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ITEM 10 Democratization of Education (Letter to the Editor) - Akahata -
 8 Sep 48. Translator: Y. Kuniyasu. (DD)

Full Translation:

Has education been democratized? From the undemocratic attitude of a certain elementary school principal in HIROTA Mura (KISEN Gun, IWATE Ken), it certainly has not. If the pupils of that school pass by the principal's office singing a song or if they go out to the drinking fountain during class hours, the principal instantly beats them.

Moreover, he sometimes retaliates on the teacher who is disagreeable to him by reproaching him for any mischievousness committed by his pupils during class hours. He is exercising the same discipline as adopted by the army during the war in school training, in utter disregard of the pupils' personality, and assuming a hindering attitude toward his teachers. Thus, this principal is really a tyrant of the school. Furthermore, he is on the staff of the cultural section of the Kisen Gun, Teachers' Union. It is deplorable that such persons are even members of the union, much less an official. It is such persons who hamper the revolutionary will of the teachers in general and nullify the spirit of the Constitution and Educational Standards Law. He speaks of democratic education, but in reality practices reactionary education. Furthermore, among the teachers there are many who still remain servile in spirit. They consider any matters ordered by the prefectural government or the prefectural teachers' union as most important and correct.

Such being the condition of local education these teachers are quite indifferent about the revision of the National Public Service Law. Hence, we sincerely hope for more informed teachers to come to the country and enlighten such ignorant teachers. (By KAJI, Takashi, IWATE Ken).

ITEM 7 To Establish Political Cultural School in Fukushima - Mainichi
721.2 (Fukushima Edition) - 2 Jun 48. Translator: K. Yasutake. (DD)

Full Translation:

To raise the level of the prefectural people's political understanding, a plan to establish a "Political and Cultural School" is being pushed by Justice Minister SUZUKI, Madam KAJIWARA, Chiyo, the Diet members from this (FUKUSHIMA) prefecture, Mayor SATO of FUKUSHIMA Shi, Prefectural Assemblyman HAYASHIDANI, Kazue, Madam TANJI, Chie and others.

The first session is to be held in FUKUSHIMA Shi around the end of this month, and it is to be subsequently held at least once a month, moving around from one town or village to another, as requested. Arrangements have been made for twenty-some first-rate lecturers to come from the capital, including Professor OUCHI, Hyoe of the Tokyo University, Professor TOHATA of the same, Diet member YAMAGUCHI, Shizue, Ex-ESB Director-general WADA, Hiroo, and Vice-minister of Welfare AKAMATSU, Tsuneko of the House of Councillors. The big object of this program is to raise the political consciousness of the people so that they will not swallow whole politics and culture without raising any criticisms. The Prefectural Office is wholeheartedly in support of this plan.

ITEM 7 Scholar Exhorts Youths to Believe in Justice and Truth - Tokyo Times -
1 Jan 48. Translators: M. Ota & F. Wada. (DD)

7212
 Summary:

The following is an article written by AMANO, Teiyu, principal of the First Higher School, to the young people of JAPAN.

Do you find there is something troubling and confusing in your hearts this New Year? That is the anxiety and the fears you hold

for the future of our dear country. Happiness of the people cannot be realized unless the country is reconstructed. However, the people are worrying about whether the country will be able to stand up among the other powers without having any military strength. They are also anxious about how the future generations can survive on this very small territory. These are the feelings of anxiety and fears occupying the hearts of the Japanese people. It is natural for the youths whose hearts are especially tender and sensitive, to have an undescribable feeling of gloom and sorrow deep in their hearts. However, at this juncture, I wish you to consider the fundamental principle of history. It is my belief that history is the recording of truth and not a record of the weak becoming the victim of the strong. The progress of history is the progress of freedom and the process to emancipate human beings. Truth has always won out in the end.

