

-4-

Any sudden change-over from central control to complete decentralization might result in chaos, in giving too great control in remote districts to reactionary and ignorant elements of the population, and in making difficult the Supreme Commander's supervision and inspection of educational reform.

APR 2 1947

RESTRICTED

In reply refer to
NA

MEMORANDUM FOR THE SECRETARY, SWNCC

Subject: Draft Directive Regarding Policy for the
Revision of the Japanese Educational System

There is enclosed a draft directive prepared on the basis of a policy decision unanimously approved at the fifty-first meeting of the Far Eastern Commission on March 27, 1947 under the provisions of paragraph II, A, 1, of its terms of reference.

It is requested that the enclosed directive be forwarded to the Joint Chiefs of Staff for transmission to General MacArthur for his guidance in accordance with paragraph III, 1, of the terms of reference of the Far Eastern Commission. It is assumed that if the Joint Chiefs of Staff have any question regarding the draft directive they will refer the matter to the State Department for clarification before transmitting a directive on the subject.

It is also requested that the Supreme Commander for the Allied Powers be informed that before the policy decision was approved by the Commission the Australian representative made a statement setting forth the views of his Government with regard to the decentralization of the Japanese educational system, and the Indian representative commented upon paragraphs 2 and 7 of the enclosure, and that these statements as recorded in the draft minutes of the Commission's fifty-first meeting be transmitted to the Supreme Commander.

The Secretary General of the Far Eastern Commission has requested that the Joint Chiefs of Staff, in transmitting the enclosed draft directive to the Supreme Commander

for

-2-

the Allied Powers, inform him that in adopting the policy decision regarding the revision of the Japanese educational system the Commission agreed that it should be released to the press after being received by the Supreme Commander. Therefore, in accordance with normal procedure, acknowledgment of the receipt of the directive is requested.

J. H. HILLDRING

J. H. Hilldring *eah*
Assistant Secretary

Enclosures:

1. Draft Directive
2. Excerpt from Minutes.

A true copy of
the signed orig-
inal. *amw*

NA:ALDunning:mho
3-28-47

RESTRICTEDENCLOSURE 1DRAFT DIRECTIVE REGARDING THE REVISION
OF THE JAPANESE EDUCATIONAL SYSTEM

The following directive, prepared by the State Department to implement the policy adopted by the Far Eastern Commission on March 27, 1947, under the provisions of paragraph II, A, 1, of its terms of reference has been received from the State, War and Navy Departments for transmission to you for your guidance in accordance with paragraph III, I, of those terms of reference:

Guiding Principles and Objectives.

1. Education should be looked upon as the pursuit of truth, as a preparation for life in a democratic nation, and as a training for the social and political responsibilities which freedom entails. Emphasis should be placed on the dignity and worth of the individual, on independent thought and initiative, and on developing a spirit of inquiry. The inter-dependent character of international life should be stressed. The spirit of justice, fair play, and respect for the rights of others, particularly minorities, and the necessity for friendship based upon mutual respect for people of all races and religions, should be emphasized. Special emphasis should also be placed on the teaching of the sanctity of the pledged word in all human relations, whether between individuals or nations. Measures should be taken as rapidly as possible to achieve equality of educational opportunity for all regardless of sex or social position. The revision of the Japanese educational system should in large measure be undertaken by the Japanese themselves and steps should be taken to carry out such revision in accordance with the principles and objectives set forth in this paper.

Training, Recruitment, and Conditions of
Service of Teachers

2. Those teachers and other educational officials whose record shows them to have been pronounced exponents of ultra-nationalistic, militaristic, or totalitarian ideas, should be forbidden to teach or engage in other employment connected with education.

3. Short

-2-

RESTRICTED

3. Short refresher courses and vacation schools for teachers should be opened, so far as possible, in order to train them in democratic ideas.

4. The development of modern techniques of teaching should be encouraged and opportunities should be provided for teachers to become acquainted with these techniques. In this connection, regard should be had to the value of affording teachers opportunities of transferring from one institution to another.

5. As a corrective to the regimented and limiting nature of normal school training in the past, and to provide teachers with aims and techniques in harmony with the objectives of the occupation, special emphasis should be placed upon the reorganization of normal schools and the establishment of teachers training institutes staffed with the most competent instructors available for inculcating democratic principles. Endeavors should be made to increase the proportion of teachers who have had a university training.

6. The teaching profession should be recognized as of vital importance to the future welfare and democratic development of the nation, and its economic status should be improved to a degree commensurate with this importance. Consideration should be given to the establishment of salary scales affording all teachers a reasonable standard of living according to their abilities, qualifications, and responsibilities without the necessity of supplementing their income from outside sources. A basic living wage should be guaranteed for all teachers, with increases according to their qualifications.

Textbooks, Curricula and Teaching Methods.

7. Teaching of ultra-nationalism, state Shintoism, veneration of the Emperor, exaltation of the state over the individual, and race superiority, should be eliminated from the educational system.

8. Textbooks and other reading material that contain such ideas as those outlined above should be withdrawn from use in schools. New textbooks should be issued which give an understanding of progressive ideas. Foreign books should be made available, especially in central libraries, and for teachers. These objectives should be given due weight when allocations of paper supplies and imports of foreign publications are made.

9. Courses

RESTRICTED

-3-

9. Courses in social sciences, civics, constitutional law and government, current events, world affairs and international cooperation should be made an integral part of the educational system at appropriate levels of teaching.

10. Teaching of military subjects should be totally forbidden in all educational institutions. The wearing by students of military-style uniforms should be forbidden. Classical sports, such as KENDO, which encourage the martial spirit, should be totally abandoned. Physical training should no longer be associated with the SEISHIN KYOIKU. Greater emphasis should be placed on games and other recreational activities than on pure calisthenics and drill. If former servicemen are employed as drill instructors, or in connection with physical training or sport, they should be carefully screened.

11. Imperial rescripts should not be used as a basis of instruction, study, or ceremonies in schools.

12. Independent thinking on the part of teachers and students should be encouraged.

13. Uniform minimum standards should be prescribed for the different levels of instruction in all the schools of Japan, whether public or private.

Adult Education.

14. Adult education should be promoted rapidly by the use of all suitable facilities such as evening classes, university extension courses, the radio, the cinema, and libraries.

Vocational Education.

15. Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations for this purpose.

Educational Administration and Finance.

16. The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise.

17. The

RESTRICTED

-4-

17. The Japanese Government should exercise such control over the education system as will ensure the achievement of the objectives of the occupation, particularly the reforms called for by this policy decision. Subject to the foregoing, and to maintenance of standards prescribed by the Government, the responsibility for the local administration of educational establishments should in due time be decentralized. Japanese parents and citizens should be encouraged to feel a sense of individual responsibility for the achievements of the objectives set out in paragraph 1. Where practicable they should be associated with the control, development, and work of the schools and other educational institutions.

18. The plans enumerated in this paper should be closely correlated with the reforms in the social, economic and political life of the nation. In the implementation of the educational policies outlined above, funds should be allocated for all essential educational reform commensurate with the needs and resources of the nation.

19. In order that educational standards in poor districts should not be lowered by the inability of some local bodies to provide sufficient finance from local revenue, finance for education should come for the most part from the national government, which should be responsible for the maintenance of an adequate level of education throughout Japan. Local and private bodies should be encouraged to supplement these funds provided by the national government.

General.

20. Free and compulsory education should be provided for all Japanese children for a minimum period of six years and should be extended to higher age groups as rapidly as possible.

21. More opportunities should be provided for higher education.

22. Equal opportunity for both sexes should be provided at all levels of education-- primary, secondary, and tertiary.

23. Encouragement should be given to the formation and reorientation of educational associations, parent-teacher associations; and to assist in making the Japanese people aware of the significant changes in the direction of

education

RESTRICTED

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education in a democratic Japan, such groups should be encouraged to consider practical problems of education.

24. Discrimination against the graduates of private schools in civil service appointments should be eliminated, provided the schools in question conform to educational standards laid down for the public educational system.

25. Educational institutions of foreign foundation in Japan have played a useful part in the past in widening and deepening the scope of Japanese education, and should be given equal rights to those of Japanese institutions in future.

EXCERPTS FROM THE MINUTES OF THE FIFTY-FIRST MEETING
OF THE FAR EASTERN COMMISSION, MARCH 27, 1947

ITEM 5 - Policy of the Revision of the Japanese
Educational System (FEC-092/1)

Statement by the Indian Representative:

Mr. Chairman, I am grateful to you for having allowed me this opportunity to discuss things in conference with you and your educational adviser on the subject. I would not like to take up the time of the Commission on this paper. I find that it is a most excellent paper, drafted by those who know the subject. They have taken all relevant questions into consideration and have dealt with them as well as they could in the circumstances. When I say in the circumstances I mean that Japan today represents, along with some of the others whose fate is being dealt with elsewhere, a country and a people who unfortunately were a little too excessive in their ambition. They were carrying out their ambition in a form which had become a menace to the world, which menace fortunately has now been conquered. And now we must be very concerned that that menace is not revived in any shape or form anywhere--not merely in Japan but elsewhere too. If the world is to preserve peace, and if humanity is to grow along lines of peaceful prosperity, then these tendencies have got to be restrained wherever they may be found. That is the object behind this paper and I am entirely in agreement with it. But there are one or two little points which have occurred to me after a superficial reading of this paper in the short time I have had at my disposal, and which I have mentioned to the Chairman. With the help of his advice my doubts have been more or less satisfied for the time being. But it is only relevant that I should mention these points to you now so that you may also bear in mind how my mind is moving.

Now, if you look at page 1, paragraph 2, the opening sentence runs as follows: "Those teachers and other educational officials whose record shows them to have been

pronounced

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pronounced exponents of ultra-nationalistic, militaristic, or totalitarian ideas, should be forbidden to teach or engage in other employment...." Please mark the word "employment" there, "...or engage in other employment connected with education." Now, supposing for instance, little children are being taught in schools and some of these men are available for supplying, shall we say, milk to the children, which is possibly a connected activity, After all we must see that the children are brought up properly, and we supply them with milk. You know what the manpower shortage is like all over the world. Supposing these people can be employed in that particular activity, which will still be connected with education but not education itself. I want to know whether this will bar them. If so, I think we are drawing rather heavily upon our resources of manpower. That is one doubt. I don't know whether that doubt has been completely resolved, but I do not wish that little point to become a hindrance in the passage of this paper.

Paragraph 7, relating to textbooks, curricula, and teaching methods, says: "Teaching of ultra-nationalism, State Shintoism...should be eliminated from the educational system." Now, I fear that the expression "State Shintoism" infringes a principle, a fundamental principle, not that I for one second desire Shintoism to be revived anywhere in that form, because, after all, militarist Shintoism has certainly proved a very dreadful thing as far as Japan is concerned. I have not the slightest doubt about it and nobody would like it to be revived in that form. But it is a question of a people --- I am going to the fundamentals--- claiming a teaching to be religious. Are we today sanctioning that principle? Are we telling anyone today that religion in any shape or form or in any particular form shall not become State religion anywhere? What about Christianity? There are certain countries where Christianity is a State religion. The United Kingdom has a form of Christianity as a State religion. Later on you may find it difficult, after having laid down a law or principle like this, you may find it difficult to defend it. I am only warning you. That is about all. It is quite possible that somebody may come up afterwards and say no religion shall ever be taught anywhere as a State religion. Personally I may be quite prepared to subscribe to it because religion and State should never be confused. It is a wrong thing to do. But it is a point for you to consider. It is easy for us to lay down certain rules and fundamentals in a hurry and then find later on that they become halts around our necks. This is a doubt which I have expressed.

Statement

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Statement by the Australian Representative:

The Far Eastern Commission has not laid down in any detail in paragraphs 16, 17, 18 and 19 of FEC-092/1 how the Japanese educational system is to be decentralized. It has been felt that the Commission should do no more than lay down general policy, in order that the Supreme Commander will have the greatest possible degree of discretion in determining what is most suitable in the light of current circumstances. The Australian Government fully agrees with this, and has complete confidence in General MacArthur. However, the Australian Government would like to state formally its more detailed views, and to ask that these be sent to General MacArthur for his guidance in the degree and timing of decentralization, the Supreme Commander of course retaining full discretion as to the extent to which he follows these lines.

