding paragraph can not be set up against a third person until after the registration has been effected.
 3. The registry office shall give a public notice of the registered matters without delay.

(Provisions to Apply Mutatis Mutandis)

Article 29. The provisions of Articles 43 and 44 (capacity of enjoyment of rights and of illegal acts of a juridical person) of the Civil Code (Law No. 89 of 1896) shall apply mutatis mutandis to a school juridical person.

Section 2. Establishment

(Application)

Article 30. Any person who intends to establish a school juridical person shall stipulate at least the following items by an act of endowment for the purpose of establishing a school juridical person, and apply for the approval of the competent authorities concerning the said act of endowment, in compliance with the procedures provided for in Ministry of Education Ordinance:

- (1) Object;
 - (2) Name;
 - (3) Name of the private school to be established;
 - (4) Location of the office;
 - (5) Provisions concerning officers;
 - (6) Provisions concerning the board of councillors and the councillors;
 - (7) Provisions concerning property and accounts;
 - (8) Provisions concerning the kind of enterprise and other matters regarding the enterprise, in case the school juridical person performs an enterprise that aims at profits;
 - (9) Provisions concerning dissolution;
 - (10) Provisions concerning the changes in the act of endowment;
 - (11) Method of giving a public notice.
2. The officers at the time of the establishment of a school juridical person shall be stipulated by the act of endowment.
3. In case a provision is to be included in the provisions mentioned in paragraph 1 item (9) concerning the person to whom the ownership of the residue shall belong, it shall be so made as to provide that the said person shall be selected from among school juridical

(9) Provisions concerning dissolution;

(10) Provisions concerning the changes in the act of endowment;

(11) Method of giving a public notice.

2. The officers at the time of the establishment of a school juridical person shall be stipulated by the act of endowment.
3. In case a provision is to be included in the provisions mentioned in paragraph 1 item (9) concerning the person to whom the ownership of the residue shall belong, it shall be so made as to provide that the said person shall be selected from among school juridical persons or other persons engaging in educational undertakings.

(Authorization)

Article 31. The competent authorities, when there was the application under the provision of paragraph 1 of the preceding Article, shall decide upon the authorization of the act of endowment, after examining whether or not the property of the school juridical person concerned fulfils the requirements under Article 25, or whether or not the contents of the act of endowment are against the provisions of laws and orders.

2. When the competent authorities authorize the act of endowment in accordance with the provision of the preceding paragraph, they shall hear the opinion of the Private School Council or the Private University Council in advance.

(Supplementation of the Act of Endowment)

Article 32. In case a person who intended to establish a school juridical person has deceased without determining the matters designated in any of the items of Article 30 paragraph 1, except the items concerning the object and the property of the said juridical person, the competent authorities shall determine those matters by the request of those who are interested therein.

2. The provision of paragraph 2 of the preceding Article shall apply mutatis mutandis to the case under the preceding paragraph.

(Time of Establishment)

Article 33. A school juridical person shall come into existence when it has effected the registration, in accordance with the provisions of Cabinet Order, in the place where its main office is located.

determine those matters by the request of those who are interested therein.

2. The provision of paragraph 2 of the preceding Article shall apply mutatis mutandis to the case under the preceding paragraph.

(Time of Establishment)

Article 33. A school juridical person shall come into existence when it has effected the registration; in accordance with the provisions of Cabinet Order, in the place where its main office is located.

(Provisions to Apply mutatis Mutandis)

Article 34. The provisions of Articles 41 (Application of the provisions relating to donation and bequest) and 42 (Ownership of endowed property), and Article 51 paragraph 1 (Inventory) (that part only which is related to the time of the establishment of a juridical person) of the Civil Code shall apply mutatis mutandis to the establishment of a school juridical person. In this case, "the time when the establishment of a juridical person is authorized" in Article 42 paragraph 1 of the same Law shall read "the time when a school juridical person comes into existence".

Section 3. Administration

(Officers)

Article 35. A school juridical person shall have five directors or more and two inspectors or more, as the officers.

2. One of the directors shall be the chief director in accordance with the stipulations of the act of endowment.

(Decision of the Businesses)

Article 36. The businesses of a school juridical person shall be decided by a majority vote of the directors, unless otherwise stipulated in the act of endowment.

(Duties of Officers)

Article 37. The directors shall represent a school juridical person in all the businesses thereof. The right of their representation, however, may be limited by the act of endowment.

2. The chief director shall perform the duties provided for in this Law, and preside over other businesses inside the school juridical

the act of endowment.