There has never been a morally degenerated nation which has become great. History shows that no power nor authority can last if they are inconsistent with truth. This is what we learn through war. With this conviction, we can drive away our fears and anxiety, because, as the Constitution stipulates, "Desiring peace for all time and fully conscious of the high ideals controlling human relationship, the Japanese people have determined to place our security and survival in the hands of the justice and good faith of the peace-loving peoples of the world," and, "forever renounce war as a sovereign right of our nation, or the threat or use of force, as a means of settling disputes with other nations."

Freedom from Fear and Shortages Only Request

When the Japanese people willingly and sincerely seek international peace based on justice and order in accordance with the justice and faith held by the rest of the world, if any of the other countries try to intimidate JAPAN by force, I wonder if there can be a greater wrong than this. History cannot tolerate such absurdity.

In fact, up to now, JAPAN has been disliked by the world. I feel it was because the world feared JAPAN's military power. Now the Japanese menace of armed might has been swept out of existence forever. The only request of the Japanese people is to be free of fear and shortages and to be permitted the right to live peacefully. If we sincerely hold the spirit of peace in our hearts, there is no reason why the rest of the world, in whose justice and faith we put our trust, should confine us to such a small territory.

I believe that the world will be sure to open its doors. Foreign dispatches have already reported that sign. The attempt to bring the whole world under JAPAN's roof by armed might was in violation of history, and an arrogant delusion.

However, it is a just desire founded on reason and truth to bring the whole world under JAPAN's roof as a peace-loving people. I believe that history will help us to realize this desire. The prerequisite is that we must completely become a peace-loving people. The country's trouble exists not outside the country but at home. Bring the spirit of peace home to your minds! This is the great principle on which JAPAN should live. History is alive and dynamic. The past need not be the future: it can be changed. For instance, it is one of the obvious facts in history that a crushing defeat in war can be a turning point for the country to rise again and prosper. It was not JAPAN itself but militaristic JAPAN that was destroyed. This destruction must be marked as a turning point for the creation of a new JAPAN. Believe in history, in reason, and in our country!

ITEM 6

Drastic Increase in Tuition Fees Planned - Asahi - 24 Jan 48.

Translator: S. Kuroda. (DD)

Full Translation:

Negotiations are now being held between the Education Ministry and the Finance Ministry, due to the Education Ministry's plan to raise the tuition for government schools from two to three times the present fees, beginning in April, while the Finance Ministry's plan calls for a three-fold uniform raise. On the other hand, the Federation of Private School Teachers Unions decided on a 50 percent raise in the present fixed rate of tuition fees. The federation informed the Education Ministry accordingly.

The Education Ministry's new plan to raise the government school tuition is: (Number in brackets show present annual school tuition) university, 1,200 yen (600 yen); higher school and college, 900 yen (400 yen); and former middle school, 600 yen (200 yen). The new plan to raise the tuition for private schools is: literary department of a university, 2,800 yen (2,000 yen); science department of a university, 3,300 yen (2,500 yen); literary department of the higher school, college and preparatory course of the university, 2,800 yen (1,600 yen); science department of the higher school, college and preparatory course of the university, 3,300 yen (2,000 yen); middle school 2,000 yen (1,200 yen); primary school, 1,800 yen; and kindergarten, 1,400 yen.

ITEM 6 Tuition Fees at Government Universities, High and Technical Schools to be Trebled - Tokyo Shimbun - 8 Feb 48. Translator: I. Ogawa.

771.2
(RL)

Full Translation:

Discussions have been held between the Education and Finance Ministries on the increase of school tuition fees.

A plan to double the examination fees, quadruple the entrance fees, and treble the tuition fees was decided. The increase will go into effect after the new term following approval of the Price Board.

According to the new plan, new fees at government universities, higher schools, and technical schools will be as follows (figures in parenthesis show the present amount):

Universities - 1,800 (600) yen tuition fee; 200 (100) yen examination fee; 200 (50) yen entrance fee.

Higher schools and technical school - 1,200 (400) yen examination fee, 100 (25) yen entrance fee.

