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Mrs. P.

F 853

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

Interviewing Japanese

1. Some time ago an officer on one of the Civil Affairs Teams made an appointment for a conference with a juvenile court judge in a certain large city. On his return from the conference, it was obvious that he was somewhat upset and when asked what had happened said something as follows: "You know, I spoke as slowly and as clearly as I could, but the judge still couldn't understand what I was saying." It was a surprise to know that this officer had sufficient knowledge of Japanese to interview an official on a fairly technical matter, but it was discovered on further discussion that he had been using not Japanese but English!

2. It is obvious that this is an occupation of interpreters. Whatever success the Occupation may have depends entirely upon the knowledge of English of the interpreters available. It must be admitted that since the beginning of the Occupation the quality of interpreters has seriously deteriorated. Because of openings with foreign firms and Japanese firms dealing with foreign clientele, many of the best interpreters formerly available to Occupation units have departed. It must also be admitted that they left not only because of possible future security but simply because Occupation units have been unable to pay attractive salaries.

3. The real function of the interpreter is to translate orally what is said in one language to another language. He has no other function. It is not a part of his job to give interpretations of what is said but merely to act as an agent for transmitting a thought as it is said. A good way to think of your interpreter is to think of him as merely your shadow and not as an active participant in the discussion which you are conducting.

4. It is probable that the average interpreter assigned to your section will be without any special knowledge in your field. It is your duty to train him. Let him spend some time reading the published materials which you have in your office. Make up a list of terms for him to learn so that he can become familiar not only with the English but the Japanese equivalents as well. If you are going to make a brief speech it is advisable to give your interpreter at least an outline of the material you intend to give. You may not have time to write out the entire speech, but an outline covering the main points will be of immeasurable assistance to him in doing a fair job. If the speech is to be both technical and long it should always be written in full and given to your interpreter in sufficient time to permit full translation.

5. Because of the limitations of interpreters, it is wise to use only simple language. Use that simple language in brief sentences. Occasionally when you get started on a thought it occurs to you that it is such a "gem of wisdom" that it is difficult to avoid going on for five or ten minutes without pause. Don't expect your interpreter to go back to the beginning of that long dissertation and put it into Japanese. The simpler the language the better. The briefer the statements the better. The inevitable losses of interpreting can thus be minimized.

6. The converse of the above is also true. Don't permit the Japanese to talk lengthily without a break for interpreting. As very few of the interpreters are really bilingual, they think in Japanese and transposing English to Japanese or Japanese to English is a mechanical process which limits the retention span.

7. When you take an interpreter with you outside the office, remember his function. He is not a personal attendant and may resent being used as such. You are responsible, of course, for his well-being while he is with you and a little attention to his welfare will be of extreme importance to him. Treat him as the important individual that he is and don't expect him to run around arranging your bath or your parties for you.

8. In order to keep constantly clear in your own thinking (as well as in the interpreter's and the person you are interviewing) the role of the interpreter, it is desirable to speak directly to the individual or individuals with whom you are conferring. This may make somewhat excessive demands on your attention but actually it serves in two ways. It makes clear to the individual being interviewed his responsibility for the answers he gives to you, and gives you greater control over the interview. One of the basic tenets of conducting an interview through an interpreter is never to talk to the interpreter. You talk through him but not to him. Don't start by saying "Tell him that ....." or "Ask him what ....." You do the telling and asking directly.

9. If you think your interpreter should be criticized or reprimanded for his interpreting or approach, wait until after your meeting. To do so before the Japanese interviewees may not only endanger his status but may further limit his ability to interpret for you. You can help him in the beginning by discussing with him the role you want him to assume, the manner in which you handle conferences and speeches and the limits of his attempts to evaluate yours or the interviewees' discussions. One of your suggestions should be that he use average polite speech. Interpreters have been known to use high-flown speech which, while it displays their knowledge of Japanese, is actually a form of snobbery and should be discouraged.

10. You have probably frequently encountered a situation in which long discussions take place between the interpreter and the person being interviewed. Such discussions are neither necessary nor desirable. Even though the interpreter may tell you that he does not understand clearly what the other individual is saying and consequently must question him

a number of times, it is important that you know what is blocking the person being interviewed. You can only be aware of the questions that person has in mind about what you have said, or the misunderstanding that he may have of your questions, by having the interpreter give you what is being said. You can then reframe your questions. It is for you to clarify your questions and not your interpreter's duty to explain what he thinks you mean. Never take for granted that because an interpreter has worked with you for a considerable period that he is able to speak for you. The burden of explanation and clarification is yours and the interviewee's, not the interpreter's. Recently the story was told of an interpreter's comments on the work of another interpreter. He would not, he said, have transmitted what was being said quite as closely because the language, either way, was not as polite as it should have been. This interpreter was culpable because he was assuming responsibility beyond his prerogative.

11. Sometimes, too, it is true that you will have to go a long way in order to get the answer you want. When the Japanese official begins with the phrase "sore wa ne" he may be beginning on the outside of a very large circle and it may take him some time to get to the center of that circle. But by being attentive and requiring that the interpreter give you what the individual is saying you will probably get a number of clues to other problems that you may have in mind. Even though the information you are getting may not be particularly pertinent to the question asked, or you think it may not be, don't openly reject it. Remember that there is considerable tension for any Japanese official being interviewed. You may be completely at ease but you are the Occupier. Much of your reaction, in his thinking, is going to depend on what he says. Remember, too, that he has very likely been subjected to interviews by other Americans not all of whom may have been as well qualified in your field as you are. Consequently, a part of his tension may be the result of his not being certain of precisely the type of technical information that you are after and can understand.

12. A good way to nullify completely a group conference or an individual interview is for you to explode into anger. If your superior "blows his top" at something you have said the tendency is for you to give him as little additional information as possible. You can only expect a Japanese to react in the same way. The same thing is to be said of open ridicule of something which a Japanese has said to you. He is just as sensitive to ridicule as you, and you cannot expect him to be as free and as frank in his discussions with you after he has been subjected to that type of treatment. If you must get angry, at least wait until you have obtained all the information you want. Even then it's probably wiser not to get angry. The Japanese have an excellent grapevine: they will have you tagged long before you have them tagged. Your general effectiveness is decreased in direct proportion to the anger and ridicule you display. This does not in anyway prohibit directness and frankness.