(Duties of Officers)

Article 37. The directors shall represent a school juridical person in all the businesses thereof. The right of their representation, however, may be limited by the act of endowment.

2. The chief director shall perform the duties provided for in this Law, and preside over other businesses inside the school juridical person.
3. In case the chief director is prevented from discharging his duties, or in case his position becomes vacant, another director shall act for him or perform his duties, in accordance with the stipulations of the act of endowment.
4. The duties of inspectors shall be as follows:
 - (1) To inspect the state of property of the school juridical person;
 - (2) To inspect the business management of the directors;
 - (3) To make reports of the defects they found when they inspected the state of property and the business management of the directors, to the competent authorities or to the board of councillors;
 - (4) To request the chief director to convene a meeting of the board of councillors, when deemed necessary for making the reports under the preceding item;
 - (5) To express opinions about the state of property or the business management of the directors to the directors.

(Selection of Officers)

Article 38. Those who are to become directors shall be those listed in the following items :

- (1) The principal of the private school established by the school juridical person concerned (including the president of a university and the head of a kindergarten; the same shall apply hereinafter),
 - (2) Those who are selected from among the councillors in accordance with the stipulations of the act of endowment (including those who are stipulated in the act of endowment; the same shall apply in this paragraph and Article 44 paragraph 1);
 - (3) Besides those provided for in the preceding items those who are selected in accordance with stipulations of the act of endowment.
2. In case a school juridical person establishes two or more schools, regardless of the provisions of item (1) of the preceding paragraph one or more of the principals may be made directors in accordance with the stipulations of the act of endowment.
3. The director provided for in paragraph 1 items (1) and (2) shall lose his position as director, in case he has retired from the position of

- (3) Besides those provided for in the preceding items those who are selected in accordance with stipulations of the act of endowment.
2. In case a school juridical person establishes two or more schools, regardless of the provisions of item (1) of the preceding paragraph one or more of the principals may be made directors in accordance with the stipulations of the act of endowment.
 3. The director provided for in paragraph 1 items (1) and (2) shall lose his position as director, in case he has retired from the position of principal or councillor.
 4. Among officers shall not be included more than one of the relatives within the third degree of relationship, including spouse, of each officer.
 5. The provisions of Article 9 of the School Education Law (Causes of the disqualification of principals and teachers) shall apply mutatis mutandis to the officers.

(Prohibition of Officers' Holding Additional Position)

Article 39. No inspector shall hold concurrently the position of director or any other position (including that of principal, teacher and other personnel of the private school established by the school juridical person concerned; the same shall apply hereinafter) of a school juridical person.

(Supplementation of Officers)

Article 40. Directors or inspectors shall be supplemented within a month, in case over one-fifth of the fixed number of them has become vacant.

(Board of Councillors)

Article 41. A school juridical person shall have a board of councillors.

2. The board of councillors shall be composed of the councillors whose number shall be more than twice the fixed number of directors.
3. The board of councillors shall be convened by the chief director.
4. The board of councillors shall have a chairman.
5. The chief director shall convene a meeting of the board councillors, when requested by one-third, or more of the whole number of councillors stating the matters to be discussed at the meeting, within twenty days from the day when the request is made.
6. The board of councillors can not open its proceedings and make decisions, unless a majority of the councillors are present.
7. The proceeding of the board of councillors shall be decided by a majority vote of the members present, and, in case of a tie, the decision shall be made by the chairman.

The chief director shall convene a meeting of the board councillors, when requested by one-third, or more of the whole number of councillors stating the matters to be discussed at the meeting, within twenty days from the day when the request is made.

6. The board of councillors can not open its proceedings and make decisions, unless a majority of the councillors are present.
7. The proceeding of the board of councillors shall be decided by a majority vote of the members present, and, in case of a tie, the decision shall be made by the chairman.
8. In the case under the preceding paragraph, the chairman shall not participate in the decision as a councillor.

Article 42. With regard to the matters listed below, the chief director shall hear the opinion of the council in advance:

- (1) Matters concerning budget, loans (excluding the temporary loans redeemable with the income of the current fiscal year) and disposal of important property;
- (2) Changes in the act of endowment;
- (3) Amalgamation;
- (4) Dissolution effected by the cause mentioned in Article 50 paragraph 1 item (1) (excluding the cases where the decision of the council is necessary) and item (3);

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- (5) Important matters concerning the enterprises that aim at profits;
- (6) Other important matters concerning the business of the school juridical person which are stipulated in the act of endowment.

2. Matters listed in each of the items of the preceding paragraph may be made matters that need the decision of the board of councillors by the stipulations of the act of endowment.