It is believed that comprehensive educational reform is likely to be most effectively handled by a centralized Government department. Therefore decentralization of administration is not recommended for general policy planning, finance, appointment of teachers, conditions for teachers, provision of buildings, planning of educational standards, and the over-all conduct and planning of research programmes. However, the carrying out of details of administration should be decentralized. This decentralization might be accomplished most effectively by placing local administration of education under district superintendents of education, appointed by the Japanese Government, who should be educationalists of standing. It is believed that the schools and teachers should not be under the control of the prefectural administrations. In determining curricula, a central authority should make general suggestions for all subjects and should specify requirements of standards; however, within those limits, decentralization should occur, and is recommended particularly for social studies, biological sciences and vocational subjects in which local conditions should play an important role.

It is not considered that the Japanese people, particularly in rural and remote areas, are yet fitted to undertake the responsibility of local supervision of education through educational committees or boards elected under local franchise. Nor is it considered that the teaching body as a whole is fitted to accept immediately the freedoms in determining curricula and teaching methods implied in a decentralized system. The process of decentralization should take place gradually over a period of some years and should keep pace with the progress of development of democratic thought among teachers and parents.

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Any sudden change-over from central control to complete decentralization might result in chaos, in giving too great control in remote districts to reactionary and ignorant elements of the population, and in making difficult the Supreme Commander's supervision and inspection of educational reform.

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**THE STATE-WAR-NAVY COORDINATING COMMITTEE
WASHINGTON, D. C.**

DC/R

**SWN-5300
9 April 1947**

**MEMORANDUM FOR THE SECRETARY OF STATE:
(Attention: Mr. J. K. Penfield - FE)**

**Subject: Directive Transmitted to SCAP by
the Joint Chiefs of Staff**

Enclosed are three copies of Directive, Serial No. 74, transmitted to SCAP by the Joint Chiefs of Staff. Copy No. 1 is for transmittal to the Far Eastern Commission and Copies 2 and 3 are for the files of the State Department.

894.42/4-947

For the State-War-Navy Coordinating Committee:

H. W. Moseley
**H. W. MOSELEY,
Secretary**

**Enclosures:
Copy Nos. 1, 2 and 3,
Serial No. 74**

*Memorandum for Gen Pen FEB -
4/10/47
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THE STATE-WAR-NAVY COORDINATING COMMITTEE
WASHINGTON, D. C.

~~FC~~
DC/R

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894.42/4-947

For the State-War-Navy Coordinating Committee:

H. W. Moseley
H. W. MOSELEY,
Secretary

Enclosures:
Copy Nos. 1, 2 and 3,
Serial No. 74

Memoranda for Gen Pen, FEB -
4/10/47
AD
file

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894.42/4-947

RESTRICTEDCOPY NO. 3Serial No. 74

5 April 1947

DIRECTIVE TO THE SUPREME COMMANDER FOR THE ALLIED POWERSREVISION OF THE JAPANESE EDUCATIONAL SYSTEM

The following directive, serial number 74, prepared by the State Department to implement the policy adopted by the Far Eastern Commission on March 27, 1947, under the provisions of paragraph II, A, 1, of its terms of reference has been received from the State, War and Navy Departments for transmission to you for your guidance in accordance with paragraph III, 1, of those terms of reference:

"Guiding Principles and Objectives.

"1. Education should be looked upon as the pursuit of truth, as a preparation for life in a democratic nation, and as a training for the social and political responsibilities which freedom entails. Emphasis should be placed on the dignity and worth of the individual, on independent thought and initiative, and on developing a spirit of inquiry. The inter-dependent character of international life should be stressed. The spirit of justice, fair play, and respect for the rights of others, particularly minorities, and the necessity for friendship based upon mutual respect for people of all races and religions, should be emphasized.

RESTRICTED

Special emphasis should also be placed on the teaching of the sanctity of the pledged word in all human relations, whether between individuals or nations. Measures should be taken as rapidly as possible to achieve equality of educational opportunity for all regardless of sex or social position. The revision of the Japanese educational system should in large measure be undertaken by the Japanese themselves and steps should be taken to carry out such revision in accordance with the principles and objectives set forth in this paper.

"Training, Recruitment, and Conditions of Service of Teachers

"2. Those teachers and other educational officials whose record shows them to have been pronounced exponents of ultra-nationalistic, militaristic, or totalitarian ideas, should be forbidden to teach or engage in other employment connected with education.

"3. Short refresher courses and vacation schools for teachers should be opened, so far as possible, in order to train them in democratic ideas.

"4. The development of modern techniques of teaching should be encouraged and opportunity should be provided for teachers to become acquainted with these techniques. In this connection, regard should be had to the value of affording teachers opportunities of transferring from one institution to another.

"5. As a corrective to the regimented and limited nature of normal school training in the past, and to provide teachers with aims and techniques in harmony with the objectives of the occupation, special emphasis should be placed upon the reorganization of normal schools and the establishment of teachers training institutes staffed with the most competent instructors available for inculcating democratic principles. Endeavors should be made to increase the proportion of teachers who have had a university training.

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"6. The teaching profession should be recognized as of vital importance to the future welfare and democratic development of the nation, and its economic status should be improved to a degree commensurate with this importance. Consideration should be given to the establishment of salary scales affording all teachers a reasonable standard of living according to their abilities, qualifications, and responsibilities without the necessity of supplementing their income from outside sources. A basic living wage should be guaranteed for all teachers, with increases according to their qualifications.

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"7. Teaching of ultra-nationalism, state Shintoism, veneration of the Emperor, exaltation of the state over the individual and race superiority, should be eliminated from the educational system.

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RESTRICTED

emphasis should be placed on games and other recreational activities than on pure calisthenics and drill. If former servicemen are employed as drill instructors, or in connection with physical training or sport, they should be carefully screened.

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"Adult Education

"14. Adult education should be promoted rapidly by the use of all suitable facilities such as evening classes, university extension courses, the radio, the cinema, and libraries.

"Vocational Education

"15. Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations for this purpose.

"Educational Administration and Finance

"16. The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise.

"17. The Japanese Government should exercise such control over the education system as will ensure the achievement of the objectives of the occupation, particularly the reforms called for by this policy decision. Subject to the foregoing, and to maintenance of standards prescribed by the government, the responsibility for the local administration of educational establishments should in due time be decentralized. Japanese

RESTRICTED

parents and citizens should be encouraged to feel a sense of individual responsibility for the achievements of the objectives set out in paragraph 1. Where practicable they should be associated with the control, development, and work of the schools and other educational institutions.

"18. The plans enumerated in this paper should be closely correlated with the reforms in the social, economic and political life of the nation. In the implementation of the educational policies outlined above, funds should be allocated for all essential educational reform commensurate with the needs and resources of the nation.

"19. In order that educational standards in poor districts should not be lowered by the inability of some local bodies to provide sufficient finance from local revenue, finance for education should come for the most part from the National Government, which should be responsible for the maintenance of an adequate level of education throughout Japan. Local and private bodies should be encouraged to supplement these funds provided by the National Government.

"General

"20. Free and compulsory education should be provided for all Japanese children for a minimum period of 6 years and should be extended to higher age groups as rapidly as possible.

"21. More opportunities should be provided for higher education.

"22. Equal opportunity for both sexes should be provided at all levels of education--primary, secondary, and tertiary.

"23. Encouragement should be given to the formation and reorientation of educational associations, parent-teacher associations; and to assist in making the Japanese people aware of the significant changes in the direction of education

RESTRICTED

in a democratic Japan, such groups should be encouraged to consider practical problems of education.

"24. Discrimination against the graduates of private schools in Civil Service appointments should be eliminated, provided the schools in question conform to educational standards laid down for the public educational system.

"25. Educational institutions of foreign foundation in Japan have played a useful part in the past in widening and deepening the scope of Japanese education, and should be given equal rights to those of Japanese institutions in the future."

~~NA~~
DOR

APR 14 1947

In reply refer to
NA 894.42/4-947

RESTRICTED

MEMORANDUM FOR THE SECRETARY GENERAL
FAR EASTERN COMMISSION

In accordance with instructions of April 9, 1947, from the State-War-Navy Coordinating Committee, there is enclosed a certified copy of a directive, Serial No. 74, to the Supreme Commander for the Allied Powers regarding Revision of the Japanese Educational System, to be filed with the Far Eastern Commission under the provisions of paragraph III, 4, of its Terms of Reference.

894.42/4-947

DOR NE Unit	
na	<i>mp</i>
cc	<i>EGF</i>
col	

ERNEST A. GROSS
for J. H. Hilldring
Assistant Secretary

CS/A

Enclosure:

Copy No. 1 (certified) of
Directive to the Supreme
Commander for the Allied Powers,
Serial No. 74.

894.42/4-947

CR
APR 14 1947

OLD
NA: ALD *JKZ* / bms 4-19-47

RESTRICTED

FE

A true copy of
the signed original.
CR/FE

JUN 9 1947

In reply refer to
OIC

894.42/6-947

My dear Lady Butterfield:

You will find enclosed the plan which you left with me to promote world peace by international friendship among children. I have read it with great interest.

In accordance with your suggestion, I have asked Mr. Kenneth Fry, Head of our Radio Division, and Mr. Herbert Edwards, Head of our Motion Picture Division, to call you to discuss with you some of your interests in these two fields.

I am sending you under separate cover a statement on the program of the Office of International Information and Cultural Affairs. I believe that this material will help you understand the definite interest of this Office in world understanding.

With best wishes,

Sincerely yours,

Kenneth Holland
Assistant Director
Office of International Information
and Cultural Affairs

Enclosure:

Plan as described
above.

Lady Butterfield,
Women's National Democratic Club,
1526 New Hampshire Avenue, N. W.,
Washington 6, D. C.

JUN 9 1947

OIC:KHolland:emt 6/5/47

CS/A

894.42/6-947



OCCUPIED AREAS DIVISION

JUL 17 1947

Ans'd. 7/18/47

Department of State

File
J. S. [unclear]

The Wheeler House
Castine, Maine
5 July 1947

DIVISION OF
NORTHEAST ASIAN

Director
Office of Far Eastern Affairs
Department of State
Washington, D.C.

JUL 22

DEPARTMENT OF STATE

894.42/7-547

Dear Sir:

I am a former member of the Headquarters Staff, GHQ, SCAP and am at present a Professor-Elect at Columbia University and a Guggenheim Fellow. I am in the process of preparing a book on the Educational Problems of Post-War Japan for publication by the Yale University Press. I was refused Theater Clearance to return to Japan to finish this study by the War Department on the grounds, which I consider insufficient, that such a study is not of sufficient importance to warrant the housing space required for me to live in Japan for a year. I am trying to finish the study with information through official channels.

The Department of State furnished me with a copy of "Occupation of Japan" (Policy and Progress) Publication No. 2671, Far Eastern Series No. 17. Before I close the manuscript of this book late this summer I am anxious to receive the official English texts of the following:

1. Any supplementary Publication of Policy and Progress which may have been published following the above.
2. A copy of the Japanese plan for the decentralization of the Educational System (announced on 20 January 1947, in implementation of the recommendations of the 1946 U.S. Education Mission to Japan).
3. A copy of the Japanese plan for the simplification of the writing system (either by limitation of the number of characters or by the adoption of Roman script), which was adopted early in 1947.
4. A copy of the basic policy on Education prepared by the Department of State but (as of March 1947) not yet approved by the Far Eastern Commission and accordingly still classified. If this is still classified and not yet officially adopted I would appreciate a statement to that effect.
5. Copies of the educational provisions of the two SWNCC directives published in the summer of 1945 for military occupation of Japan in the event of either a contested or uncontested landing. If these are still classified TOP SECRET or lower classification barring direct quotation will you please so advise me?

CS/V

Get from War Dept ?

no

no

✓

TOP SECRET
no
no
no
no

894.42/7-547

Office of Far Eastern Affairs
Department of State
Page 2

FEC
com #3

- ✓ 6. An official copy of the final draft of the new Constitution of Japan. The draft given in Publications No. 2671 is identical with the last draft I got before I left Tokyo but it is possible there may have been changes.

I hope that you will not consider a remark that I am about to make to be anything but an interested and friendly criticism. But in the light of the extremely critical attention which is focussed on all American documents by foreign nations at this time I felt that you should know that in a number of places the editing of Publication No. 2671 is pretty bad. I was in a position in Japan to have access to all the documents which were pertinent to my field, and in fact wrote several which are in this book. I have checked my drafts with the published record and find that the Department of State publication includes several typographical errors, errors in Japanese, errors in numbering and titles, and in at least one place the entire omission of a part of the original directive, without any indication that it was omitted. Fortunately in this instance the omission is hardly crucial but any slip of that sort is an open invitation to the foreign charge that the United States is officially publishing doctored materials for propaganda purposes.