In addition, the maximum tuition fee at private universities was fixed at 3,300 yen for the Science Department, and 2,800 yen for the Literature Department. After the new term, however, each school is planning to raise the fee to the maximum amount permitted by the agreement.

The maximum amount is expected to be further raised in keeping with government schools. Examination and entrance fees, which were between 100 and 200 yen last year, will be increased to about 500 yen this year since there is no stipulated amount for these fees.

Price Board authorities, who have shown disapproval of the increase in tuition fees because of the 1,800 yen base prices feel that enforcement of increased tuition fees at private universities after the new term in April will be inevitable because of the increase in various prices.

ITEM 5 Unpaid Tuition to Bar Students from Graduation Exams - Tomin -
15 Feb 48. Translator: K. Shinoda. (RL)

721.2 Full Translation:

(KYOTO) With graduation examination near at hand, Kyoto University authorities have been repeatedly urging more than 1,200 students to pay their tuition.

The law department, where more than 500 students are delinquent in paying fees, has, in desperation, warned the students that if they do not pay the tuition fees, they will be ineligible to take the graduation examinations. Opposing this move, the law department group of the Communist cell at Kyoto University issued an appeal in regard to their straitened circumstances, and denounced the cold, bureaucratic attitude of the university's law department authorities. On 14 Feb, they began formal negotiations with the authorities, requesting deferment in their tuition payments and permission to take the examinations.

ITEM 7 Correspondence Courses and Social Education - Yomiuri - 19 Mar 43.
Translator: K. Hirata. (JJI)

721.2

Summary:

We must not undervalue the importance of correspondence courses. The Education Ministry disclosed its program drafted on the basis of the Correspondence Courses Educational Investigation Committee's recommendations last autumn. Since that time necessary preparations have been made steadily.

Under the projected plan, the courses are roughly divided into four categories: middle school, higher school, college, and adult education. Indeed, these courses are epochmaking in the history of JAPAN's education in point of method. Naturally, it calls for strenuous efforts and devices to promote sound development of this system.

The Education Ministry selected two schools from each prefecture and invited from these schools in each prefecture 300 new students for the middle school course and the higher school's first and second year courses. The number of applicants reportedly surpassed the quota for each course. The ministry acted commendably in giving these courses free of charge.

It was decided that the students who complete a course with superior grades will be admitted to an upper school. It is desirable that a college course be opened as soon as possible.

Correspondence courses can be viewed as an extension of formal school education. The students of correspondence courses include primarily working youths. In the light of this, correspondence courses will contribute to educational socialization to a considerable extent.

It is highly desirable that various categories of courses for adults in general be also opened as soon as possible, because democratic retraining of adults rather than youths is absolutely necessary for promoting JAPAN's democratization. Lastly, we hope that colleges or public welfare organizations make a new departure by giving vocational guidance or opening democratic, cultural courses on the pattern of that of USAFI, even if on a smaller scale. This is the mission to be fulfilled by JAPAN's correspondence courses.

ITEM 5 The Course of Democratic Education (by Sugo, Hiroshi) - Yukan
Miyako - 2 Jun 48. Translator: M. Ohno. (DD)

721-9
Summary:

(The author is a Komazawa University professor.)

The American Educational Mission, with Dr STODDARD as its head, states, "We believe that all the nations have ability to produce, through their own culture, something significant for both themselves and the world. We do not insist on standardization."

We, Japanese educators, have always favored the special characteristics of each race, spontaneity, and originality of all the peoples. We heartily desire that all the nations will foster culture which is peculiar to themselves.

In JAPAN, however, flunkeyism still maintains influence, and the people approve the new educational system as blindly as they obeyed the militarists in the past. Herein lies the main reason for the weakness in education of present JAPAN.

The Mission's report does not force nor demand that we merely imitate the American educational system. It only suggests the course of Japanese education. Therefore, we are responsible for setting up practical measures to realize the new educational system.