13. Incidentally, don't underestimate the Japanese official. He certainly is of average human intelligence and is probably better educated

than most other Japanese. He may not know everything you do, but he will know a lot of things you don't. Underestimate him and you are trapped, control of the interview is his.

14. It is extremely disconcerting and distracting, certainly for the Japanese involved, to have you, during the period when your interpreter is speaking or they are answering, shuffle papers on your desk, speak loudly in English to other Americans who may be with you, give orders to subordinates, etc. It is not only distracting but think of it as being extremely impolite. It is true that working through an interpreter is a test of patience, but there is no other remedy for this than the development of some degree of patience on your part. There are no shortcuts to good interviewing.

15. When the Japanese is speaking hear him out. That means letting him finish whatever he is saying and permitting your interpreter to complete his shadow role. One way to lose control of an interview is to interrupt the Japanese speaker and start with a new idea while he is still answering a previous question.

16. It is recognized that some sort of record of the interview is important and that you will want to make notes during the course of the conference or interview. Don't let note-taking assume such importance that you are unable to conduct a straightforward, reasonably direct and smooth-flowing interview. Long pauses which are occasioned by writing of detailed notes break the continuity of an interview. Teach yourself to jot down only sketchy reminders during an interview - you can fill in the gaps later. The Japanese police are avid note takers and the average Japanese is on guard when he sees you do the same thing.

17. When people from the same culture discuss an idea it is quite possible in developing the idea to use the Socratic method. You cannot reasonably expect a Japanese whose background is so much different from yours to arrive, even after a long period of questioning, at a statement of the principle for which you have been aiming. Extreme care is needed in the use of this method. Better stick to using questions and answers for straight information. If you are getting at a basic principle of application, state the principle yourself - then find out whether or not he goes along.

18. Because of cultural differences, American jokes, proverbs and puns just don't appear funny, wise or clever to the Japanese. And when an interpreter, who probably also doesn't understand them, gets through with them the lack of reaction should not surprise you. Before using them in your talks, better wait until you have been in Japan long enough to learn Japanese jokes and proverbs, and the language well enough to pun.

19. During your tour of duty you probably won't have very much time to study the Japanese language. It is helpful, however, to be able to pronounce personal and place names with some degree of resemblance. Generally, Japanese can be romanized into consonant-vowel combinations. It will take about one hour of your tour to learn the proper pronounciation of these combinations and the few exceptions. Your interpreter can help you.

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

CET/mth

AG 000.8- BA

1 February 1949

SUBJECT: I Corps Plan for the Organization of Adult Education Course- Supplementary Material

TO: See Distribution

1. Reference: Letter, this headquarters, dated 28 December 1948, subject: "I Corps Plan for the Organization of Adult Education Course."

2. There have been many inquiries from regional and prefectural teams relative to the conduct of the Adult Education Course in the elements of democracy.

3. Timing: The timing of the courses as indicated in the basic letter is flexible as determined by local conditions. However, the planning stage should be well advanced or completed by 15 February. The pilot courses for discussion leaders should begin as soon thereafter as is feasible in urban areas while in the rural areas, it may be advisable to be ready to start the courses after the spring transplanting season.

4. Priority of projects: It is suggested that the Adult Education Program be integrated into priority programs instead of being constantly displaced by those programs. For example, since the collection of taxes is the current number one priority, the Legal and Government Section may be able to present its section of the course as an excellent means of stimulating the payment of taxes.

5. Team responsibility: The various sections of a team should be responsible for the conduct of the pilot course in its respective subject field. The Education Officer should coordinate the activities of these sections with the Social Education Section of the Prefectural Board of Education.

6. Texts: There will be 100,000 copies of the "Primer of Democracy" allocated to prefectural Boards of Education in the I Corps Z/R. As soon as available these texts will be sent directly to the prefectural Boards. The Japanese text of the course has been further simplified to the level of a 14-year old child.

7. Reports

a. Reference: Par 7, basic letter, the time for submission of report of recommended sites has been extended to 20 February 1949.

b. In addition to items listed in paragraph 9, basic letter, request statement of progress such as, for example, "pilot courses were organized and started in six urban areas," etc. (It is not expected that the plan in detail will be submitted in this report.)

8. Information

a. Request that 34 copies of any locally-developed informational material which may be of value to other teams be forwarded for redistribu - tion by this headquarters to regions and teams.

9. Suggestions for CE Officers - For information and guidance but they are not to be considered as directive in nature.

a. Advise the Social Education Section of the Prefectural Board of Education of the necessity of preserting the Adult Education program at this time.

b. Suggest that Social Education Section secure candidates for the pilot courses for discussion leaders.

c. Select sites for pilot or try-out courses for discussion leaders in readily accessible places throughout the prefecture.

d. Provide some means for checking effectiveness of the pilot courses.

e. Utilization of Japanese personnel in all sections of M G Teams as advisors to prefectural Social Education Section to assist in training speakers and discussion leaders, to conduct visits to classes with inspection check sheets (copy attached) and to gather reports on progress of the program to keep the Commanding Officer informed.

f. If funds are not available in the Social Education Section for preparing information material and visual aids, it may be possible to obtain funds from the Department of the Prefecture concerned as for example: on Economics posters, etc., from the Economics Department, etc.

BY COMMAND OF MAJOR GENERAL SMITH:

C. C. CARTER
Colonel, AGD
Adjutant General

1 Incl:
Sample Inspection
Check Sheet

DISTRIBUTION:
2 ea MG Regs & Teams
I Corps Z/R
2 AG Rec, I Corps

Sample Copy
of

ADULT EDUCATION COURSE CHECKSHEET

Name _____ Date _____

Location _____

Chairman of course and Discussion Leader _____

Inspecting Officer _____

I. Administration

1. Name of Chairman of local committee _____
2. Name of local committee members
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
3. Period: _____
4. Attendance _____ Male _____ Female _____
   a. Small group _____
   b. Age group _____
5. Program used:
   a. Presentation of problem by chairman _____
   b. Audio or visual aids _____
   c. Open discussion _____
   d. Critique or summary _____
6. How was it received:
   a. Enthusiastic ( ) Fair ( ) Unsatisfactory ( )
7. Has Social Education representative visited these courses? (Yes) (No)

II. Evaluation

1. Is location satisfactory and easily accessible? (Yes) (No)
2. Is it attractive and comfortable? (Yes) (No)
3. Were participants enthusiastic and enjoyed the evening? (Yes) (No)
4. Is time suitable for the presentations? (Yes) (No)
5. Was speaker's presentation effective and understandable? (Yes) (No)
6. Is committee working cooperatively and with full conviction for this program? (Yes) (No)
7. Is it effective? (Yes) (No)

Inclosure #1

## Suggested Information Plan

Publicity necessary th ough:

1. Posters of various materials.
2. Print and distribute leaflets.
3. Mimeograph necessary Japanese copies of outline of course.
4. Proper publicity in the press.
5. Social studies in schools to undertake study of this program
6. Student council and newspaper in schools to reach maximum coverage.
7. Inclusion in school faculty meeting agenda.