Very truly yours,

Robert King Hall
ROBERT KING HALL

JUL 24 1947

In reply refer to
ADO

894.42/7-547

My dear Mr. Hall:

Your letter of July 5, 1947, addressed to the Director of the Office of Far Eastern Affairs, in which you ask for materials to help you complete a book on Educational Problems in Post-War Japan, has been referred to this Division for reply.

There is enclosed as much of the material requested by you as is available in the Department or the War Department at the present time. Normally, requests for material of this type would be made to SCAP or to the Reports and Analysis Branch, Civil Affairs Division of the War Department, which has been consulted in the gathering of the material available. It is suggested that further requests be addressed to those sources.

Certain of the items you request cannot be supplied at present for the following reasons:

- (a) There has been no Policy and Progress Publication on Japan supplementary to No. 2671;
- (b) SWNCC directives issued in 1945 for military occupation of Japan are still classified, precluding quotation; and
- (c) The Japanese plan for the simplification of the writing system is not available here.

It is

Mr. Robert King Hall,
The Wheeler House,
Castine, Maine.

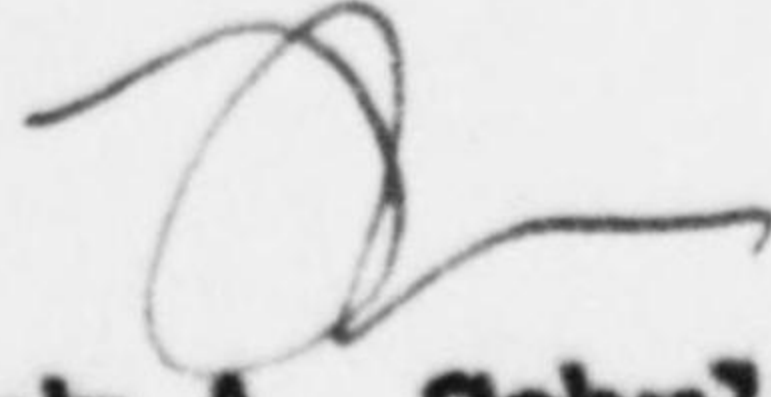
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894.42/7-547

- 2 -

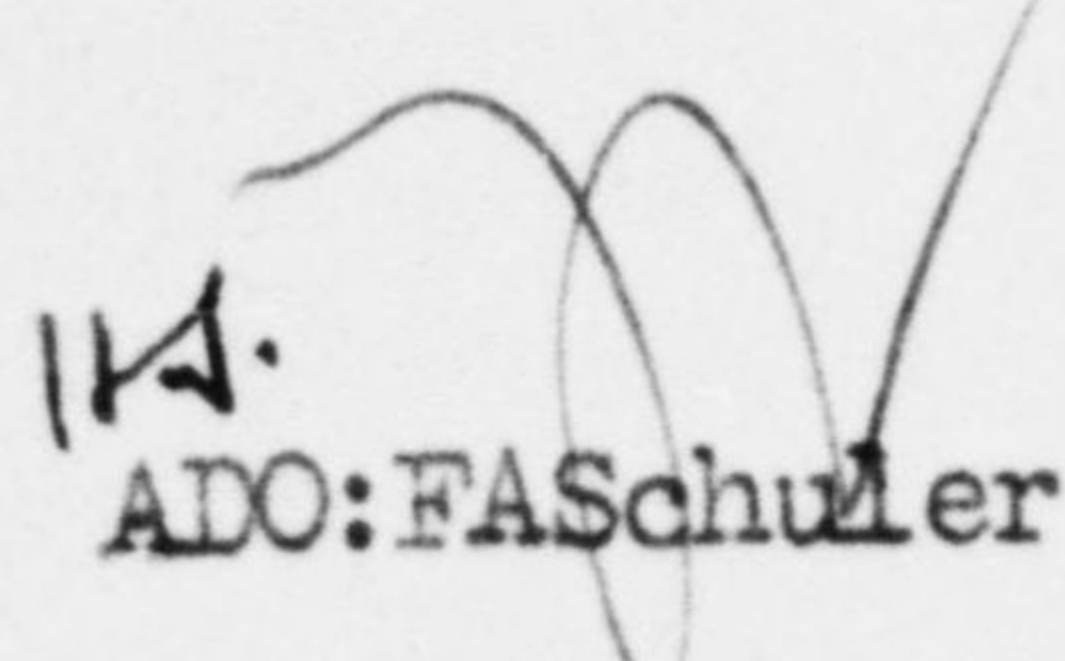
It is hoped, however, that the enclosed material will be of some assistance to you in the completion of your work. Your comments on Publication No. 2671 have been brought to the attention of the Department's Division of Publications.

Sincerely yours,

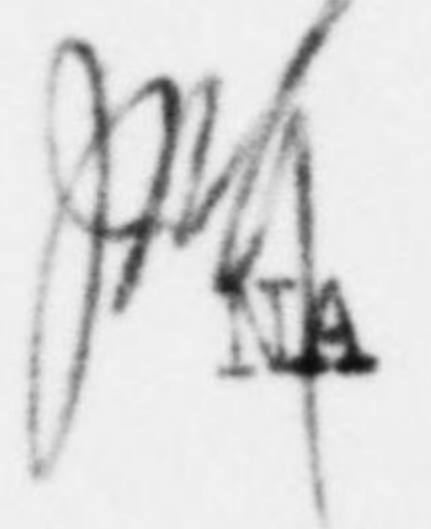

Frank A. Schuler, Jr.
Associate Chief
Division of Occupied Areas

Enclosures:

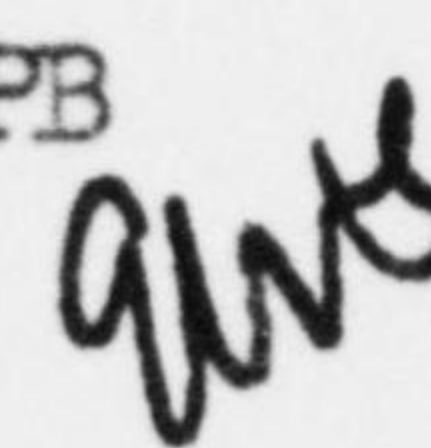
1. Policy for the Revision of the Japanese Educational System.
2. The Constitution of Japan (Promulgated 3 November 1946).
3. Reorganization of Japanese Education System, January 29, 1947.


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NORTHEAST ASIAN AFFAIRS
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Don't you think we had better send this on to Frank Schuler and to P.B. (Publications) for appropriate action?

Helen

ROY E. SIMPSON
SUPERINTENDENT OF PUBLIC INSTRUCTION
AND DIRECTOR OF EDUCATION

HELEN HEFFERNAN
CHIEF OF DIVISION



file

BERNARD J. LONSDALE
ACTING CHIEF OF DIVISION

DELLA M. PERRIN
CONSULTANT IN
EARLY CHILDHOOD EDUCATION

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY EDUCATION
SACRAMENTO 14

July 16, 1947

Dr. Kenneth Holland
Assistant Director
Office of International Information
and Cultural Affairs
Department of State
Washington

Dear Dr. Holland:

Your letter of July 9 addressed to Miss Helen Heffernan has been referred to me.

At the present time Miss Heffernan is on leave of absence from her position in the State Department of Education. Miss Heffernan is serving as Elementary Schools Office on Headquarters Staff of General MacArthur in Tokyo. I am forwarding your letter with its enclosure to her.

I am sure Miss Heffernan will be interested in the contents.

Yours very truly,

Bernard J. Lonsdale
Bernard J. Lonsdale, Acting Chief
Division of Elementary Education

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FEB 17 1948

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CIVIL INFORMATION AND EDUCATION SECTION
G.H.Q., S.C.A.P.
APO 500, c/o Postmaster
San Francisco, California

Tokyo, Japan
6 August 1947

Mr. Kenneth Holland
Assistant Director
Office of International Information
and Cultural Affairs
Department of State
Washington 25, D. C.

Dear Mr. Holland:

Thank you for you letter of July 9 with the enclosed communication from Lady Butterfield and the essay on Atomic Energy and World Peace. As you know, the effects of Atomic Energy are far too recent and impressive in the minds of the Japanese people for us to need to give any emphasis to this subject. As a matter of fact, we are trying to re-build Japan in terms of the Constitution promulgated in May, which outlaws war for the Japanese people for all times.

We are making some progress in the development of education in Japan, but are confronted with serious shortages of teachers, buildings, books and instructional materials which make the work exceedingly difficult.

With all good personal wishes, I am

Very cordially yours,

Helen Heffernan

Helen Heffernan
Elementary Schools Officer

FEB 17 1948

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DEPARTMENT OF
NORTHEAST ASIAN AFFAIRS

NOV 12 1947

Tokyo, October 7, 1947

DEPARTMENT OF STATE

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No. 1316

ASSISTANT SECRETARY
NOV 20 1947
DEPARTMENT OF STATE
NOV 20 1947
ASSISTANT SECRETARY

SUBJECT: Transmittal of a Report Concerning Teachers and Teaching Methods.

The Counselor of Mission has the honor to forward five copies of a report dated March 12, 1947 concerning teachers and teaching methods, prepared by the Civil Information and Education Section of this Headquarters.

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Enclosure: *att*

Five copies of a GHQ, SCAP, report, Teachers and Teaching Methods, March 12, 1947.

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

PUBLICATIONS ANALYSIS, 12 March 1947

No.94

Teachers and Teaching Methods

There seems to be no more enthusiastic group of Japanese writers than those who appear in educational magazines or discuss educational subjects in other publications. Most of these writers are themselves teachers or educational officials. Articles on the general subject of education are noteworthy, for they show considerable comprehension of the responsibility of the schools in creating a democratic nation. In the more detailed writing, teachers seem inclined to discuss their particular fields -- especially their own theories, methods and projects -- in a way which indicates considerable individual thinking and enthusiasm. Because of the abundance of material dealing with the field of education, it has seemed advisable to limit this report to the subject of teaching and teaching methods and to matters which are closely allied.

A Chiba primary school director, Kanzo Komura, declares in the educational journal KOKUMIN KYOIKU (Kogakunen), that "Education Must Reconstruct Japan." The Japanese must "set a far-sighted policy in the present chaotic circumstances. This must be based on experience and actual practice as well as on science and philosophy. * * * Our education, having been set free from its wartime status, must be reappraised from the viewpoint of world civilization. We must establish a reliance upon historic facts and . . . we must find the spirit with which to develop individuality and create a refined people capable of making their contribution to humanity."

The Japanese educational world "at present needs most the spirit of independence and freedom from narrow-mindedness," Takeshi Koide, a primary school principal, states in KOKUMIN KYOIKU (Teigakunen). The lack of a spirit of independence is manifested in many ways at the present time, and is the result of the years of oppression; but henceforth the Japanese must cease casting recriminations and must be anxious to join with other nations in contributing to world civilization. To illustrate the new outlook which he feels should be purveyed through the schools, Koide asserts that the Pacific Ocean should serve to join Japan with the rest of the world, rather than to keep it secluded.

Advice to the younger generation is offered by Professor Kenko Kimura of Tokyo Imperial University, in SEKAI. Establishment of a democratic system is not all that is required, he writes. "If people know only how to submit, and do not know how to think and act on their own volition, a democratic system will turn out to be worse than useless." What is most important, declares Kimura, and what must be achieved through education, is "the spirit of independence-the ability to act on one's own initiative without compulsion from outside and with the spirit of self-responsibility." In a NIPPON KYOIKU article on "The Constitution and Education," Toshiki Sano, president of The Japan Educational Association, describes the Preamble as a practical expression of democratic politics, and avers that promulgation of a sense of the social responsibility of the individual citizen is one of the foremost tasks of Japanese teachers. This must be spread not only in the class

room but through the daily school and social life of students. Much educational effort must be exerted, Sano feels, before true democracy can be displayed by the Japanese.