Inasmuch as the old educational system which had played an important role in the society of past JAPAN has completely been destroyed, it is very difficult for us to establish the new system. Education which is closely related to society cannot develop when society is inactive. American education has developed considerably in the past 50 years, since the nation has undergone expansion during this period. From such a point of view, we are now under an unfavorable situation, but there is much to learn from the American educational system before 1900.

In order to achieve this task, we must freely and scientifically deliberate on the problem of what kind of education is necessary for the welfare of the people in the districts where the schools are situated. This problem is not so difficult to solve, if we are well aware of the principle of democratic education and the spirit of the Mission's report.

721.2
 ITEM 6 Five-Day School Week Popular Among Students - Asahi - 27 Jun 48.
 Translator: M. Hirozawa. (DD)

Summary:

The five-day school week, which had been started experimentally last October in new system schools in AKITA Ken has spread rapidly throughout the nation. The following is a survey of opinions concerning this system in the Education Ministry and in AKITA, KANAGAWA, SAITAMA and NAGANO prefectures.

The five day school week was adopted in KANAGAWA Ken through joint agreement of parents and schools because of the tiring long distance commuting by students. At present 46 of 108 senior high schools and 14 junior high schools have enforced the system.

In NAGANO Ken, 21 of 444 elementary schools are following this new system. Many schools have merely reassigned Saturday's classes to other days of the week, but in SAITAMA Ken one school has adopted the university lecture type classes. Saturdays are spent by many pupils as a holiday, or in literary and athletic activities, special research is carried on by some, while in other schools social science trips are conducted.

In NAGANO Ken, teachers gather for a meeting, research or a lecture twice a month, but many complain that the longer week day is causing overwork.

Little constructive criticism is heard from parents, who welcome an extra day's help on the farm or lament the necessity of more pocket money and between-meal snacks during the two day holidays. However, over 90 percent of all men and women approached expressed their approval of the five day school week.

The Education Ministry, in voicing its criticism, declared that as the School Education Law specifies a six day week, observation of the five day week by all schools cannot be approved. However, utilization of both Saturday and Sunday temporarily as school days may be considered in order to relieve the present two shift instruction situation.

721.2
 ITEM 12 The Rehabilitation Spirit (by Tajiri, Shuichiro) - Shin Yukan - 29 Jun 48. Translator: I. Kuniko. (DD)

Summary:

Despite the numerous conferences held to promote the nation's economic, agricultural and educational rehabilitations, it appears that no index to rehabilitation has been spiritually established as yet.

In order to rebuild herself, defeated JAPAN whose culture is inferior in all points should endeavor to lead her people spiritually. In this sense, we must attach great importance to the educational rehabilitation conference. Meanwhile, it is incomprehensible why the conference has averred its support of the students' strikes now in progress.

Once we regarded education as supreme. Today, we need not think traditionally of education, but in view of international criticisms on JAPAN's inferior cultural level that led her to a reckless war, we must esteem the great mission of education to raise JAPAN culturally. Education should be thought of in the light of national resuscitation and should not be utilized for political purposes. From such a standpoint, it can be said that by taking up the student strike problem, the educational conference has made a great mistake.

National rehabilitation should, first of all, be based upon the will to rehabilitate. Although the acute shortage of such factors as educational budget, equipment and personnel is a great obstacle to education, it would be improper to think only materially of educational rehabilitation at a time like this.

The way to JAPAN's rehabilitation will be paved only by establishing the will to rehabilitate through education. If JAPAN attempts to revive her education only materially, it is feared that she will forever lose the spirit of education. It is to be hoped, therefore, that education will be rehabilitated to the extent that it will able to serve as a propelling force to the nation's rehabilitation.