Sample Copy
of

ADULT EDUCATION COURSE CHECKSHEET

Name _____ Date _____

Location _____

Chairman of course and Discussion Leader _____

Inspecting Officer _____

I. Administration

1. Name of Chairman of local committee _____
2. Name of local committee members
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
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# 社会学級 しらべ（見本）　(Sample) Checksheet

名称 _____　開催年月日 _____

開催地 _____

司会者 及び 討議の指導者 _____

進駐軍の役人の名前 _____

## I. なりたち

1. 当地の社会学級開催の責任者の名前 _____

2. 委員の名前（上の責任者を委員長とする）

イ. _____　ヘ. _____

ロ. _____　ト. _____

ハ. _____　チ. _____

ニ. _____

ホ. _____

3. 期間 _____

4. 出席数　男 _____　女 _____

討議のため小さいグループが幾つできましたか _____

一つのグループは平均何人程でしたか _____

集った人の年令層（老人、壮年、青年） _____

5. プログラム.

イ. 司会者は問題を何のような形式で提出しましたか.
（討議、講義、質問など）

ロ. 視覚、聴覚資料は？（ラジオ、ポスター、映画、紙芝居等）

ハ. 公開討議をしましたか　はい　いいえ

ニ. 批評したり要約したりしましたか　はい　いいえ

## II 講評

1. 会場はよかったでせうか、這入りやすい所でしたか
はい　いいえ

2. 会場はきれいで、きもちがよいと思いましたか
はい　いいえ

3. みんなは熱心で、又楽しく時をすごしましたか
はい　いいえ

4. 時間はあれでよかったと思いますか
はい　いいえ

5. 話す人のしかたはよかったでしょうか、よくわかりましたか
はい　いいえ

6. 委員や各係りの人々は協力して社会学級の効果をあげようとしましたか
はい　いいえ

7. この社会学級は有益でしたか
はい　いいえ

( ... u; cated Information Plan )

## 講座について皆によく知ってもらふための計画

次のことをして皆によく知ってもらふことが必要です

1. 各種のポスターを出すこと。
2. 小い本を刷ってわけること。
3. 講座のあらましのトウ写版ずりを出すこと。
4. 新聞で適当に広告すること。
5. 学校の社会科でこの講座についての研究をとりあげること。
6. 学生自治会、学生新聞を最大限に働かせること。
7. 学校の教員会議でこの問題をとりあげること。

# 社会学級しらべ（見本）

(Sample)
Checksheet

名称 ＿＿＿＿＿＿＿＿ 開催年月日 ＿＿＿＿＿＿＿＿

開催地 ＿＿＿＿＿＿＿＿

司会者及び討議の指導者 ＿＿＿＿＿＿＿＿

進駐軍の役人の名前 ＿＿＿＿＿＿＿＿

## I. なりたち

1. 当地の社会学級開催の責任者の名前 ＿＿＿＿＿＿＿＿
2. 委員の名前（上の責任者を委員長とする）

イ. ＿＿＿＿＿＿＿＿ ヘ. ＿＿＿＿＿＿＿＿

ロ. ＿＿＿＿＿＿＿＿ ト. ＿＿＿＿＿＿＿＿

ハ. ＿＿＿＿＿＿＿＿ チ. ＿＿＿＿＿＿＿＿

ニ. ＿＿＿＿＿＿＿＿

ホ. ＿＿＿＿＿＿＿＿

3. 期間 ＿＿＿＿＿＿＿＿

4. 出席数 男 ＿＿＿＿ 女 ＿＿＿＿

討議のため小さいグループが幾つできましたか ＿＿＿＿

又一つのグループは平均何人程でしたか ＿＿＿＿

集った人の年令層（老人、壮年、青年） ＿＿＿＿

5. プログラム

イ. 司会者は問題を何のような形式で提出しましたか。
（討議、講義、質問など）

ロ. 視覚、聴覚資料は？（ラジオ、ポスター、映画、紙芝居等）

ハ. 公開討議をしましたか　はい　いいえ

ニ. 批評したり要約したりしましたか　はい　いいえ

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はい　いいえ

4. 時間はあれでよかったと思いますか
はい　いいえ

5. 話す人のしかたはよかったでしょうか、よくわかりましたか
はい　いいえ

6. 委員や各係りの人々は協力して社会学級の効果をあげようとしましたか
はい　いいえ

7. この社会学級は有益でしたか
はい　いいえ

( ug ested Information lan )

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3. 講座のあらましのトの寫版ずりを出すこと。
4. 新聞で適当に広告すること。
5. 学校の社会科でこの講座についての研究をとりあげること。
6. 学生自治会、学生新聞を最大限に働かせること。
7. 学校の教員会議でこの問題をとりあげること。

F
(600)

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

MEMORANDUM:

4 August 1949

TO: See Distribution

1. References:

a. Letter, Headquarters I Corps, dated 28 December 1948, subject: "I Corps Plan for the Organization of Adult Education Course."

b. Letter, Headquarters I Corps, dated 27 January 1949, subject: "Substitute Lecture in Legal and Government for Adult Education Course."

c. Letter, Headquarters I Corps, dated 1 February 1949, subject: "I Corps Plan for Organization of Adult Education Course --Supplementary Material."

d. Letter, Headquarters I Corps, dated 14 March 1949, subject: "Japanese Textbook for Adult Education Course."

e. Letter, Headquarters I Corps, dated 4 March 1949, subject: "Book --Techniques of Democracy."

f. Letter, Headquarters I Corps, dated 19 July 1949, subject: "Kamishibai for Use in Adult Education Course."