The Students

A dialogue between the previously quoted Kenko Kimura and Masao Maruyama of the law department of Tokyo Imperial University appears in BUNGEI SHUNJU. Both men agree that older students have generally become reflective, and that in many cases the war has led them to be skeptical. Feeling that they have been misled once, they are overly precautions lest this happen again. "They are becoming experimental," says Maruyama. "They must see and hear things for themselves before they will believe. Many students hold jobs in order to meet their school expenses." This is worthwhile, Maruyama feels, for it enables them to combine theory with actual practical experience. Women college-students, he believes, are more idealistic than the men -- they do not associate the subjects of their classroom studies with their daily lives. Young men of rural areas, who are not students, are less skeptical and more self-confident than their city brothers, according to Kimura, and they often participate actively in village affairs. But they behave without a guiding aim or objective and, though they read desulterily, they lack unified knowledge.

Further ideas on this subject are presented in TAIHEI by Naotaro Oki, a Meiji University professor. Students appear just about the same as they did one year ago, this writer finds, but judging from the letters they write to periodicals, their spirits and ideas must have changed. Last April, Oki declares, when students arrived for entrance examinations, they seemed to have a war-born feeling of inferiority; they had lost their independence of mind and initiative. The spirit which had been utilized to uphold the militarists had become shameful with the close of the war. But now Oki finds himself surprised by the sharp and strong statements of opinion written by students to publications, and he thinks that these must especially astonish those teachers who beat their charges into a state of submission in wartime. Oki is glad that students are being given the opportunity for self-government and self expression guided into proper channels.

Teaching Methods and Media

In ASAHI HYORON Teiyu Amano, director of the First Higher School, surveys the educational field, and points out certain shortcomings of the old systems: (1) education had no independence and was under the continued sway of the politicians and the militarists; (2) the formality of education was considered more important than the subject matter and the effects of the teaching; (3) it was felt that the object of education was simply to prepare one for worldly success; (4) it was commonly believed that the studious attitude should be dropped upon graduation from school or college, rather than that education should furnish the foundation upon which one could continue to study and build further knowledge; (5) it was difficult for students to transfer from one school to another, and the differences between government and private schools were such that boys were discouraged from attending private institutions. Amano urges that education be given its independence - with the management of educational matters left entirely in the hands of educators, that prefectural schools be freed from central control, and that the authority of the directors and principals of each school or college be extended. He would standardize all education through the middle school years (he advocates a six year primary school course and four years of middle school) with a general preparatory course from which students could embark easily upon a more specialized higher education.

A comprehensive article by Shukei Ishiyama explains the discussion method (to be applied in Japanese schools) to NIPPON KYOIKU readers, and says that this is one of the favored methods of democratic education. Ishiyama declares that classroom discussions aid in the formation of independent, responsible character and demand originality in thinking and expression. The practice builds good social habits by causing children to listen to the opinions of others and either agree or disagree, while frankly expressing their own opinions. - The most suitable subject matter is that which is closely related in some way to the lives of the pupils and yet upon which a reasonable difference of opinion can be expected. The determination of facts is held to be less important than the exercising of judgment in carrying on the discussion. Next, Ishiyama gives rules for successful discussion, and says it is desirable to give the students access (through magazines, books and newspapers) to information on the subject to be discussed. Seats should be arranged so that all participants can see one another, and the chairman should be able to look over the entire group. The chairman should be selected by the students themselves, or the chairmanship rotated within the group; but in some cases it is necessary for the teacher to preside. The teacher should make the children fully aware of the exact point of the discussion, and they should follow its progress closely in their own minds. Therefore the room must be kept quiet and the discussion must be kept from lagging. The expression of opinion must present accurately the true beliefs of the speaker and, at the same time, be intelligible to all the participants; and the children must listen respectfully to each speaker, honoring opposition or minority opinions. The participants must feel that they are taking part in a joint enterprise, and they must guide themselves by reason. Finally, Ishiyama writes, the discussion must be brought to a clear conclusion, with a summing up, so that the children will know what has been decided by the majority and what points are left unsettled.

"Asking questions is one of the most important means of learning," asserts Shigeichi Douchi in KOKUMIN KYOIKU (Chugakunen), introducing a treatise on the value of questions and how they should be handled by teachers. To his mind, questions show two things: either that the student has not read or understood his lesson, or that he actively and energetically seeks to learn more than his lesson gives him. As the students' interest increases, more questions are asked. Teachers can find in the questions of their students an index of how thoroughly their instruction has been comprehended. When the answer to a question is not immediately available, Douchi emphasizes that the teacher should make a point of consulting suitable sources to find the desired information.

The methods of democratizing classroom procedure employed by eight primary schools in different parts of Japan are presented in a KOKUMIN KYOIKU (Teigakunen) survey in which each school gives its own answer to the question put to all. The Hokuto primary school in Nemuro District, Hokkaido, seeks "the cultivation of the attitude of spontaneous study" through "respect for individuality" and by "encouraging the pupils to question the teachers." In addition, "school administration is based on class self-governing bodies and we try to encourage their activity." The Kita Primary School in Kiriu "provides pupils with the opportunity to express their opinions and to discuss the school administration, and encourages questions." Class officers are elected, not appointed, and teachers have adopted an "understanding" attitude.

Among the accomplishments of the Kamona Primary School, Tokuyama City, are the "readjusting of formal classroom manners," and the "adoption of teaching methods which involve more individual guidance and individual study, rather than the teaching of the entire group together." The primary division of the Oita Normal

School responds that "the teachers are trying to study and improve themselves along with the pupils, and are giving up their imperative attitude. * * * We provide class libraries for the students' own study. We try to avoid dry treatment of subjects and to provide enough materials to make the subjects come to life." The Fukui Primary School statement reads, in part: "On Friday the teacher draws up a teaching plan for the following week, consults with the pupils, and posts it in the classroom, making advance preparations both with material and in mind. * * * On Saturday the pupils express their wishes and ideas through a meeting of their organization. * * * We organize each class as a social unit, selecting the monitor, the vice-monitor and various other positions, and divide the class into several smaller groups. We arrange the desks so that it is convenient for the children to engage in mutual study, common research, and discussion."

A KOKUMIN KYOIKU (Kogakunen) article by Shuhaku Kondo gives the views of another writer on methods of encouraging and conducting individual self-study and research for younger students. Kondo is the director of the elementary school attached to the Tokyo Third Normal School. The afternoon is thought to be the best time for self-study, and in Kondo's school the advanced classes are dissolved from one until two for individual research and study. With this procedure "the pupils can apply themselves to study in a settled frame of mind." Any subject will do, though Kondo favors science; but both choice of subject and the plan of study should be carried out by the student. By giving exhibitions and expositions and by creating a sympathetic atmosphere, the teacher should encourage those who cannot select their own subjects. While the results of this individual study will show in the regular schoolwork, it is desirable to afford some opportunity for publication and for recognition of the pupil's accomplishment through class meetings and exhibitions. This, Kondo finds, "will give the students fresh topics and an active life."

An article on educational broadcasting is published in KOKUMIN KYOIKU (Chugakunen) by Masao Yamashita. The small amount of educational broadcasting since the termination of the war has not been the result of disinterest, but was caused by the nationwide shortage of receiving sets for school use. Now that the schools are better supplied, more emphasis is being given to the presentation of educational programs by radio during the school hours. Last year's temporary interim programs, Yamashita explains, were concerned with the principal aims: (1) to stress individual dignity (2) to cultivate a questioning attitude; (3) to create a cheerful atmosphere; and (4) to teach simple English words. For the present school term, a more comprehensive program has been worked out and put into operation. One program aims at familiarizing younger children with natural phenomena and subjects connected with daily life - electricity, water, radio, houses, the press, mail, etc. Another program takes the listener by train on main rail lines through Japan, teaching the history of the railroads, their operation, and their influence. Current events, discussions, and programs featuring children's activities constitute another portion; while in the field of literature the Broadcasting Corporation offers fairy tales of many nations, and drama based on civics courses, on science and mathematics, and on music appreciation and the national language. Children should not be compelled to listen to the radio, Yamashita says, but their interest can and should be guided in that direction. With the Broadcasting Corporation and the Education Ministry working together to present good educational programs, Yamashita urges the cooperation of all teachers to make the project a success.

A roundtable on the education of superior and backward children brings three educators and a doctor to meet with Kenichi Ozawa, editor of NIPPON KYOIKU. Ozawa states that "Japanese education in

the future must advance along the lines of democracy, and one of the principles of democratic education is full recognition of individuality and individual variations." Yoshizo Nogawa, a National School instructor, admits that "the present system impedes the progress of superior children, and it is desirable to ... organize classes according to the ability of the pupil, or to form units within the class according to these abilities." The need for educating backward children "specially and individually," Dr. Tsuneko Muramatsu considers "beyond question. * * * But as regards special education for the superior child, we have entertained many doubts over the possibility of success under the present educational system. It is feared that this may exert a bad influence upon the development of the personality." Dealing with superior children, Yukio Togawa says, "It is thought to be a good idea to relieve children of complexes by awakening their special talents and by deciding scientifically which abilities should be cultivated at an early age." In his school, continues Togawa, "Pupils above the fourth year are allowed free time during the afternoon to study natural science, take group tours, and see whatever performances are available." In this field of education, Ozawa cautions, "society must cooperate with the school." In dealing with backward children, he declares later, "care must be taken not to create an inferiority complex." The contents or subject matter of their education should be specially adapted, says Togawa, and the teacher "should manage to make them understand intuitively what they cannot understand through reason." Furthermore, Ozawa adds, "in this special education it is important to get the right teacher; and he should be paid well."

Textbooks

The Japanese have relied too heavily on textbooks, Muneomi Kaigo of Tokyo Imperial University maintains in NIPPON KYOIKU. "Once the character of textbooks was established, a tradition developed, and revision has been difficult," he declares. "The character of textbooks has a close relationship with the prevailing educational methods." In Japanese education, the method of teaching always has considered the convenience of the teachers, not the students. What the teachers presented was strictly limited to what was found in the book, and this the students learned by heart, "neglecting not one word from start to finish." Now the approach must be radically changed, Kaigo writes, and Japan must have "not books for teaching, but books for learning." Workbooks and books for self-study are proposed by the writer, who explains that such books would have passages of description, followed by questions, and that answering these questions should occupy much of the student's study effort.

The writer then divides the educational process into three stages. In the first the student acquires the means for mastering the contents of the second stage; in the second he learns such subjects as civics, geography, history, etc.; and in the third he applies his knowledge to living materials. In the first stage textbooks are necessary and the teacher's work should be closely related to these books. In the second stage, the student should use textbooks designed for self-study -- "textbooks for learning, not teaching"; and in the third, "liberal study through living subjects" involves the use of materials and as many reference books as are available. Kaigo also holds that teachers must be provided freedom to bring their own experiences and ideas into play and to compile their own material.

In KOKUMIN KYOIKU (Kogakunen), Torashiro Ozaki of the Education Ministry discusses the newly prepared geography books, pointing out that they were compiled hastily and necessarily are incomplete. "There are many places where teachers must teach with special care,"

and teaching aids, such as globes and sketch maps, must be used as supplements. The content is a complete revision from the old, and quite satisfactory, Ozaki believes. "The new books have no political aim. Teachers must teach a fact as a fact and be mindful that the books aim at world peace and international friendship."

Teaching History

An article by Motokichi Kyoguchi attacks the false historical doctrines of Japan in BUNGEI SHUNJU. Japanese history gave up its historical accuracy under political pressure during the Meiji, Taisho, and Showa eras; Japan and the Japanese people were then made holy and heroes were worshipped. Now at last, says Kyoguchi, the Japanese have realized the consequences of pretending to be descendants of gods. Now they must realize that their ancestry goes back simply to primitive man, and that all their national history must be reexamined. This history actually may be found quite ugly. "We should not seek to bring this ugliness to light simply for the sake of exposing it, but in order to correct our unreasonable self-praise and avail ourselves of sober-minded reflection, so that we may be able to construct our future very carefully."

Kaname Hayashi discusses the revision of the history books in HIKARI. The chairman of the Textbook Bureau of the Education Ministry is quoted in this article as stating in the Diet that the revision would (1) "abolish the propaganda of militarism, nationalism, or anti-foreign ideas; (2) commence the description of history with the Stone Age instead of with mythology; (3) stress the changing circumstances in the living conditions of our nation, instead of placing primary emphasis on political history and respect for heroes; and (4) examine history from a world historical standpoint, rather than from a selfish and ultra-nationalistic view." Hayashi finds points one and four highly satisfactory, but questions the second and third. He would have the teaching of history commence with the evolution of man from animal; he says "some may hold that history should be begun with the first appearance of the amoeba." He would broaden the third point, which he feels does not take in a sufficient cross-section of the life of the nation.