ITEM 4 Poverty of Education - Tokyo Shimbun - 18 Jul 48. Translator:
Y. Akabane. (UG)

7212 Summary:

Seven middle school students of HACHIOJI are reported to have saved a running train from imminent danger by removing drifting ties on the Hachioji-Takasaki line during the torrential rains Thursday evening. In these days when public spirit seems to have disappeared from the world of adults and juvenile crimes have become so common as to throw us into utter confusion, we cannot but admire the gallant deed of these young students.

We do not know whether their heroic deed is due to inherent characteristics or education or both, but the majority of our young people can attain the same standard as these students, provided there is drive and practicality in their home and school education. Countries where the majority of the children and grownups are so educated are believed to be cultural and prosperous states.

The importance of home education is sadly neglected, with education being solely left to schools by a larger part of the nation. To make matters worse, schools have become arenas of competition for marks and diplomas, and their courses seem to be the mere drudgery of memorization rather than the source of knowledge beneficial to society. Both authorities and teachers are devoid of enthusiasm for education. Therefore, little can be gotten from school education.

Most of the teachers who lack zeal for education are apt to divert their energies to communistic education and strikes. In such a lamentable educational situation, a larger part of our youth will not be favored with the opportunity to learn public spirit or the unity between conduct and learning. It is no wonder that there successively appear students who see no wrong in resorting to burglary to raise school expenses.

It may be quite impossible to hope for educational integrity at this juncture when parents and brothers are completely occupied in sustaining themselves, while even university professors are so hard pressed in their daily livelihood as to have to resort to strikes. But hope for the integrity of education and recognition of the existing educational actualities are different things. It is no good to leave education simply to schools. If parents consider that at least half of a child's education lies in the home, they find themselves able to care for their children a little better.

If teachers are so busily engaged in obtaining food as to be unable to spare more than two hours for teaching instead of five, these two hours will be sufficient if the essence of education is not lost sight of. If so, in view of the naivety of children, the noble example of the aforesaid seven students will be followed by their colleagues. Therein, we may find something fundamental for the reconstruction of our country.

The poverty of education in JAPAN lies in the spiritual poverty of parents, teachers, and the Government more than in such physical phases as the improvement of the teachers' lot and the 6-3 educational budget, the importance of both being beyond discussion. If we deny the importance of spiritual education for the reason that we are now in dire need of materials, there will be no alternative for this defeated country but to be driven to the verge of ruin.

ITEM 5 Trends in Education - Magazine: Kyoiku Shakai (Monthly) - Aug 48.
Translator: M. Takagi. (RL)

721.2
 Summary:

There should be no vogues in education. Present-day changes, however, are even more bewildering than the changes in women's fashions. The change from a totalitarian to a democratic education is one example.

When asked why education today must follow democratic lines, many teachers reply, "Because it cannot be helped!"

Some of them frankly ask in all seriousness, what form of education will come into fashion after democratic education. Such persons are those who think that education is a "style." Great caution must be exercised, for all too frequently people who are of such a mind wed themselves to the existing social situation, and take over the leadership.

Principals of schools who gained fame by inviting newspaper and magazine reporters to observe an example of a typical democratic education recently came into the spotlight, but what did they have to show? They showed newly-established science museums and libraries for children, children's self-governing groups, and social science courses.

Afterward, one writer said, "I think it was all fine, but what weighed on my mind amidst such fine programs and facilities was the manner in which the children walked. I believe that the inner feelings of people are expressed in their gait. When I saw the children shuffling by so diffidently, it made me sad because I felt that I observed the essence of their education depicted here."

We are one of those who concur with such a criticism, and wonder why such sensation-loving people, who think that education is tantamount to changing clothes, should be permitted to exist. It is desired so long as teachers are human beings, everyone become more serious in their thinking.

What democratic conception can be found in the minds of those who uphold a democratic education because they have no other alternative? In this alone, a basic contradiction is found. Did they not also conduct the past education because they had no other alternative? What would be the result if everyone stopped temporizing and dealt with education more earnestly?