2. Recently a comprehensive adult educational program was prepared at I Corps and disseminated to all regions and teams consisting of twenty lessons in a series of studies covering various phases of democracy and democratic institutions.

3. In view of the success of this program in the various prefectures, this headquarters desires to extend this program to include trade-union groups. It is felt that the current labor-education program which covers such subjects as trade-union organization, collective bargaining, constitutions, contracts, etc., would be considerably strengthened if the material in the current adult education program could be directed toward specific union groups.

4. The Civil Affairs Labor Officer will cooperate with the Civil Affairs Education Officer, the Civil Information Officer, and any other section heads concerned with this program and make necessary revisions in text, etc., to make the material applicable to trade union members.

5. Recommend use of present social-education machinery for labor courses wherever possible. Discussion leaders and speakers who have been trained may well fit into the union-group course with such additional speakers or discussion leaders as any union or group of unions may see fit. Textbooks are available as are copies of the Primer of Democracy and Techniques of Democracy. The latter book should be of special interest to those unions who want to give special consideration to parliamentary procedures for their own meetings and for open discussions. Panel discussions should prove most effective with labor unions and help develop the basic qualities of leadership in the rank and file.

6. This headquarters believes that a basic knowledge of democracy and what it stands for should be developed as a foundation for intelligent appreciation and participation in the democratic institutions which the Occupation has set up within the frame work of the present Japanese Government.

BY COMMAND OF MAJOR GENERAL COULTER:

/s/C. C. CARTER
/t/C. C. Carter
Colonel, AGD
Adjutant General

DISTRIBUTION:
2 ea CA Region & Team
I Corps Z/R
2 - AG file

Ad Educ. Course - I Corps -
for Lt. [illegible] Jan 47
Gutentag, etc.

600

LECTURE III

LEGAL AND GOVERNMENT

"Characteristics of the New Civil Code which Alter the Family System"

As you know, drastic changes were effected in almost all aspects of the people's life in Japan after the war. Some say they constitute a democratic revolution. One of the most important of these reforms is the New Constitution and one of the most sighificant aspects of that reform is the abolition of the old family system. Article 24 of the New Constitution states, "Marriage shall be based only on the mutual consent of both sexes and it shall be maintained through mutual cooperation with the equal rights of husband and wife as a basis. With regard to choice of spouse, property rights, inheritance, choice of domicile, divorce, and other affairs pertaining to marriage and the family, laws shall be enacted from the standpoint of individual dignity and the essential equality of the sexes."

This is a great reform of our daily life. This means that marriage will be based on free will, not arbitrary decisions from the elders; also that there will be no more "House" with the head of the family at its center, ruling the lives of all members, or "relatives' conference" which makes all the major decisions in the lives of individuals. There will be no favoritism in the inheritance of property by a child simply because he happens to be the eldest son, but the wife and all the children will share the property.

Two important principles embodied in the New Constitution are pacifism and democracy. In Japan, the warlike spirit dominated almost all fields of our daily life. Just think of the noted fairy tales such as "Momotaro," "Saru Kani Kassen," etc. In all of them the males who could fight were more important and consequently more respected than females. And so the Japanese feudal family system was based on the superiority of the male. According to the New Constitution, which stands for pacifism however, all people, men and women, are equal, and the old basis of their former relationship was abandoned. Another important principle which we find embodied in the New Constitution is democracy. In democracy, all people should be respected as human beings and as individuals. What does this mean? We think we can state that the very starting point of democracy is the emancipation of man and the realization of "self." This means that all men and women should be equal and free, thus all people must be respected as individuals under the law (Article 13 and 14), and freedom of thought, religion, speech, and assembly (Article 19 to 23) are guaranteed.

In Japan, as you know, men and women were not treated equally in the old days. According to Article 24, this inequality is to be eliminated and henceforth men and women will enter marriage with equal rights. Such being the case, the new civil code in Japan has emancipated Japanese women who had been denied freedom for many centuries past.

Article 732 and 764 of the old civil code concerning the "household Chief and Family" are abolished. This freed not only women but also all those who had been under the control of the family head. Up to now, marriages were often forcibly broken up merely because of the differance in rank of "house" or "family" of the marriage partners. Lovers were often prevented from marriage for the same reason. This caused them to commit "double suicide", and the lives of many good and useful people were thus wasted. Women were excluded from the inheritance of property just because they were women. So miserable was women's position under the house system in Japan that it was absolutely necessary to abolish the system in order to insure equal treatment of man and women.

Let us now study the functions of the family system. First, the feudal family system had an economic function. Members had to cooperate just to make a living. That is, most people even made their own "bean paste," "soy," "clothes," etc. But modern economic arrangements have destroyed the economic unity of the family and its self-sufficiency. Secondly, before the police and court system was established, the family in feudal times were obliged to defend themselves against their enemies. A modern democratic state protects its citizens through a police and court system. Thirdly, in order to keep order, the household chief in the feudal family had the power to punish his family. Recently, however, even if a member of the family becomes a criminal, no house head can punish him; the police and the courts have this power. Another reason for the existence of the old family system has thus disappeared. Fourthly, the feudal family system had a religious function which tied all the family together in worship. The temple played an important part in family life. But today we have freedom of religious belief and each member of the family is allowed to believe as he or she likes. The religious function of the old family has thus disappeared. Lastly, in feudal times, the passing on of the family profession or trade to the children was a function of the family. Today, however, responsibility for vocational training has been taken out of the home and given to the school and the factory. In short, all the necessary functions of the feudal family system have changed or disappeared. The old family system was unrealistic when faced with modern problems. The "House" of the old civil code has no real importance in our modern social life, but only an imaginary existence. Take the example of a household chief who lives in Kagoshima, while almost all "the family" live in various other places, such as Tokyo or Osaka. How can such a household chief support or retain control over his family? A new family system had to be constructed to meet the changed conditions of a New Japan.

Under the New Civil Code the household chief system was abolished and each individual is now permitted to live where or he likes, and live his own life.

The husband and wife are to use the same name, but it is up to them to decide whether the husband's or wife's will be used for the new family. Once decided and registered, it cannot be changed during their entire married life.