Certain specific criticisms of the new history textbooks are voiced in CHUTO KYOIKU by Seidai Fujima of the Urawa Middle School. This writer complains chiefly of the impersonal method of presentation and fears "that the rich quantity and complex contents, lacking any deep emotion or charm, will give the teachers trouble in mastering them and make it difficult for students to memorize great amounts." He believes that mythology should be utilized, and objects to the completely scientific way in which myths are approached and interpreted. The effect of Japan's mythology upon the political and economic life of any period should not be disregarded, he asserts - maintaining that true history does not have to be dry. In the modern field, the writer says, the new text fails to explain why the new Constitution was necessary; but he praises the treatment of capitalistic exploitation, the enslavement of labor, and the difficulties of the farmer. He finds no unity, despite the impressive compilation of facts. He seems to desire further interpretation and evaluation to go with these facts.

Teaching Science

Placing all education upon a scientific basis is advocated by Masao Kuroda in NIPPON KYOIKU. The first step in the reconstruction of Japan, he says, is to restore pride and ideals to the people through reeducation, by means of liberal philosophy, accurate historical research, study of natural science, physical training and art. Kuroda would give spiritual orientation by teaching liberal philosophy and letting youth thereby generate sound morals for itself. History, he states, should be the science of search-

ing for standards on the basis of known facts. Science is not simply knowledge of natural phenomena, but the method of induction of general laws from individual facts. "It is to abstract, to induce, to organize, and then to analyze complex phenomena, to penetrate external factors, to search for causes, and to extend the applications." As such, it should be studied and applied through all levels and branches of society. In conclusion, Kuroda declares that "physical training and artistic education are the fundamental nourishment by which the nation is made healthy and bright."

An enthusiastic supporter of the scientific approach to education is Moriyoshi Takano, principal of the Takahama Primary School in Niigata, who is represented by four articles in recent educational magazines. Takano's school has been commissioned by the Ministry of Education to lay special emphasis upon scientific method, and Takano is at some pains to describe his ideas and practices. His general policies, he reveals in NIPPON KYOIKU, are: (1) increased accomplishment through scientific methods; (2) cultivation of the fundamental scientific technique, spirit, and manners; (3) making the daily life scientific and applying rational practices; (4) spreading knowledge of the wide applications of science and creating spontaneous interest; (5) encouragement of scientific observation and research concerning one's native land. Every child in the school takes part in Takano's self-study program, with the guidance of the teachers. Laboratories, projection machines, radios, and other equipment are made available. Discussion groups examine the old traditional habits of the land and determine which are good and which are not.

In KOKUMIN KYOIKU (Kogakunen), Takano declares that "science should be made practical by study in the open fields, in the mountains, on the sea and in the streets." His classes are split into six groups to study agriculture, fishing, salt manufacture, stock raising, meteorology, and natural science, utilizing Friday and Saturday of each week for this purpose. In KOKUMIN KYOIKU (Teigakunen), he elaborates on the same subject, explaining again that he believes in taking his pupils outdoors as much as possible in order to bring them into direct contact with nature. "I let my pupils sow seeds in the open field. If rain falls, the seeds will sprout so much the earlier, and if they put forth buds, insects will eat them. What are the names of these insects? What should be done to kill these insects? When the flowers bloom, butterflies will come. How do these butterflies suck honey? I seek to have observation and study intimately connected with the organic structure of nature." He then goes on to describe his methods of arousing and maintaining the children's interest, associating science with daily life, teaching scientific thinking, and utilizing the discussion method.

Toshio Hosoya, discussing technical education in NIPPON KOIKU, uses a report from the Central Unemployment Committee to the Welfare Ministry to bolster his argument that past education has laid too much stress on business pursuits, and too little on technical training. "The school of thought which discriminates between mental and physical labor must be abolished, and the intellectual class must be led to engage in physical activity with pleasure," the report is quoted as saying. During wartime, Hosoya writes, workmen were necessarily given only basic training in a particular job. Now a more thorough schooling should be given. "The cardinal principle of technical education is to give the technician the ability to change from one job to another and adapt himself to his new work. * * * A trained worker engaged in modern industry should have not only a skillful technique, but also a good rational knowledge of the principles involved." Present-day Japan has need of many skilled technicians; and Hosoya wishes to see students familiarized with principles of production, machine operation, and scientific technique as early as the primary and middle schools -

claiming that this will provide both intellectual and practical training. He also would create closer ties between school and factory, that each might learn from contact with the other.

Other Subjects

Closely allied to the foregoing articles are several which advocate precise and mathematical habits of thinking. In an article in KOKUMIN KYOIKU (Chugakunen), Moriyoshi Takano, appearing again, argues the need for teaching principles of calculation to children at an early age. "Calculation provides a scientific basis for making life rational and efficient." Children are trained in his school, Takano writes, to think of things in terms of their measurements or figures. They are taught to observe the length of poles and windows, the weight of stones, the capacity of water vessels, the area of flower gardens, classrooms or play yards, and the angle of stairways; and in various other ways they are familiarized with thinking in terms of figures. "The Japanese are generally lacking in ability to calculate accurately and to view things scientifically," he asserts. "It is essential to give youngsters a statistical and scientific education."

A KOKUMIN KYOIKU (Teigakunen), piece by Kichie Iwashita, principal of the Matsue Primary School in Tokyo, opens with a reference to "dollar-and-cents thinking," which means, he declares, "minute and careful thought based upon concrete figures." This is called one of the national characteristics of the Americans, who lay much stress on concrete mathematical data. As for the Japanese, he criticizes, "we have only vague notions about everything in our daily life. We do not seek concrete facts. We do not carry out experiments. We are satisfied only with guesses. * * * We must try to be more interested in observing, thinking about, and treating things from the mathematical point of view." Iwashita suggests such school methods as those advocated by Takano in the foregoing article, and offers the idea of textbooks adapted to the local characteristics and surroundings of each school.

Two writers discuss children's drama, in KOKUMIN KYOIKU (Teigakunen) and KOKUMIN KYOIKU (Chugakunen). In the former journal Katsuyoshi Ichibori maintains that primary school students are keenly interested in activities which imitate family life, social life, and school life, and, therefore, that simple drama is one of the best means of properly guiding their interests. Drama, he asserts, is also an excellent means of teaching good diction, pronunciation, proper expression, and principles of behaviour. Mitsuaki Yasui of Kanagawa Normal School stresses the slogan "learning by doing" in an article in the latter magazine. "To develop the boy's ability as much as possible is the requirement of today's primary education. One should study how to see, how to taste, how to express himself, through observation of actual human nature. It would be worthwhile to take up the drama as the driving power for our new education."

A well known sculptor and art critic, Arata Hongo, writes on art instruction in KOKUMIN KYOIKU (Chugakunen). There is no unity of instruction or agreement over methods of teaching art, he claims, because the original and fundamental characteristic of art -- its connection with life -- has been lost. He deplors over-emphasis on formality of design and strict utilitarianism and the method which has taught children to copy from pictures placed before them rather than directly from a model or from nature. Art instruction must return, he maintains, to the fundamental principle that art is the expression of one's heart and soul. The study of art must be associated with the surroundings of the pupil's daily life, and should be combined with the study of other subjects, especially science and mathematics. Pupils must be given freedom to express themselves and develop their own individualities. "Art must always be a part of our lives and must be a vivid expression of the varied yet fundamental, daily living circumstances," he concludes.

claiming that this will provide both intellectual and practical training. He also would create closer ties between school and factory, that each might learn from contact with the other.

Other Subjects

Closely allied to the foregoing articles are several which advocate precise and mathematical habits of thinking. In an article in KOKUMIN KYOIKU (Chugakunen), Moriyoshi Takano, appearing again, argues the need for teaching principles of calculation to children at an early age. "Calculation provides a scientific basis for making life rational and efficient." Children are trained in his school, Takano writes, to think of things in terms of their measurements or figures. They are taught to observe the length of poles and windows, the weight of stones, the capacity of water vessels, the area of flower gardens, classrooms or play yards, and the angle of stairways; and in various other ways they are familiarized with thinking in terms of figures. "The Japanese are generally lacking in ability to calculate accurately and to view things scientifically," he asserts. "It is essential to give youngsters a statistical and scientific education."

A KOKUMIN KYOIKU (Teigakunen), piece by Kichie Iwashita, principal of the Matsue Primary School in Tokyo, opens with a reference to "dollar-and-cents thinking," which means, he declares, "minute and careful thought based upon concrete figures." This is called one of the national characteristics of the Americans, who lay much stress on concrete mathematical data. As for the Japanese, he criticizes, "we have only vague notions about everything in our daily life. We do not seek concrete facts. We do not carry out experiments. We are satisfied only with guesses. * * * We must try to be more interested in observing, thinking about, and treating things from the mathematical point of view." Iwashita suggests such school methods as those advocated by Takano in the foregoing article, and offers the idea of textbooks adapted to the local characteristics and surroundings of each school.

Two writers discuss children's drama, in KOKUMIN KYOIKU (Teigakunen) and KOKUMIN KYOIKU (Chugakunen). In the former journal Katsuyoshi Ichibori maintains that primary school students are keenly interested in activities which imitate family life, social life, and school life, and, therefore, that simple drama is one of the best means of properly guiding their interests. Drama, he asserts, is also an excellent means of teaching good diction, pronunciation, proper expression, and principles of behaviour. Mitsuaki Yasui of Kanagawa Normal School stresses the slogan "learning by doing" in an article in the latter magazine. "To develop the boy's ability as much as possible is the requirement of today's primary education. One should study how to see, how to taste, how to express himself, through observation of actual human nature. It would be worthwhile to take up the drama as the driving power for our new education."

A well known sculptor and art critic, Arata Hongo, writes on art instruction in KOKUMIN KYOIKU (Chugakunen). There is no unity of instruction or agreement over methods of teaching art, he claims, because the original and fundamental characteristic of art -- its connection with life -- has been lost. He deplores over-emphasis on formality of design and strict utilitarianism and the method which has taught children to copy from pictures placed before them rather than directly from a model or from nature. Art instruction must return, he maintains, to the fundamental principle that art is the expression of one's heart and soul. The study of art must be associated with the surroundings of the pupil's daily life, and should be combined with the study of other subjects, especially science and mathematics. Pupils must be given freedom to express themselves and develop their own individualities. "Art must always be a part of our lives and must be a vivid expression of the varied yet fundamental, daily living circumstances," he concludes.

Another artist, Chozo Saito, writes of art education for young children in NIPPON KYOIKU. He deplores the school of "free-hand drawing" which was in vogue not long ago, maintaining that it depends too much on a child's own artistic sense, which is yet undeveloped and unstable. On the other hand, he admits that this method gives freedom for development of originality. Saito then attempts to establish the source of all artistic expression in "ardour" -- ardour for beauty and truth, which is the most important component of art. "If the teachers have it, the children's ~~post-~~ like intuition is sure to accept it. When both teachers and children pursue beauty and truth together, a way will naturally be found. The use of the wartime drawing copy book "E-No-Hon" fails to convey this "ardour" to the pupil, Saito says, despite its completeness.

Physical education is the topic of a KOKUMIN KYOIKU (Chugakuner) piece by Kiyoshi Shingyoji of the primary school attached to Chiba Normal School. The reconstruction of Japan depends upon education, the writer asserts, and especially on physical education, because a healthy mind accompanies a healthy body. "Physical education serves not only to promote health, but also to put people in a condition which facilitates the mental processes and makes possible the rational handling of the daily tasks." Shingyoji is concerned especially with overcoming the obstacles set by cold weather and declares that "the strong capacity and will to cope with intense cold must be developed." He then lays out a proposed program of rigorous cold weather training, devoting special attention to making the program attractive to children and the relationship between proper nourishment and physical exertion. He thinks that a school lunch program should be instituted as quickly as possible.

The Director of the Physical Training Promotion Section of the Ministry of Education, Yoshihiko Kurimoto, writes on the management of athletic meets in KOKUMIN KYOIKU: (Teigakunen). These events, he declares, can give the students a sense of pleasure and satisfaction which is especially necessary in the present dark days. He says that management should be taken from the hands of the teachers and given to the students, who will form good habits by assuming jobs, taking responsibility for them, and carrying them out by individual initiative. This can be an important part of democratic education, Kurimoto holds, and he follows with concrete suggestions for successful management of group meets.