Article 43. The board of councillors may express its opinions to the officers, answer their inquiries, or demand their reports, concerning the businesses, the state of property, or the business management of the officers of the school juridical person.

(Selection of Councillors)

Article 44. Those who are to become councillors shall be those listed in the following items:

- (1) Those who are selected from among the personnel of the school juridical person concerned in accordance with the stipulations of the act of endowment;
- (2) Those who are selected from among the graduates, over 25 years

of the private school established by the school

the officers of the school juridical person.

(Selection of Councillors)

Article 44. Those who are to become councillors shall be those listed in the following items:

- (1) Those who are selected from among the personnel of the school juridical person concerned in accordance with the stipulations of the act of endowment;
 - (2) Those who are selected from among the graduates, over 25 years of age or older, of the private school established by the school juridical person in accordance with the stipulations of the act of endowment;
 - (3) Besides those provided for in the preceding items, those who are selected in accordance with the stipulations of the act of endowment.
2. Any councillor provided for in item (1) of the preceding paragraph shall lose his position as councillor, in case he has retired from his position as personnel.

(Authorization of the Changes in the Act of Endowment)

Article 45. The changes in the act of endowment shall not become effective unless they are authorized by the competent authorities.

(Report of Settlement of Accounts to the Board of Councillors)

Article 46. The chief director shall report the settlement of accounts to the board of councillors within two months after the closing of every fiscal year, and ask for the opinion thereof.

(Providing the Inventory etc.)

Article 47. The school juridical person shall prepare the inventory of property, the balance sheet, and the statement of accounts for revenue and expenditure within two months after the closing of every fiscal year, and shall provide every office with a copy of these to be kept there always.

Article 48. The fiscal year of a school juridical person shall begin on April 1, and end on March 31 of the next year.

(Provisions to Apply Mutatis Mutandis)

Article 49. The provisions of Articles 54, to 57 inclusive of the Civil Code (limitation and delegation of the representative right, temporary director, special deputy) shall apply mutatis mutandis to the school juridical person. In this case, "Court of justice, upon request of those who are interested therein, or of a public procurator," in Article 56 of the same Code shall read "competent authorities, upon request of those who are interested therein, or ex officio".

Section 4. Dissolution

(Causes of Dissolution)

Article 50. A school juridical person shall be dissolved by any of the following causes:

person. In this case, "Court of justice, upon request of those who are interested therein, or of a public procurator," in Article 56 of the same Code shall read "competent authorities, upon request of those who are interested therein, or ex officio".

Section 4. Dissolution

(Causes of Dissolution)

Article 50. A school juridical person shall be dissolved by any of the following causes:

- (1) Agreement by two-thirds or more of the directors, and, where it is stipulated in the act of endowment that the decision of the board of councillors is necessary in addition, its decision;
- (2) Occurrence of the causes for dissolution stipulated in the act of endowment;
- (3) Impossibility of the success of the undertaking which is the object;
- (4) Amalgamation with other school juridical person or with juridical person under Article 64 paragraph 4;
- (5) Bankruptcy;

- (6) Order of the competent authorities for dissolution under the provision of Article 62.
- 2. The dissolution by any of the causes listed in items (1) and (3) of the preceding paragraph shall not become effective unless the authorization or recognition of the competent authorities is obtained.
- 3. The provision of Article 31 paragraph 2 shall apply mutatis mutandis to the case of authorization or recognition under the preceding paragraph.
- 4. In case of dissolution by the cause designated in paragraph 1 item (2) or (5) the liquidator must report to that effect the competent authorities.

(Ownership of Residue)

Article 51. The ownership of the residue of the dissolved school juridical person excepting the case of amalgamation and bankruptcy, shall be transferred to the person to whom it ought to belong in accordance with the stipulations of the act of endowment, at the time when the completion of liquidation is reported to the competent authorities.

- 2. Properties not disposed of in accordance with the provision of the

authorities.

(Ownership of Residue)

- Article 51. The ownership of the residue of the dissolved school juridical person excepting the case of amalgamation and bankruptcy, shall be transferred to the person to whom it ought to belong in accordance with the stipulations of the act of endowment, at the time when the completion of liquidation is reported to the competent authorities.
2. Properties not disposed of in accordance with the provision of the preceding paragraph shall belong to the National Treasury.
 3. The State shall transfer or loan gratis to a school juridical person the properties (money excluded) that have come to belong to the National Treasury in accordance with the provision of the preceding paragraph, in order to aid private school education. However, the State may, instead, disburse the amount of money corresponding to the value of the said properties, as the subsidy under the provision of Article 59 paragraph 1.
 4. In case a property which has come to belong to the National Treasury in accordance with the provision of paragraph 2 is money, the State shall take the action under the proviso of the preceding paragraph with regard to the amount of the money in question.