In the old Civil Code the wife was unable, according to law, to act independently, but this was also changed in the new Code. The wife need not now get permission of the husband for her acts. In regard to property, the husband has no longer any administrative power over that belonging to the wife. Nor is he any longer solely responsible for the expenses of their married life. In the new Code the husband and wife share the responsibility on an equal basis.

Divorce can be obtained only through the will of the husband and wife, and cannot be forced upon them by parents-in-law as in the old days. Upon divorce, the property earned by the cooperative effort of the husband and wife is divided. When a dispute arises, the Court of Domestic Relations takes care of it. The old disability of the wife in obtaining a divorce has been eliminated. Husband and wife now stand on an equal footing. Divorce can now be obtained by either party, but only in the following cases:

1. If the spouse has committed an act of unchastity;

2. If she or he has been deserted maliciously by the spouse;

3. If it is unknown for three years or more whether the spouse is alive or dead;

4. If the other party is attacked by a severe mental disease and recovery is hopeless;

5. If there exists any other grave reason for which it is difficult for him or her to continue the marriage.

As parents, the husband and wife are equal. The father and mother exercise their parental rights over their children cooperatively. In the old Civil Code the father was the prior possessor of parental rights.

In the past a widow's position was very insecure since she could not inherit her husband's property. But according to the new Civil Code (Article 900), "If there exist two or more successors in the same rank, their shares in the succession shall be determined in accordance with the following provisions:

a. Where children and a widow are heirs, the shares in the inheritance of the children shall, in all, be two thirds, and that of the widow shall be one third;

b. Where the widow and the parents-in-law are heirs, the share in the inheritance of the widow and the parents-in-law shall each be one half;

c. Where the widow and the brothers-in-law and sisters-in-law are heirs, the share in the inheritance of the widow shall be two thirds and those of the brothers-in-law and sisters-in-law shall be one third."

In altering the old family system the New Civil Code frees the individual family member to live his own life independently and develop his own personality to the height of his capacities; it enables the family group to build a friendlier, happier home life; and finally, it enables the nation to throw off the shackles of tradition and create a freer, happier society.

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Footnote 1

The Court of Domestic Relations is a special court where all legal disputes between family members and relatives can be settled in a quick and effective manner. It is a branch of the Prefectural Court, and has the same status and is located in the same place as the District Court. For handling domestic problems, it is better than a regular court because (a) it settles them more quickly, (b) it is cheaper, and (c) it keeps cases strictly private, whereas a formal trial exposes family feuds to the public.

There are two ways in which domestic problems are handled by the Domestic Relations Court, (a) by conciliation, in which a committee composed of a judge specializing in domestic relations and more than two conciliation commissioners sits on divorces or any other feuds in the home, and (b) decree by trial in which a judge of domestic relations deliberates on cases involving changing of a surname, adoption of minors, conflict over property inheritance, or division of property in a divorce. One or more councillors attend and give opinions to the judge.

The great mission of the Court of Domestic Relations is to maintain a pleasant and peaceful home life. People may go there just to consult about their problems before they become too serious. The Court of Domestic Relations gives sympathetic guidance regarding legal matters. The average person should consult it whenever he needs to.

# 講義　家族制度を変えた新民法（第三時限）

戰后、日本ではいろんな方面で急な変化が起っています。民主々義革命ともいわれているこの変化のうち最も大切な改革は新憲法で、そこに示された改革のうち最も大きなものは家族制度の廃止であります。

新憲法第廿四条に「婚姻は両性の合意のみに基いて成立し、夫婦が同等の權利を有することを基本として相互の協力により維持されなければならない。配偶者の選択、財産権、相續、住居の選定、離婚並びに婚姻及び家族に関するその他の事項に関しては、法律は個人の尊厳と両性の本質的平等に立脚して制定されねばならない。」とあります。

これによって我々の日常生活が大変変って　来ます。婚姻は当事者の自由意志で成り立つのであって、戸主や親族会議もなくなり、家族全部をわけです。長男に生れたというだけで財産全部をうけつがすえこひいきがなくなり、妻も外の子も分前に与ります。

新憲法に現れた二つの重要な点は平和主義と民主々義であります。日本では昔から桃太郎や猿カニ合戦のように戰争好きな気風が日頃からしみこんでいました。男は戰争が出来るという理由で女よりも大切であるとされ、その結果女よりも尊敬されました。ですから男尊女卑に根ざした封建的家族制度が出来たのです。新憲法は平和を標ボウしていますから、力の強い男子も弱い女子も、すべての人が一　等です。昔は民主々義ではすてられました。今一つの重点男女を差別した根據はすてられました。民主々義では凡ての人は人間として尊重されます。これはどんないみでせうか。民主々義の出発点は人間の解放と自己の実現であります。男も女も平等で、自由でなくてはならぬという意味であります。従って法の下では（第十三条、第一四条）國民は個人として平等に尊重され、誰にでも、思想

信教、言論、集会、(第一九条、第廿三条)の自由が保証されています。

日本では御承知の通り、男と女とが平等に取扱われませんでした。第廿四条によりこの不平等を取り去り、婚姻する場合、同等の権利を認めています。かくて過去何百年もしばられていた日本の婦人は新憲法のおかげで解放されたのであります。

旧民法の第七十七日三十二及七百六十四条「戸主及家族」の条文が削除されました。これによって單に女子のみならず、戸主の支配下にあった家族が解放されました。これまでは家の格がちがうといって、縁談が破れたりしたこともあります。恋愛している同志でも、同じ理由で結婚出来ませんでした。このために前途有望な男女が自ら生命を断つことにもなりました。女であると云う理由だけで家督相続から除外されました。家族制度の下では女は余りにも悲惨なものであったから、家族制度を廃止しなければ、男女を平等に取扱うことは出來ないのです。

さてここで家族制度というものを一寸研究して見ましょう。第一に家族制度は自給自足の單位でした。即ち、家族の各員は生計のために協力せねばなりませんでした。というのは布を織ることも、味噌、醤油を作ることも皆家でしていたからです。然し今では産業が発達してそういう必要はなくなりました。第二に警察制度が出來た今日では封建時代の様に、各家族が外敵にそなえる必要もなくなりました。

第三に戸主は秩序を維持するために、家族のものを罰する権利をもっていました。然し今は家族の中に犯人が出てもそれを戸主が罰することは出來ません。裁判所が罰します。第四に、家族のものは信仰のあるなしにかゝわらず、同じお寺の檀家として勤めをせねばなりませんでしたが、現在では信仰は一人一人の自由となりましたから家としての宗教上の勤めはなくなりました。