Conclusion

It is easy to perceive the enthusiasm, sometimes approaching fervor, which animates most of these educational writers. It might seem especially encouraging to note that most of them are persons actually in direct contact with the youth of Japan -- the teachers themselves, who know the problems firsthand and arise to meet the challenge. It is evident that progressive thought is stirring in Japanese educational circles.

Sources

(Magazines, Circulations* and Authors*)

ASAHI HYORON (Asahi Review) 50,000, Teiyu Amano; BUNGEI SHUNJU (Literary Review) 70,000, Kenko Kimura, Masao Murayama, Motokichi Kyoguchi; CHUTO KYOIKU (High School Education) 10,000 HIKARI (Light) 80,000, Kaname Hayashi; NIPPON KYOIKU (Japan's Education) 30,000, Toshiki Sano, Shuhei Ishiyama, Kenichi Ozawa, Yoshizo Nogawa, Dr. Tsuneko Maramatsu, Yukio Togawa, Muneomi Kaigo, Masao Kuroda, Moriyoshi Takano, Toshio Hosoya, Chozo Saito; KOKUMIN KYOIKU (Elementary Education: Lower Grades) 20,000, Takeshi Koi Moriyoshi Takano, Kichie Iwashita, Katsuyoshi Ichibori, Yoshihiko Kurimoto; KOKUMIN KYOIKU: Chugakunen (Elementary Education: Middle Grades) 20,000, Moriyoshi Takano, Shigeichi Douchi, Masao Yamashita, Mitsuaki Yasui, Arata Hongo, Kiyoshi Shingyoji; KOKUMIN KYOIKU: Kogakunen (Elementary Education: Higher Grades) 20,000, Kanzo Komura, Shuhaku Kondo, Torashiro Ozaki, Moriyoshi Takano; SEKAI (The World) 80,000, Kanko Kimura TAIHEI (Peace) 50,000, Naotaro Oki.

*Where available.

Form DS-302
(7-2-46)

DIVISION OF
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DEPARTMENT OF STATE
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Rec'd October 31, 1947
4:59 p.m.

Office of
FAR EASTERN AFFAIRS
NOV 1 1947

FROM: Rio de Janeiro
TO : Secretary of State
NO : 1513, October 31
896.42/7-1747
Instructions 827, August 13.

Roman Ubaldo, Philippine trainee requests thirty-day extension his assignment this post. Please telegraph.

KEY

DM:MES

894.42 / 10-3147

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NOV 10 1947

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Charge Department X

Department of State

Washington

Charge to

assignment of Roman Ubaldo

NOV 3 1947

AMEMBASSY

RIO DE JANEIRO

1235

THIRD

894.42/10-3147

Re EMBTEL 1513 Oct 31. Dept regrets unable comply Ubaldo

request and instructs Ubaldo proceed US by Nov 15 accordance
travel orders.

Marshall
(RB)

894.42/10-3147

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NOV 3 1947 P.M.

STANDARD FORM NO. 64

Office Memorandum • UNITED STATES GOVERNMENT

DATE: 11/20/47

TO : NA, Mr. Allison

FROM : ADO, Mr. Schuler

SUBJECT: Attached letter from Professor Robert King Hall concerning The New York Times article, reporting remarks of Mr. Sebald in Tokyo

Could NA give me its comments on the allegations in the attached letter from Professor Hall of Teachers College, Columbia University? Professor Hall is, of course, correct in his assertion that decentralization of administration was adopted as a cardinal element of our educational policy for Japan. The phrase, "in due course" was employed, however, to ensure that no precipitate measures were taken. Perhaps this is what it involved, I don't know. In any case, we can't understand why this subject should be up for discussion in the Allied Council in Tokyo. Can you shed any light?

DIVISION OF
NORTHEAST ASIAN AFFAIRS

NOV 26 1947 G

ADO:FA Schuler, Jr./jg

DEPARTMENT OF STATE

OIE

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

17 November 1947

Mr. Frank A. Schuler, Jr.
Chief, Japanese-Korean Branch
Division of Occupied Areas
Department of State
Washington 25, D. C.

OIC OCCUPIED AREAS DIVISION
OIC OCCUPIED AREAS DIVISION
(ADD) 47
NOV 20 1947
DEPARTMENT OF STATE

Ans'd. 12/5/47
Abd - P.A. Schuler, Jr.

Dear Mr. Schuler:

In the Thursday, 13 November 1947, issue of the New York Times there is a brief notice datelined Tokyo, November 12, special to the New York Times, entitled "New Exchange Rate Is Urged for Japan".

Buried in this news items is a brief statement to the effect that William J. Sebald, the American chairman of the Allied Council in Japan, had "challenged the occupation plans for decentralizing the school administration, asserting that finance and general policy, including the appointment, promotion and dismissal of teachers and textbook preparation should remain under the central government". To say that I am astonished is to put it mildly, as it was my impression that (1) this policy of decentralization was the most fundamental recommendation (with the possible exception of language revision) of the United States Education Mission to Japan; (2) that this policy was approved by the United States Department of State; (3) that the Far Eastern Commission in Washington had approved this policy in its 27 March 1947 "Policy for the Revision of the Japanese Educational System"; and (4) that it was made a part of the 25 and 27 March 1947 Japanese Laws Implementing the New Constitution, popularly known as the "Educational Reform Bills".

As this position of Mr. Sebald, if it reflects official policy and if it is accurately reported, marks the most fundamental break in the entire Occupation policy of the United States, it would appear to be of fundamental importance. Is it possible for you to indicate (1) whether or not it is an accurate reporting of what he said; (2) whether or not there has been this fundamental shift in Occupation policy; and (3) if the United States has not shifted its position, why our official representative used a Council meeting as a sounding board?

Very truly yours,

ROBERT KING HALL

RKH:M

DIVISION OF
NORTHEAST ASIAN AFFAIRS

NOV 26 1947

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894.42/11-1747

NEW EXCHANGE RATE URGED FOR JAPAN

Special to THE NEW YORK TIMES.

TOKYO, Nov. 12 — Immediate establishment of a Japanese exchange rate is essential, occupation officials have been told by high Russian and British members of the Allied Council. General MacArthur's headquarters, when presenting the subject for Council discussion Oct. 15, argued strongly for delay.

At yesterday's Council meeting Maj. Gen. Alex E. P. Misenko, acting Soviet member, asserted: "Establishment of an exchange rate will favorably affect foreign trade development, help stabilize Japanese economy and improve the people's living standards."

He urged its establishment "at the earliest possible date" and added that a proper balance should be struck between production for export and production for domestic consumption. There has been an occupation tendency to try to export almost everything made from imported materials to build exchange reserves.

At yesterday's meeting William J. Sebald, American chairman, reported on educational reforms. He challenged the occupation plans for decentralizing the school administration, asserting that finance and general policy, including the appointment, promotion and dismissal of teachers and textbook preparation should remain under the central government.

"It is dangerous to assume that the provinces will be as keen for reform as are the leading educators in the big cities."

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files

DEC 12 1947

In reply refer to
ADO

U.S. OCCUPIED AREAS DIVISION
(ADD)

DEC 17 1947

DEPARTMENT OF STATE

894.42/11-1747

My dear Professor Hall:

The receipt is acknowledged of your letter of November 17, 1947, with regard to a New York Times despatch under a Tokyo dateline of November 12, 1947, attributing to Mr. William J. Sebald, Chairman of the Allied Council for Japan, certain alleged remarks in regard to the decentralization of the Japanese educational system.

In reply you are informed that the minutes of the Allied Council just received from Tokyo indicate that Mr. Sebald did not make the statements attributed to him in the New York Times despatch under reference. It appears instead that certain remarks on the general subject of the decentralization of the Japanese educational system made by Mr. Patrick Shaw, the British Commonwealth member of the Council, may have provided the basis for the erroneous report.

In this connection and for your further information, it may be stated that there has been no change in the "Policy for the Revision of the Japanese Educational System" adopted by the Far Eastern Commission on March 27, 1947.

Sincerely yours,

[Signature]
Frank A. Schuler, Jr.
Chief, Japanese-Korean Branch
Division of Occupied Areas

CS/V

Professor Robert King Hall,
Teachers College,
Columbia University,
New York 27, New York.

DEC 12 1947

[Signature]

ADO: FASchuler, Jr./jg

12/8/47

[Signature]
NA

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STANDARD FORM NO. 64

Office Memorandum • UNITED STATES GOVERNMENT

OIC OCCUPIED AREAS DIVISION
(ADD)

DATE: December 3, 1947.

TO : ADO - Mr. Schuler

DEC 5 1947

FROM : NA - Mr. Allison

DEPARTMENT OF STATE

SUBJECT: Your request for NA's comments on truth of attached New York Times Article.

FW 894.42/11-1747

In reply to your request, I understand that Mr. Green telephoned you several days ago to say that NA had fairly good evidence that Mr. Sebald did not make the remarks attributed to him by the New York Times but that a full reply could not be made to your inquiry until the official minutes of the November 12 ACJ meeting are received.

We have now received these minutes and from them it is clear that Mr. Sebald made no statement that could be construed as verifying the New York Times charge. However, at the close of the meeting the British member, Mr. Shaw, made the following statement:

"In your report you describe the reorganization which has been carried out under the provisions of the Constitution, the Fundamental Law of Education, and the School Education Law. You mentioned the extension of responsibilities from the national to the prefectural levels, and the utilization of new professional groups and local committees. This trend of decentralization of educational activity is a healthy one, especially in the spheres you particularly mentioned, namely, adult education and youth organizations.

"Might I suggest, however, that the broad foundations of educational reform must be laid by a centralized authority. Important issues such as the allocation of finance and the establishment of a regularized system for the appointment, promotion and dismissal of teachers--such matters should remain among the functions of a central-government department.

"It is important to tap local opinion and interest upon which democratic ideas must ultimately be based, but it is rather dangerous to assume as yet that local provincial bodies would be as keen for reform as the leading educators in the big cities.

"Policy planning and the supervision of textbooks should therefore remain in the hands of a central education department for some time yet."

It is therefore apparent that the New York Times erroneously ascribed to Mr. Sebald what, in fact, was stated by the British member.

NA: MGreen/hhc

Rev. _____
Cat. _____
Dist. _____

Attached - letter from Mr. Hall
N.Y. Times clipping

CS/IV

FW 894.42/11-1747

STANDARD FORM NO. 64

Office Memorandum • UNITED STATES GOVERNMENT

TO : Mr. Allison

DATE: Nov. 29, 1947

FROM : M. Green *mg*SUBJECT: Attached file relating to a N.Y. Times article, reporting on Mr. Sebald's remarks at the Nov. 12 ACJ meeting.

As of Nov. 28, CAD had not received the minutes of this ACJ meeting. Until they are received— probably within a week— it will not be possible officially to evaluate the truth of the N.Y. Times report.

Meanwhile we have rather good evidence that this report is erroneous:

1. Attached herewith is the substance of the prepared remarks made by Mr. Sebald at the aforementioned meeting. This is an advance copy and apparently the only one in Washington, having been brought back from Tokyo by Niles Bond. There is nothing in these remarks to suggest the truth of the N.Y. Times allegation that Mr. Sebald had "challenged the Occupation plans for decentralizing the school administration". In fact Mr. Sebald advocated quite the opposite.

2. As you know, the Soviet, Chinese and even British representatives on the ACJ are always spoiling for a showdown with Mr. Sebald on educational reforms. If Mr. Sebald had made the remarks ascribed to him by the N.Y. Times, subsequent FBIB Bulletins would have undoubtedly been replete with indignant outpourings from the Soviet and Chinese press and radio. This has not been the case.

Would you prefer that a memo be drafted in reply to Schuler's inquiry or, because of the tentative nature of our reply, that the foregoing info be 'phoned to him?

done ✓ *MG*
 Telephone Schuler & give him this information & say that when we get the special minutes of the mtg. we will send him a formal memo on the matter.
 Please watch for the minutes & do the necessary.

mg

Substance of Remarks by Mr. William J. Sebald, Deputy for the Supreme
Commander, Chairman and Member for the United States, of the Allied
Council at the Forty-fifth Meeting Held on November 12, 1947.

for Japan

Based upon the historical fact that education in a democratic society plays a major rôle in the development of an informed, intelligent, and responsible citizenry, one of the early objectives of the Supreme Commander has been the reformation of the Japanese educational system. The ultimate goal of this reformation is to base education on principles of the pursuit of truth, recognition of the dignity and worth of the individual, the interdependency of international life, justice, and fair play, the sanctity of the pledged word, and equality of opportunity.