5. Properties (many excluded) which have come to belong to the National Treasury in accordance with the provision of paragraph 2 shall be under the custody of the Minister of Education, and the disposition under the principal text of paragraph 3 shall be made by the Minister of Education. In case, however, the action under the provision of the same paragraph has been taken regarding the said properties, these properties shall be transferred to the custody of the Minister of Finance.

(Procedures for Amalgamation)

Article 52. When a school juridical person intends to amalgamate consent of two-thirds or more of the directors shall be required. In case, however, it is stipulated in the act of endowment that the decision of the board of councillors is necessary, the said decision shall be required in addition.

2. Amalgamation shall not become effective unless the authorization of the competent authorities is obtained.

Article 53. When the authorization of the competent authorities provided for in paragraph 2 of the preceding Article is obtained, an inventory of

of two-thirds or more of the directors shall be required. In case, however, it is stipulated in the act of endowment that the decision of the board of councillors is necessary, the said decision shall be required in addition.

2. Amalgamation shall not become effective unless the authorization of the competent authorities is obtained.

Article 53. When the authorization of the competent authorities provided for in paragraph 2 of the preceding article is obtained, an inventory of the property and a balance sheet shall be prepared within two weeks after the day when the authorization is notified.

2. A school juridical person shall give a public notice within the period under the preceding paragraph to its creditors to the effect that they shall raise objection, if any, in a certain definite period of time, and, with respect to the known creditors, it shall call for objection individually. The definite period of time, however, shall not be less than two months.

Article 54. When the creditors did not raise any objection to the amalgamation within the period of time under paragraph 2 of the preceding article, the amalgamation shall be deemed to have been approved.

2. When the creditors raised objection, the school juridical persons shall make payment or offer adequate security to them, or leave adequate property in trust of a trust company or a bank carrying on trust business for the purpose of making such creditors receive payment.

Article 55. When a school juridical person is to be established by amalgamation the act of endowment and other businesses concerning the establishment of the school juridical person shall be performed by the cooperation of those who were selected by all the school juridical persons concerned or the juridical persons under Article 64 paragraph 4.

(Effect of Amalgamation)

Article 56. The school juridical person which continues to exist after the amalgamation or the school juridical person which has been established in consequence of the amalgamation shall succeed to the rights and obligations of the school juridical persons or ~~the~~ juridical persons under Article 64 paragraph 4, which have ceased to exist in consequence of the amalgamation (including such rights and obligations^s as the said school juridical persons or the juridical persons under Article 64 paragraph 4 possess regarding their enterprises in accordance with the

(Effect of Amalgamation)

Article 56. The school juridical person which continues to exist after the amalgamation or the school juridical person which has been established in consequence of the amalgamation shall succeed to the rights and obligations of the school juridical persons or ~~the~~ juridical persons under Article 64 paragraph 4, which have ceased to exist in consequence of the amalgamation (including such rights and obligations^s as the said school juridical persons or the juridical persons under Article 64 paragraph 4 possess regarding their enterprises in accordance with the authorization or any other disposition of the competent authorities).

(Time of Amalgamation)

Article 57. The amalgamation of school juridical persons shall become effective, when registration is effected, in accordance with the provisions of Cabinet Order, at the place where the main office of the school juridical person that continues to exist after the amalgamation or of the juridical person that is newly established in consequence of the amalgamation is located.

(Provisions to Apply Mutatis Mutandis)

Article 58. The provisions of Articles 70, 73 to 76 inclusive, Article 77 paragraph 2 (only the part related to reporting) and Articles 78 to 83 inclusive (dissolution and liquidation of a juridical person) of the Civil Code, and Article 35 paragraph 2, Articles 36, 37-(2), Articles 136 to 137 inclusive and Article 138 (supervision over the liquidation of a juridical person) of the Non-Litigant Case Procedure Law (Law No. 14 of 1898) shall apply mutatis mutandis to the dissolution and the liquidation of a school juridical person. In this case, "the government offices in charge thereof" in Article 77 paragraph 2 and Article 83 of the Civil Code shall read "the competent authorities".

Section 5. Aid and Supervision

(Aid)

Article 59. To school juridical persons which applied for assistance, in accordance with the procedure to be provided for in Ministry of Education Ordinance or the by-law of the local public entity concerned, the State or a local public entity may, if deemed necessary for the promotion of education, grant subsidies, or make loans, transfer or