最后に、子供が家業をうけつぐことが封建時代のならわしでしたが今では学校や工場でそれぞれの職業技術を習います。

このようにして、家族制度のもっていた働きは今皆なくなっているのです。即ち家族制度は今日の丁情に照して現実的でないということが出来ます。旧民法に規定されている「家」は今日の社会生活にとって、何の意味もないまぼろしのようなものです。例えば、戸主が廃児島にいて、家族は東京や大阪に散らばっている場合、どうして戸主がその家族を養い、又戸主権を振うことが出来るでしょうか。日本の今日の状態にふさわしい新しい形の家を作らねばなりません。

新民法によれば、戸主権がなくなったから、誰でも自分の好む土地に住んで自分の道をゆくことが許されました。

夫と妻は同じ姓を名乗りますが、どちらの姓名をえらぶかは二人できめます。決めて届け左上は結婚生活のつづく限り、変えることは出来ません。旧民法では妻は法的に無能でしたが、この点も改められました。妻は自分の行動について、いちいち夫の許可を得ることはいらなくなりました。財産についても、夫には最早、妻に属するものを管理する権利はありません。結婚生活の費用を負担することもいりません。新民法では夫も、妻も平等に、責任をわかつことになっています。

離婚は夫と妻の意志によってのみ成り立つので、昔のやうにしうと、しゅうとめから強いられるものではありません。離婚に際して夫婦が協力して作った財産は分配されます。争があったら家事審判所がさばいてくれます。

家事審判所は家庭内や親族間に起ったすべての法律的ないざこざを手早く、納得のゆくように解決してくれる家事専門の裁判所の支所です。地方裁判所のあった所に設けられました。それは家庭の問題をとり扱う場合に、次の三つの点で普通の裁判所よりすぐれています。

(3)

(イ)家事審判所は手早く事件を解決し、(ロ)費用がかからず、(ハ)普通の裁判では家庭の争が明るみに出ますが家事審判所では絶対に秘密が保たれます。

家事審判所で家庭の問題を処理する場合次の二種の方法がとられます。

(イ)調停。一名の家事審判官と二名以上の調停委員とで作られた調停委員が離婚や、その他の家庭内のいざこざの解決をはかります。

(ロ)審判。家事審判官が姓の変更とか、未成年を養子に迎えるとか、又遺産の分配にあたって、争が起ったとか、離婚の時財産分けについて意見が一致しないというようなもめごとを審理します。一名以上の参与員も立ち会って、審判官に意見を出します。

家事審判所は家庭生活を、親族関係をたのしく、平和に保つという大きな使命をもっています。もめごとが余り大きくならない内に相談にゆけばよいのです。家事審判所は法律的なことがらについて親切に教えてくれます。どんな人も必要な場合はいつでも相談にゆかれるのがよいでしょう。

妻は離婚の請求をすることが出来なかった以前の条文はなくなりました。今は夫と妻が同じ線上に立っています。離婚は夫からでも妻からでもたゞ次の場合にのみ要求出来るのであります。

(一)配偶者が不貞の行をしたとき。
(二)配偶者から悪意をもってすてられた時。
(三)配偶者が三年間生死不明のとき。
(四)配偶者が精神錯乱して恢復の見込ない時
(五)結婚生活をつづけるにたえられないような、その他の重大な理由がある時。

親として夫と妻に同等であります。父母は協力して親権を行います。旧民法に於ては父親だけが

主なる親権者でした。

過去では寡婦は夫の財産を相続出来ないから、きわめて安定のない存在でした。しかし新民法九〇〇条によれば、「二人以上同位の相続者がある時、次のきまりによって財産を分配します。

イ、寡婦と子供たちが相続者である時は、子供たちの分は三分の二、妻の分は三分の一。

ロ、妻としゅうとめが残った場合には、妻が半分、しゅうとめが半分をうけます。

ハ、妻と、夫の兄弟姉妹が残った時には、妻の分は三分の二、兄弟姉妹の分は三分ノ一。

家族制度を改めた新民法は我々の家族の一人一人が独自に自分自身の生活設計をたて、各自の能力の範囲内で最も生き甲斐のある人間となるように、わずらわしいきずなから我々をときはなしたのです。

新民法は家族の中のお互同志の間になごやかさと親しみを増し、ひとりにもつと明るい家庭生活を楽しませるようにします。そしてやかては國中が傳統の桎梏からときはなたれて、自由な幸福な世の中をつくり出せる第一歩が踏み出されたのです。

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HEADQUARTERS
KOCHI MILITARY GOVERNMENT TEAM
APO 1050

7 January 1949

SUBJECT: Sites for Adult Education Course

TO : Commanding General
Headquarters I Corps
APO 301 (Kyoto, Honshu)

1. Reference: Distribution from Headquarters I Corps, dated 28 December 1948, subj: I Corps Plan for the Organization of Adult Education Course, paragraph No. 7, subj: Suggested Sites for Course.

2. In compliance with above reference report is herewith submitted.

3. It is assumed that there are one hundred and twenty (120) places to begin Edult Education o/a 1 March and sixty-three (63) places to begin Edult Education o/a 1 February 1949.