The former Japanese system of education, through centralized control, and with the assistance of a well-knit bureaucracy, had been used by the country's leaders as part of a policy of developing an obedient and subservient population. Schools had been transformed, primarily, into agencies for indoctrination in militarism and ultra-nationalism. For many years, teachers and students had drawn their inspiration from the Imperial Rescript on Education promulgated in 1890, with the result that the importance and integrity of the individual were dwarfed into insignificance by the growing power of the state. Furthermore, schools played a key rôle in an active program of indoctrination in State Shinto and the student, from his first years of elementary education, was taught such concepts as the divinity of the Emperor, superiority of the Japanese race, and the ultimate domination by Japan of the "world under one roof".

This program of educational participation in the militaristic and ultra-nationalistic ideology of the governing class, as it prepared and launched the Pacific War, was effective. It resulted in a nation of subjects rather than citizens. This program made it possible for the Japanese people to accept the government's distorted propaganda during the war and to remain in ignorance of defeat until the very hour of capitulation.

- 2 -

capitulation. It was an effective education in the sense that the people obeyed with a blind obedience.

The school system reflected the social discriminations of Japanese society, discriminations based upon economic and family position (see Annex A). The path to educational heights was open only to a favored few. For the overwhelming majority, a complicated set of barriers to educational opportunity had been designed to restrict further advances. Girls had few opportunities; they were denied entrance into many higher institutions and received an inferior education at the elementary school level. The period of compulsory education was short and even when extended by law, enforcement was not attempted. Discrimination existed against private schools and the concept of the "school-tie" grew around certain public institutions to such an extent that students often postponed or abandoned further education when they failed to gain admittance to such "desirable" schools.

In a system of education of this kind there was little place for professional educators. The education of children, from the classroom teacher to the Minister of Education, was in the hands of bureaucrats. Textbooks were written, not by individuals with professional competence, but by bureaucratic officials of the Ministry of Education, many of whom had no professional educational training and few of whom had ever served as teachers.

School inspectors were, in fact, thought-control officials and functioned more often as policemen rather than as professional consultants to the classroom teacher. Principals of schools were untrained in professional administrative methods; they ruled as petty dictators. In practice, throughout the entire system of bureaucratic officialdom in education, there was a constant passing of orders from higher to lower levels, with inspection to check compliance and reports against those who failed to follow the prescribed path. In consequence, there

was

- 3 -

was a lack of professional integrity and the machinery of education became more and more perverted to the use of the militarists.

Teachers were followers rather than leaders. They were poorly paid and received far less compensation than other government officials of comparable rank. Opportunities for advancement were few, as higher posts in education were awarded to bureaucrats rather than to professional teachers. As members of the national civil service, teachers were responsible to the national government in Tokyo rather than to the local community in which they served. The right of teachers to organize associations was severely limited by the government; teachers' associations were government sponsored, subsidized, and controlled.

At the beginning of the Occupation, the Supreme Commander was faced with the problem of transforming the school system which I have briefly described into an effective instrument for the furtherance of a democratic society. It was decided to accomplish this objective without closing the school doors except for a limited period. Obviously, this transformation required a major operation, and careful planning was necessary in order to effect a sound transition from the old to the new. The first period of the Occupation was, therefore, devoted to planning major reforms, although simultaneously special measures were taken to eliminate major evils. Schools were soon reopened and the Japanese Government was directed to eliminate all militaristic and ultra-nationalistic features of the educational system and to construct a sound democratic pattern of education. All personnel, including classroom teachers, were held responsible for the implementation of SCAP directives and all school officials were impressed with a sense of their responsibility for contributing to the reform of Japanese education.

Immediate

- 4 -

Immediate modification of the content of instruction was made. Military instructors and instruction were removed from all schools, and physical education programs were revised to eliminate military phases thereof. The Imperial Rescript on Education was eliminated from school ceremonial use. Consequent upon the issuance of a SCAP directive separating church and state, all Shintoistic practices were forbidden. Existing school textbooks were continued in use temporarily, with ultra-nationalistic and militaristic materials deleted. In the spring of 1946, new editions of textbooks approved by SCAP were issued. Courses in geography, Japanese history, and morals had been so saturated with ultra-nationalism and militarism that these subjects were suspended from the school program by SCAP directive. Regulations of the Ministry of Education which required objectionable practices or the teaching of objectionable content were abrogated.

Steps were taken toward the elimination of the discriminatory features of the educational pattern, and prohibitions against co-educational instruction at the elementary school level were removed. Women were admitted to government universities as regular students in the spring of 1946.

The Minister and Vice-Minister of Education, for the first time, were appointed from among professional educators, and throughout the Ministry more and more important positions were filled by experts in education. The thought-control functions of school inspectors were abrogated and principals were required to recognize the rights of teachers to share in discussions of school problems and in planning school programs. Restrictions on research and freedom of inquiry were removed; government control of teachers' organizations was eliminated; and teachers' salaries were placed on a parity with the salaries of other government officials of comparable rank.

It

- 5 -

It will be appreciated that the elimination of objectionable personnel from the educational system presented a formidable task. Most career military men were removed from the schools by the elimination of military instruction, and many thousands of teachers and school officials resigned in anticipation of the screening program. Machinery for screening all educational personnel, from the Minister of Education down to the classroom teacher, was established. Screening committees were formed on a decentralized basis by prefectures and all educational personnel were subjected to an examination of their past records to determine their suitability for participation in a democratic program of education.

Early in 1946, while many of the emergency measures just described were being carried out, the detailed planning of the essential features of a completely reorganized school system was begun. In March, 1946, a Mission of prominent United States educators visited Japan and made recommendations for major reforms which appeared desirable. The Japanese Government formed a parallel committee to work with this group and later raised its committee to the level of a Cabinet Committee now known as the Japanese Education Reform Council. Finally, the Far Eastern Commission, in a policy decision adopted in April, 1947, recommended detailed policy for the reform of Japanese education. These three bodies were in agreement in their major recommendations for reform, and all stressed a fundamental principle with which the Supreme Commander is in complete agreement, namely, that the reform of Japanese education is a Japanese problem which must be solved by the Japanese themselves and integrated by them into the social fabric of the democratic society now emerging.

The actual reform of education is based upon three documents of major importance: (a) the new Constitution of Japan; (b) the Fundamental Law of Education, which defines the educational implications of the Constitution; and (c) the School Education Law, which establishes a

new

- 6 -

new educational structure. In addition, the Japanese Government now has under consideration a new pattern of school administration which would effectively decentralize the administration and control of education.

There are numerous detailed changes implicit in the fundamental reforms. Thus, the Ministry of Education is extending responsibilities from a national level to the prefectures as well as to the individual schools and groups of schools. Such changes, made within the framework of laws passed by the Diet, have been undertaken with a cooperative spirit unknown during the years of bureaucratic control. For advice and guidance, the Ministry of Education has utilized new professional associations and committees of educators concerned with specific problems. Education Committees have been formed in both houses of the Diet. Newspaper comment and public reaction also indicate the acceptance of this new responsibility for reform of Japanese education. The advice and guidance of General Headquarters have been available to the Japanese Government, both at the national and prefectural levels, and this assistance has been fully utilized.

Stimulated by the Ministry of Education, an extensive and varied program of adult education has been initiated throughout Japan. Citizens' Public Halls have been established in many communities; Parent-Teachers Associations have developed on a sound basis; visual education, extension courses, and education by correspondence are available to adults; workers' and young people's education programs, art and music festivals, sports events, and library facilities have been vigorously developed. Youth Organizations have been reorganized along democratic lines, with emphasis on education, and the former governmental strangle hold on such groups has been removed. Finally, in both adult education projects and youth organizations, control and administration have been decentralized to a community level.

No school system can be better than its teachers and much attention has, therefore, been given to the problems of teaching personnel. Over

100,000

- 7 -

100,000 teachers and educational officials whose past records indicated unsuitability for effective participation in the new educational system either resigned or were screened out by screening committees formed on a decentralized basis throughout the country. Those teachers who remained are being given extensive programs of re-training for their new responsibilities, and continued in-service training of teachers has been undertaken through workshops, conferences, correspondence study programs, and the use of the radio. The Ministry of Education is now formulating sound minimum standards of professional training and certification of educational personnel. However, in order to meet the demand for teachers during these times of economic stress, an extension of the period of pre-service training and the operation of desirable certification standards must necessarily be achieved gradually, a factor which, ~~was~~ is clearly recognized by the responsible authorities.

Following the temporary measures taken during the first year of the Occupation, new curricula, courses of study, and revised textbooks, particularly for courses in geography, history, and morals, were introduced at the beginning of the current school year in April, 1947. Materials have been adjusted to the psychological development of the school child, and derived from the social environment in which the child lives, and now provide for an increased active learning process in place of the previous pattern of learning by rote. These materials are presently being subjected to a searching examination by educational officials and classroom teachers throughout the country and are undergoing evaluation and revision in terms of experience in actual teaching situations.

The new curricula give prominence to social studies, with emphasis upon world affairs and international cooperation. A physical education program

- 8 -

program has been developed to contribute to the health and recreation of the individual and with stress on team games and sports.

In administration, a number of significant reforms have already been placed into effect. Advisory education committees in local communities have been made elective bodies rather than appointees of the headman or mayor; increasing discretion has been given to prefectural and local levels, and initiative has been encouraged; private professional agencies, such as the University Accreditation Association, are being utilized to assist in the determination of minimum national standards.

The complicated and discriminatory educational ladder has now been replaced, through the enactment of the School Education Law, by a simplified ladder which provides for equal opportunity in education (see Annex B). Provision is made for an elementary school program of six years, to be followed by a three-year lower-secondary program-- these nine years to be free for all children. The upper-secondary school of three years provides the first level of voluntary education. In addition to the standard upper-secondary school, a part-time school with the same curriculum extended over a longer period of study is being established to accommodate working students. This is followed by a four-year college or university program, with provision for further graduate study. This program, with its ease of transfer from one institution to another and with all schools offering a comparable level of education, provides for an effective removal of discriminatory methods of selection and eliminates educational blind alleys. During the current year, the lower secondary school was established on a nation-wide basis and compulsory education thereby extended from six to seven years. Extension to the eighth year will be made in April, 1948, followed by the ninth year in 1949. The upper-secondary school will be established in April, 1948, and a number of institutions will then be chartered as

four-

- 9 -

four-year higher institutions under the School Education Law.

The new school system is being introduced by the Japanese Government in the face of tremendous odds. At many points, economic difficulties are such that the system is being placed into operation under conditions which threaten its effective development. For example, many school classrooms are located in unused factory buildings; elementary and lower-secondary schools are hopelessly crowded into the same building; many classes are held in the open air; numerous buildings are in disrepair; and authorized new construction is lagging for lack of funds and materials. There is an estimated shortage of 40,000 teachers. The most serious material problem at present is the shortage of paper: students in all grades have only a fraction of the textbooks planned for their use and many subjects are taught with a textbook in the teacher's hands only; vital materials for the re-education of teachers cannot be printed and distributed; and the whole program of education by correspondence is threatened.

At the present time, the national government plays a major rôle in financing education. It is likely to retain this responsibility even when administrative control of education has been more completely decentralized. Prefectures with limited resources will need more assistance from the national government, and yet slight increases in educational funds in the national budget have necessarily lagged far behind increases in the total budget (see Annex C).

In the face of these odds the Japanese Government, supported by the people, is moving forward with the new program of education. The pressure of public opinion for greater support of education, in funds and in critical materials, is increasing, as evidenced by the receipt of millions of letters of protest when it recently appeared that only limited funds would be appropriated in the present year's supplementary budget.

In summation, the essential machinery for the establishment of a reformed educational system in Japan has been created. The success

thereof

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thereof will depend upon the continued will of the Japanese people to achieve improvement, upon the progressive development of professional ability to operate the system--including ability of the people to participate effectively and to carry their share of responsibility--and, finally, upon the extent to which the education program can achieve adequate financial support and allocation of essential materials.