ITEM 1 Sound Sex Education Program for School Children Planned - Tokyo
Shimbun - 17 Aug 48. Translator: A. Segawa. (WM)

721.2
 Full Translation:

The Suginami Second Primary School camp incident, should serve to emphasize the need for sex education. The Sex Education Committee of the Education Ministry's Social Education Bureau has recently completed a one-year research on the time and method of giving sex education, and is ready to present its report upon request from the Education Minister.

Opinion was divided within the committee on the question of when sex education should begin, before or after children become interested in sex. Finally it was settled that sex education should be given when children are in the fifth or sixth year of the primary school and that, before that, it should be limited to indirect talk when teaching how to observe nature. The physical growth of the individual, the season, and living environment in cities and rural districts must be fully considered, and a manual to be followed is now being planned for publication in the form of a pamphlet.

The most important method of imparting sex education is to take advantage of the coeducation system to teach manners which should be observed between boy and girl pupils, to deal with sex matters openly and scientifically, and to guide pupils along the right lines of sex education, giving special attention to precocious children.

In order to enable parents to give proper sex education to their children, the committee advises them to take advantage of the PTA to be reeducated together with school teachers. For this purpose, the committee has entrusted Dr ANDO, Gaichi, head of the Obstetrics Gynecology Department of the Keio Hospital, with the compilation of a pamphlet entitled "How Sex Education Should Be Conducted."

ITEM 7 Educational Vacuum Deplored - Jomo Shimbun (Maebashi) - 21 Aug 48.
 Translator: E. Sato. (RL)

Summary:

7212
 Almost everyday we read newspaper accounts of crimes by young men and boys.

The totalitarian forces in wartime built up present ideas held by young men of today. Youths become better or worse according to contemporary ideas and education.

Unless current ideas are fully understood and correctly reflected in education, young men will become worse. Before reproving youths for their crimes and selfish acts, it is necessary to eliminate the causes for such conduct. In short, it is necessary to make them have a clear sense of right and wrong.

Neither affection nor respect exists at schools between teachers and pupils. The idea that teachers and pupils are equal has been uncritically accepted, and education is conducted on the basis of this idea.

At one girls' school, pupils clad in one-piece dresses instead of uniforms have greatly increased. The teachers hesitate to reprove those pupils, fearing that they may possibly be forced to resign if the

pupils retaliate. If what is right and what is wrong is clearly differentiated, the teachers should admonish those pupils.

In his review on the Public School of GREAT BRITAIN, KOIZUMI, Shinzo stated that it is surprising that the English school, which holds freedom in high esteem, does not allow pupils to have their own way. He added that the school teaches that only when everyone cultivates moral courage to discriminate between right and wrong, will true freedom be guaranteed.

Of course, the old formal cramming system of education must be abolished. However, the teachers must not be awed by the word, "freedom," nor hastily conclude that under new education teachers must abandon their authority, dignity, and responsibility.

The educational 6-3 system has been completed in form.

Constant efforts must be made to make appropriate additions to instill the true spirit of education into the system. At one high school under the new system, junior-class pupils are said to be uncontrollable. It is no use deploring moral decadence while these pupils are left to have their own way.

The teachers as well as pupils have the wrong idea of freedom, and lack moral sense. We demand that they lead their pupils to the path of virtue by bearing the responsibility for their pupils' faults.

ITEM 3 Press Research Institute to Open at Tokyo University - Yukan Miyako -
4 Sep 48. Translator: K. Shinoda (RL).

721.2 Full Translation:

Tokyo University will establish a foundation in October, tentatively known as the Tokyo University Publishing Association. It will be the first government university press in JAPAN, and university officials are hopeful of making the press comparable to the KADON (TN-Exact Romaji transliteration of the original KANA) Press of the University of OXFORD in ENGLAND.

Tokyo University's press will consist of two departments, press and publications, and will be operated by a council and board of directors, composed of professors, assistant professors, and university graduates. Partnered after a school of journalism and in line with the press research institute, also scheduled to be established shortly, the university press will help students to obtain practical experience, as well as publish books and magazines as commercial enterprise to help defray expenses for the project.