Incl: 2 reports

O. A. AXELSON
Lt. Col. FA
Commanding

RAR/fm

1st Ind

HEADQUARTERS, SHIKOKU MILITARY GOVERNMENT REGION, APO 1050 31 Jan 49

TO: Commanding General
I Corps
APO 301

RAR

2 Incls:
n/c

SITES FOR ADULT EDUCATION CLASSES TO BEGIN
1 FEBRUARY 1949

| Gun | Mura | Building |
|---|---|---|
| Kochi-shi | Godaisan | Godaisan Primary School |
| " | Gyokawa | Gyokawa P. S. |
| " | Hata | Hata P. S. |
| Aki-gun | Sakihama-cho | Sakihama Primary School |
| " | Ioki-mura | Shimoyama P. S. |
| " | Aki-machi | Aki 1st P. S. |
| " | Nahari-mura | Nahari P. S. |
| " | Nishibun-mura | Nishibun P. S. |
| " | Wajiki-mura | Wajiki P. S. |
| Kami-gun | Yamakita-mura | Yamakita Primary School |
| " | Zaisho-mura | Zaisho P. S. |
| " | Gyoka-mura | Gyoka P. S. |
| Nagaoka-gun | Kera-mura | Kera Primary School |
| " | Osugi-mura | Osugi P. S. |
| " | Inabu-mura | Inabu P. S. |
| " | Oko-mura | Oko P. S. |
| " | Kokubu-mura | Kokubu P. S. |
| " | Motoyama-mura | Motoyama P. S. |
| " | Miwa-mura | Miwa P. S. |
| " | Oshino-mura | Oshino P. S. |
| Tosa-gun | Mori-mura | Mori Primary School |
| " | Uji-mura | Edagawa P. S. |
| " | Jizoji-mura | Shiroishi P. S. |
| Agawa-gun | Ikegawa-cho | Uryuno Primary School |
| " | " | Ono P. S. |
| " | " | Kariyama P. S. |
| " | Kamiyagawa-mura | Kaminishi P. S. |
| " | " | Kamiyagawa P. S. |
| " | Mitsuse-mura | Mitsuse 1st P. S. |
| " | " | Mitsuse 2nd & 3rd P. S. |

Incl #1

Sites for Adult Education Classes to Begin 1 Feb. '49, Cont'd.

| Gun | Mura | Building |
|---|---|---|
| Agawa-gun | Ogawa-mura | Yanagino Primary School |
| " | Hirooka-Shimono-mura | Hirooka-Shimo P..S. |
| " | Akiyama-mura | Akiyama P. S. |
| Takaoka-gun | Choja-mura | Choja Primary School |
| " | Takaoka-machi | Takaoka 1st P. S. |
| " | Notsu-mura | Notus 1st P. S. |
| " | Higashitsuno-mura | Chuo P. S. |
| " | " | Go P. S. |
| " | Befu-mura | Befu-mura Takase P. S. |
| " | " | Befu-mura Betsueta P. S. |
| " | Kubokawa-cho | Maruyama P. S. |
| " | Yusuhara-mura | Matsubara P. S. |
| " | Kamo-mura | Kamo P. S. |
| " | Kusaka-mura | Kusaka P. S. |
| " | Susaki-cho | Susaki P. S. |
| " | Niida-mura | Niida P. S. |
| " | Higashitsuno-mura | Takano P. S. |
| Hata-gun | Sukumo-cho | Sukumo Primary School |
| " | Shimizu-cho | Shimizu P. S. |
| " | Hirata-mura | Hirata P. S. |
| " | Egawasaki-mura | Motomura P. S. |
| " | " | Kenya P. S. |
| " | Showa-mura | Showa P. S. |
| " | Shimizu-cho | Banyo P. S. |
| " | Shiratagawa-mura | Ida P. S. |
| " | Taisho-cho | Uchiigawa P. S. |
| " | Tsukinada-mura | Kozaitsuno P. S. |
| " | Okuuchi-mura | Chuo P. S. |
| " | Taisho-cho | Tanono P. S. |
| " | Okawasuji-mura | Okawasuji 2nd P. S. |
| " | Higashinakasuji-mura | Higashinakasuji P. S. |
| " | Kotsukushi-mura | Tanoura P. S. |
| " | Ushirogawa-mura | Tanogawa P. S. |



Incl #2

HEADQUARTERS
SHIKOKU MILITARY GOVERNMENT REGION
APO 1050

Takamatsu, Shikoku
12 January 1949

SUBJECT: I Corps Plan for the Organization of Adult Education Course

TO : Commanding General
I Corps
APO 301
ATTN: Military Government Section

1. Reference is made to letter, Headquarters I Corps, AG 000.8-BA, 28 December 1948, subject: "I Corps Plan for the Organization of Adult Education Course".

2. Subject plan directs the prompt initiation of a comprehensive program in Adult Education with the objective of "reaching the little man". In order to achieve this objective, it will be necessary to marshal the resources of each prefecture and particularly to train several hundred discussion leaders. Such a thoroughgoing program is sorely needed on Shikoku. Adult Education, in the general sense, has been going on for some time. Examples of Shikoku effort in this field are: A discussion pamphlet which was published to help train discussion leaders and information committees which have been successfully functioning for some time all over the Island. But the scope of reference plan has not been approached--in precisely the manner indicated--for four or five reasons. One reason is the lack of discussion leaders and the impossibility of training such leaders in a short time. A second reason is lack of CE personnel on Shikoku. There is, with one exception, only one CE officer in each prefecture, and a total of seven for the whole Island. A third reason is the relative immaturity of the Shikoku Japanese and their inability to absorb the essence of such teaching as envisaged by subject plan in the time allotted. The fourth reason is current and past priorities which have precluded much attention to Adult Education, as such. A few of the current priorities standing in the way of adequate execution of the outlined program are the national elections, the tax collection program, and work with the recently-elected boards of education. And a fifth and very important reason is one which is not gone into fully in this communication because of the space it would require. This is the relative amount of confusion in the boards of education and in the secretariats of the boards of education due to reorganization, personnel shifts and to the groping for surer ground on which to base future activity and planning.

3. The above remarks are not meant in any way to detract from the necessity and importance of the Adult Education Course. Rather, they point out a greater need for it. And the plan, as outlined, could hardly be improved. But--and this is the point--to push the course at this time might, I think, endanger the success of the basic idea behind the course. Shikoku,

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although not entirely unprepared for the course, is unprepared in that there is a paucity of discussion leaders, the backbone of the execution of the whole plan, and because of other difficulties pointed out elsewhere in this letter. Training of leaders has been a long-range objective in Shikoku. It has been receiving as much emphasis as is possible, consistent with other priorities. It will be six months or more until even fairly adequate discussion leaders are trained--especially in such a comprehensive and relatively difficult course as outlined--and this will be possible only if special measures are taken and special help given to accomplish the objectives laid down.

4. It is requested that the four prefectures of Shikoku be permitted to pace the Adult Education Course so that the full benefit of the course as planned may be realized and none of its benefits lost. It is suggested, for example, that the beginning of the program--and the first reports thereto--be postponed until (a) the "Primer of Democracy" has had wide distribution over the Island (it is not sold here yet); (b) the National Election is over; (c) the first phase of the Tax Collection Program is over; (d) the boards of education of Shikoku have developed sufficient capacity to undertake the additional load. This would put the first reports as called for by reference letter above, to about 1 March 1949, and would call for the training of discussion leaders to be partially accomplished by about May 1 1949. I believe that by these dates some definite achievement can be reported but that before then any reports made would not have the intrinsic value such a program deserves.