THE FOREIGN SERVICE OF THE UNITED STATES OF AMERICA

DIVISION OF NORTHEAST ASIAN AFFAIRS

JAN 14 1948

DEPARTMENT OF STATE

RESTRICTED

No. 1919

Moscow, December 10, 1947.

Subject: Transmitting Translated Summary of Articles on Japanese Education.

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The Charge d'Affaires ad interim has the honor to enclose a translated summary by the Joint Press Reading Service of an article appearing in the Teachers Gazette for October 1947 entitled "What Interferes with the Democratization of Education in Japan", and of an article appearing in the Soviet periodical Public Education entitled "A Visit to Tokyo University". Both articles were written by S. Maev, who apparently has recently returned from a visit to Japan.

In the first article Mr. Maev criticizes the success of American efforts to democratize Japanese education. He notes that the Japanese Government is mainly concerned with the sabotaging of the democratization of education and as an example that military education still persists points out that an organization of Boy Scouts has recently been organized with the full encouragement of General MacArthur's staff!

Religion is seen as a force diverting the Japanese from the struggle for democratic organization of their country. The increased influence of the Catholic Church and the strengthening of activities by the Protestant churches of America and Canada are viewed as alarming activities more of a political than of a religious nature.

In discussing teachers' organizations in Japan, Mr. Maev describes the All-Japanese Congress of Teachers' Unions and the Teachers Federation. The former, he states, had 320,000 members in March 1947 and within the organization Communist influence is considerable. The Teachers Federation is disparagingly noted as a trade union which strives not to mix trade union activities with political struggle.

In his article describing his visit to Tokyo Imperial University, Mr. Maev gives some very gloomy impressions. He finds the buildings dilapidated and deserted and a dearth of Russian literature in the literary faculty and library. However, he notes that the University has both a Communist and Komsomol organization, the former boasting 45 members in November 1946 and the latter 40 members. In addition, Mr. Maev found a very flourishing circle in the University for the study of the Soviet Union. Interestingly enough, he discovered that a similar circle

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No. 1919, December 10, 1947, Moscow.

- 2 -

to promote friendship with the United States exists only nominally and since its foundation has shown no signs of life.

Mr. Maev believes that Japanese scholars are more and more turning their eyes to the Soviet Union and that despite the obstacles created by General MacArthur, Japanese scientists are becoming acquainted with the achievements and successes of Soviet science.

Enclosures: *1 of ea with orig -*

Translated summaries by Joint Press Reading Service of following articles:

1. "What Interferes with the Democratization of Education in Japan", Teachers Gazette October 1947. (5 copies to Department)
2. "A Visit to Tokyo University", Public Education, September 1947. (5 copies to Department)

J. Emerson
J. Emerson:rvm

Original and hectograph to Department.

Copy to Tokyo.

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Enclosure No. 1 to Despatch No. 1919,
dated December 10, 1947, from American
Embassy, Moscow, U.S.S.R.

6. cont'd.

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"Teachers' Gazette" Nos. 41-44, 1947

The pedagogical "theory" of Dewey is a true reflection of the dollar civilisation of present-day America. It is especially dangerous because Dewey hypocritically covers over by "criticism" of some aspects of the capitalist system his real purpose, which is the struggle to maintain the bases of imperialism.

"Teachers' Gazette", No. 43, 1947

7.

THE SCHOOL OF THE SOVIET LAND
(Excerpts from 1 $\frac{1}{2}$ col. leading article)

In capitalist countries the school is the instrument of bourgeois class domination.

For instance, in such "advanced" capitalist countries as England and America, under the veil of false democratic phrases we see the same system of education as in Tsarist Russia completely subordinated to the interests and policies of the ruling classes. School education is adapted to prove the "permanency" of the capitalist order. Some text-books, especially geographical and historical ones, contain anti-Soviet propaganda and malicious slander against the Soviet people. This is how the principle of the "independence" of the school from politics looks in reality! Under the cover of this principle American "educators" make use not only of their own schools but those of other countries in the interests of the imperialist policy of their country. Thus, under the influence of such "educators" education in China is based on American models and pupils are inspired with submission to everything American. In Japan, the American occupational authorities encourage the education of the youth in the old military spirit and democratically inclined teachers are subject to persecution and oppression. It would be possible to cite many examples of this kind.

The schools of the Soviet Union train active builders of socialism. For the first time in history the problem of educating not masters and servants but a race of free, ^{thinking} people has been raised and is being successfully solved.

"Teachers' Gazette", No. 44, 1947

8.

WHAT INTERFERES WITH THE DEMOCRATISATION OF EDUCATION
IN JAPAN By S. Maev (Summary of 1 $\frac{1}{2}$ col. article)

Two years have passed since the capitulation of Japan, a sufficient space of time in which to form the basis for the democratic reconstruction of this country. Even American commentators, who can hardly be accused of a special desire to criticise MacArthur's policy in Japan, are forced to admit that the United States has not solved the obligations undertaken before the United Nations.

The main lines for the democratisation of the Japanese educational system were laid down by the resolution of the Far Eastern Commission in March 1947.

It is apparent that the Japanese Government is mainly concerned with sabotaging the democratisation of Japanese education as well as the demilitarisation of the country, the liquidation of large capitalist concerns, the landed aristocracy, etc. Facts prove that the American occupational authorities are not only failing to prevent the activity of Japanese reaction, but are even encouraging it.

It is frequently alleged that military education has been abolished; nevertheless, with the support and encouragement of MacArthur's staff an organisation of boy scouts has recently been organised.

Of late the increased influence of the Catholic Church in Japan is to be noted. Catholic schools and colleges with funds from abroad are in a position to offer better conditions than Japanese schools and are thus attracting a considerable number of pupils. It is needless to say that this educational activity is not so much of a religious as of a political nature.

The missionaries spare no effort to divert Japanese youth from the struggle for the democratic reorganization of the country. The American church is also endeavouring to strengthen its position. Early in 1947 the Council of the United Church of America and Canada decided to grant 10 million dollars for the building of an International Christian University in Japan.

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-8- "Teachers' Gazette" Nos.41-44, 1947.

8. (Cont'd.)

With the support of the American occupation authorities the Japanese Government is doing its best to undermine the democratic movement among Japanese teachers.

The struggle of the teachers to improve their material conditions is carried on through their trade union organisations - the All-Japanese Congress of Teachers' Unions and the Teachers' Federation. The All-Japanese Congress in March 1947 numbered over 320,000 members and is one of the biggest unions in the country. Here the communist influence is considerable. The Teachers' Federation is a trade union organisation which strives not to "mix" trade union activities with the political struggle. The main role in the struggle of the Japanese teachers belongs of course to the All-Japanese Congress of Teachers' Unions.

One of the commonest methods used by reactionaries to rid themselves of undesirable elements is to accuse them of sympathy with the communists. The Minister of Education in the Yoshida cabinet openly declared in March this year that the Government objects to the participation in political activity of teachers who are sympathetic with the communist party, and that the Government objects to their ideological influence over pupils. At the same time he hypocritically declared that freedom of thought is granted to everybody in Japan.

The struggle for the democratisation of education in Japan is one of the most important links in the struggle for the democratisation of Japan and the maintenance of peace and security in the Far East. The American occupation authorities have taken the path of supporting Japanese reaction in its endeavour to preserve the conservative basis of Japanese education. This once more proves the general character of American policy which is directed towards turning Japan into a jumping-off ground for American expansion in the Pacific, not only for strategic and economic, but also for ideological purposes.

"Teachers' Gazette" No.44, 1947.

9.

CONGRESS OF HIGHER SCHOOL AND SCIENTIFIC WORKERS' TRADE UNION
(Excerpts from 1 col. article)

The task of educating the intelligentsia in the spirit of Soviet patriotism was sharply stressed in a report by the chairman of the Union, Danilov, and in the discussion after the report. A member of the Ukrainian Academy of Sciences, Sokolovsky, and a number of others pointed out that servility towards foreigners is still an obsession with some of our scientists.

S.I. Vavilov, President of the All-Union Academy of Sciences, spoke in detail on the state and problems of Soviet science. The volume of scientific research work has increased fifty times as compared with pre-revolutionary times. The role of men of science has become exceptionally great in the realisation of the grandiose plans for the reconstruction of national economy. Vigorous collective scientific efforts are necessary for the successful solution of complicated and complex scientific problems. Special care should be taken to safeguard Soviet scientific priority. Any sign of servility towards bourgeois science which serves its capitalist masters should be combatted.

"Teachers' Gazette" No.44, 1947.

Enclosure No. 2 to Despatch No. 1919,
dated December 10, 1947, from American
Embassy, Moscow, U.S.S.R.

Joint Press Reading Service, Moscow

" N A R O D N O E O B R A Z O V A N I E "

("Public Education")

No.9, September, 1947.

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In the Ministry of Education of the RSFSR.

In the Academy of Pedagogical Sciences of the RSFSR.

++ Article translated.

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1.

A VISIT TO TOKIO UNIVERSITY

By S. Maev (Excerpts from 8-page article).

The writer describes a visit he paid to the Tokio Imperial University. He and his party entered through the main entry, ignoring the sign "Off limits", with the aid of which the American authorities would like to hide Japan and their own activities in Japan from the rest of the world.

The writer remarks particularly on the gloomy, dilapidated and deserted air of the whole building. The lecture-halls are dark and dust covers the benches.

In the literary faculty, a separate room is set aside for each different language - English, French and German. Here there are complete editions of the Western classics, many dictionaries, various journals and papers. Among the German books and journals are not a few of a fascist nature, which are in free circulation. On the shelves with the French books are placed all the Slav works - literature in the Russian, Polish, Serb and Bulgarian languages - a few dozen books in all. They included Polevoi's "History of Russian Literature", the collected works of Lermontov, some editions of the works of Pushkin and Nekrasov, a book of Balmont's verses, and a pre-revolutionary textbook of Russian grammar. The books and shelves were covered with dust: there was no indication that the books were used. Indeed, in none of these rooms was there a student to be seen.

The same neglected air prevailed in the other faculties; there was a lack of the most essential equipment in the scientific laboratories.

On visiting the library, the writer was surprised to find comparatively few Russian books - in fact, only the works of Chekhov in the Russian language. On enquiry, it was discovered that all the other Russian books before the war had been removed and taken to an underground cellar, since the Japanese government was afraid of the spread of the "Bolshevik infection."

The Russian books were still lying in heaps on the cellar floor, whereas Hitler's "Mein Kampf" is to be bought at Tokio's bookstalls. Such is the "democratisation" which is being carried on in Japan.

A talk with the Rector of the University threw some light on the hard conditions of living of the students. Moreover, on the completion of their course of study, there is no guarantee that they will find employment. The Rector complained of the spirit of unrest prevailing among the students, owing to which "special control" was necessary. He said that many students were unable to "understand the lectures", owing to their backwardness caused by the lack of study in wartime. In fact, however, the writer suggests that the reason is rather that for many years the youth has been taught in a militaristic spirit, has been encouraged not to think independently. As a result the students are not informed as to the most elementary subjects of the culture of the West, international relations, etc.

At the University, as in other parts of the country, a struggle is going on between the new and progressive and the feudal, conservative past. The best students wish to live in a new way, and that is why "special control" over them is required.

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The University has a Communist organization and Komsomol organization. In November 1946 there were 45 Communists and 40 Komsomol members in the University - the advance guard of the best section of students. The Communists publish their paper "Truth", while the Komsomol have a wall newspaper.

There exists a very flourishing circle for the study of the Soviet Union. Many members of this study the Russian language and read Russian newspapers and journals, wishing to know the truth about the Soviet Union, which has so long been hidden from them.

A student of the law faculty said that among other organisations there is a circle for the study and promoting of friendship with the USA. But it exists only nominally for since its foundation, several months ago, it has shown no signs of life.

The conditions of professors and teachers of the University must be mentioned. According to "Stars and Stripes" the average yearly income of city professors in Japan is 5931 yen, that is, 494 yen monthly. How can a man with a family live when he receives a monthly salary sufficient only to buy a dozen handkerchiefs?

In analysing the past and searching for new ways of life, the better part of the Japanese scholars are turning their eyes to the Soviet Union, where science serves the people and the scientist is surrounded with attention and solicitude.

Interest in the USSR among Japanese scientists is daily growing. Despite the obstacles created by MacArthur, Japanese scientists are acquainting themselves with the achievements of Soviet science and are astounded by the successes achieved by the Soviet Union.