With the inauguration of this institution, present Tokyo University newspaper and the cooperative publishing department will be merged into the new enterprise.

ITEM 12 Defects in Enforcement of New Education (by US) - Magazine: Akarui-Kyoiku (Monthly) - Jun 48. Translator: K. Osawa. (WM)

721.2 Summary:

A certain popular university professor of science and literature once commented that primary-school teachers are extremely fond of using charts and diagrams during lectures. This is certainly true. It appears that all too often, huge, detailed charts accompany reports on researches in educational methods. In one sense, this is practical, but in another sense it indicates a shallow, prosaic approach to study, it is entirely imitative and mechanical. Such a tendency characterizes our new democratic education today when it should be most subjective and creative.

The new re-education movement is almost entirely in the hands of the bureaucrats in the Ministry of Education. They are the ones who give orders relative to "the guide to new education," the curriculum, the choice of textbooks, and even details on teaching technique. Nothing is more preposterous than a "democratic" education enforced by order; it is the same as the education given the Japanese people as imperial subjects during the war. Thus, JAPAN's new education has been confused from the start.

Moreover, the teachers, who are unable to digest the vast number of educational directives are also being harried by memorous educational methods and techniques and by having to memorize great charts and diagrams. This hinders the progress of the democratic revolution.

In many cases, the net result is a human comedy where teachers are well trained in new educational techniques and are performing before critics, but are not interested in union activities and are unaware of the current revolution. This may be the objective of the new education movement. However, it is no more than a new colonial type education. This new education should be characterized by close unification of new techniques and by a revolution of concept. Techniques which are unaffected by the individuals who employ them are outdated. The revolution of educational techniques in this sense is the key to the re-education of the teachers. New educational techniques should be a consequence of the labor movement in the field of education. A special social technique is needed which will enable teachers to join hands with their pupils -- the future workers -- in the democratic revolution. Precautions must be taken against superfluous techniques which will tend to make teachers less mature.

ITEM 11 Approach to Teaching Science Is Assailed (Munekata, Seiya) -
Magazine: Shakai To Gakko (Monthly) - Aug 48. Translator: M. Suzuki.

Summary:

The White Paper on Education drawn up in March this year by the Japan Teachers' Union is, I believe, one of the most important documents on education that have appeared since the war. Yet it is not well known. I must confess that the facts concerning the crisis in education presented in the paper shocked me into worrying about what I should and could do. I could not help but question the value of pedagogy.

The Education Ministry should have been the author of this document, but it lacked the will both to dig up and present pertinent facts and to ask the people for their criticisms and cooperation. Perhaps it took the customary view that it would be futile to appeal to the people. In any case, the Japan Teachers Union must be commended for its action.

Reflections on "White Paper"

Of course, all of the figures cannot be said to be accurate, but the important thing is the will to appeal to the people, and the apprehension felt over the threatened collapse of Japanese education. This document causes me to reflect deeply on the present and future of education in this country.

We have seen very few achievements in this field since the defeat, though many books and treatises have been written on the subject. How many of us have been able to approach or clearly analyze the real conditions of education, explain the facts through theoretical reflection, and contribute to its improvement? Theoretical reflection has not kept up with realities.

In the great confusion following the defeat, an American educational mission came and prepared a report on tremendous importance of the reformation of the whole Japanese educational system. Under the guidance of the Allied Powers, reforms in line with this report were rapidly carried out. But in this case the education policy was decided first, leaving pedagogy behind because there was not enough time for theoretical reflection.

Misapplication of Allied Report

Many theories of education have been implemented in some form or another to carry out this policy. For instance, in the Education Ministry, they have written text books and other educational guidance material. They took upon themselves the task of explaining the new education, the American educational system, democratic education, the curriculum, community schools etc. Their explanations were not always accurate and did not always conform with the meaning and intent of the Allied report on education. I do not mean to deny that explanations are necessary, but is there not also the necessity to reflect the science of teaching and education which attaches undue importance to translations and introductions? It is true that there is much to learn from the education and teaching profession in the UNITED STATES and the world, but does learning mean just translating?

If the reformation of Japanese education, which differs fundamentally in history and foundation, could be realized through translations alone, nothing could be simpler. We must get away from being obsessed with introductions and translations; pedagogy must pour its energy into grasping and analyzing the facts of JAPAN's education.

EDUCATION POLICY 721-2

ASAHI—It is very unfortunate if there is a widespread misunderstanding that democracy is incompatible with the idea of authority. From grammar school instructors to university professors, all teachers should have authority. Without it they cannot fulfill their duty.

Students who behave badly should be strictly disciplined. Those who break school regulations should be punished without hesitation. Professors and school authorities who try to meet any demand advanced by students do not qualify as educators.

On the other hand, the State should make more efforts to back up the authority of educators. The quality of educators must be improved and their pay increased. Political parties on their part must be warned that the many scandals involving them are having bad effects on social education.

OCT 5 1950
NIPPON TIMES**EDITORIAL****Education And Youths** 721-2

It goes without saying that ethical standards ruling our daily life change with the passage of time.

Those who cling to anachronistic manners and customs, ignoring changing times, will certainly become a target for public contempt. They will be treated as "trite moralists" and will become synonymous with antediluvian.

It should be noted, however, that the basic concept of morality does not change with the flow of time and shifting situations. It stands unaffected by place or time.

With the end of the war, crime and reckless behavior of the younger generation have increased greatly in number. This is now the target of keen public attention.

The trend can be ascribed to moral degeneration and defective education during wartime as well as to the utter spiritual and material chaos seen after the surrender.

In particular, educators in post-bellum society have failed to understand what is really meant by democracy. They have been confused by being ignorant of the true path which education should follow.

In wartime, their only ethical code was the Imperial Rescript on Education. They were entirely dependent on the code and they had no time whatever to exercise self-introspection.

Because they had stressed military education based on the code, the defeat came as a tremendous shock to them. They were completely at a loss how to solve future educational problems.

Education Minister Teiyu Amano has been a staunch advocate of restoring the course in morality to our schools. In the recent conference among chiefs of prefectural school boards, he touched upon this problem and stressed once again the need for its restoration.

We agree with him because it will be next to impossible to achieve hoped for results with the existing course in social science which was substituted for the wartime course in morality.

The readoption of the course will undoubtedly stand the younger generation in good stead because the course will inculcate in them common ethical principles.

The course in morality during the prewar days had much to be desired. It stressed loyalty and filial piety among other things. In other words, it directed primary emphasis on vertical moral relations, placing only secondary importance on horizontal relationships.

The result was that public morality was ignored to our great embarrassment in our social life. Therein lies the necessity of exercising ample consideration not to repeat the past fault. A course in morality substantially different from the prewar one should be given due consideration.

All in all, the restoration of a course in morality is necessary but educators themselves should first reconsider their position and function fully in order to recover their much-needed self-confidence in education.

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MANICHI

**CRAMMING OPPOSED
BY EDUCATION BOARD**

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**Cooperation Is Asked From
High School Principals**

The Metropolitan Board of Education instructed principals of junior high schools that they should not let their pupils undergo special preparatory courses for the entrance examination of senior high schools as such cramming of knowledge is contrary to the purposes of education and may impose an excessive burden on young pupils, Kyodo reports.

The entrance examination of senior high schools will be conducted on February 24 and 25. Some schools are reported to have started coaching boys and girls in special classes.

For the purpose of soliciting cooperation of teachers and parents, the board will hold a principals' meeting Friday and 54 meetings of parents at various places in this city from 18 to 23 this month. The board also sought the cooperation of boards of education of Hachioji and Tachikawa City.

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