5. It is further requested that five additional officers or DAC's of officer status and with appropriate educational qualifications be assigned to this Region--one for each headquarters--for a period of six months to assist in the implementation of the program. This personnel would be used exclusively for the Adult Education Program. Because of current priorities, the personnel situation of Shikoku forbids the proper implementation of the program, but I believe that with five well-qualified people assigned exclusively to it fine preliminary results can be achieved in about six to nine months.

R. E. Coughlin.

R. E. COUGHLIN
Colonel CE
Commanding

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu) CET/mth

AG 000.8- Ba 1 February 1949

SUBJECT: I Corps Plan for the Organization of Adult Education Course- Supplementary Material

TO: See Distribution

1. Reference: Letter, this headquarters, dated 28 December 1948, subject: "I Corps Plan for the Organization of Adult Education Course."

2. There have been many inquiries from regional and prefectural teams relative to the conduct of the Adult Education Course in the elements of democracy.

3. Timing: The timing of the courses as indicated in the basic letter is flexible as determined by local conditions. However, the planning stage should be well advanced or completed by 15 February. The pilot courses for discussion leaders should begin as soon thereafter as is feasible in urban areas while in the rural areas, it may be advisable to be ready to start the courses after the spring transplanting season.

4. Priority of projects: It is suggested that the Adult Education Program be integrated into priority programs instead of being constantly displaced by those programs. For example, since the collection of taxes is the current number one priority, the Legal and Government Section may be able to present its section of the course as an excellent means of stimulating the payment of taxes.

5. Team responsibility: The various sections of a team should be responsible for the conduct of the pilot course in its respective subject field. The Education Officer should coordinate the activities of these sections with the Social Education Section of the Prefectural Board of Education.

6. Texts: There will be 100,000 copies of the "Primer of Democracy" allocated to prefectural Boards of Education in the I Corps Z/R. As soon as available these texts will be sent directly to the prefectural Boards. The Japanese text of the course has been further simplified to the level of a 14-year old child.

7. Reports

a. Reference: Par 7, basic letter, the time for submission of report of recommended sites has been extended to 20 February 1949.

b. In addition to items listed in paragraph 9, basic letter, request statement of progress such as, for example, "pilot courses were organized and started in six urban areas," etc. (It is not expected that the plan in detail will be submitted in this report.)

Incl #1 (Annex E - Monthly Report)

Send pamphlet "Tackings of Democracy"

8. Information

a. Request that 34 copies of any locally-developed informational material which may be of value to other teams be forwarded for redistribu - tion by this headquarters to regions and teams.

9. Suggestions for CT Officers - For information and guidance but they are not to be considered as directive in nature.

a. Advise the Social Education Section of the Prefectural Board of Education of the necessity of preserving the Adult Education program at this time.

b. Suggest that Social Education Section secure candidates for the pilot courses for discussion leaders.

c. Select sites for pilot or try-out courses for discussion leaders in readily accessible places throughout the prefecture.

d. Provide some means for checking effectiveness of the pilot courses.

e. Utilization of Japanese personnel in all sections of M G Teams as advisors to prefectural Social Education Section to assist in training speakers and discussion leaders, to conduct visits to classes with inspection check sheets (copy attached) and to gather reports on progress of the program to keep the Com anding Officer informed.

f. If funds are not available in the Social Education Section for preparing information material and visual aids, it may be possible to obtain funds from the Department of the Prefecture concerned as for example; on Economics posters, etc., from the Economics Department, etc.

BY COMMAND OF MAJOR GENERAL SMITH:

C. C. CARTER
Colonel, AGD
Adjutant General

1 Incl:
Sample Inspection
Check Sheet

DISTRIBUTION:
2 ea MG Regs & Teams
I Corps Z/R
2 AG Rec, I Corps

Sample Copy
of

ADULT EDUCATION COURSE CHECKSHEET

Name _____ Date _____

Location _____

Chairman of course and Discussion Leader _____

Inspecting Officer _____

I. Administration

1. Name of Chairman of local committee _____
2. Name of local committee members
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
3. Period: _____
4. Attendance _____ Male _____ Female _____
   a. Small group _____
   b. Age group _____
5. Program used:
   a. Presentation of problem by chairman _____
   b. Audio or visual aids _____
   c. Open discussion _____
   d. Critique or summary _____
6. How was it received:
   a. Enthusiastic ( ) Fair ( ) Unsatisfactory ( )
7. Has Social Education representative visited these courses? (Yes) (No)

II. Evaluation

1. Is location satisfactory and easily accessible? (Yes) (No)
2. Is it attractive and comfortable? (Yes) (No)
3. Were participants enthusiastic and enjoyed the evening? (Yes) (No)
4. Is time suitable for the presentations? (Yes) (No)
5. Was speaker's presentation effective and understandable? (Yes) (No)
6. Is committee working cooperatively and with full conviction for this program? (Yes) (No)
7. Is it effective? (Yes) (No)

Inclosure #1 TO Incl 1

## Suggested Information Plan

Publicity necessary through:

1. Posters of various materials.
2. Print and distribute leaflets.
3. Mimeograph necessary Japanese copies of outline of course.
4. Proper publicity in the press.
5. Social studies in schools to undertake study of this program
6. Student council and newspaper in schools to reach maximum coverage.
7. Inclusion in school faculty meeting agenda.

# 社会学級しらべ（見本）　(Sample) Checksheet

名称＿＿＿＿＿＿＿＿　開催年月日＿＿＿＿＿＿＿＿

開催地＿＿＿＿＿＿＿＿

司会者及び討議の指導者＿＿＿＿＿＿＿＿

進駐軍の役人の名前＿＿＿＿＿＿＿＿

## I. なりたち

1. 当地の社会学級開催の責任者の名前＿＿＿＿＿＿＿＿

2. 委員の名前（上の責任者を委員長とする）

イ.＿＿＿＿＿＿＿＿　ヘ.＿＿＿＿＿＿＿＿

ロ.＿＿＿＿＿＿＿＿　ト.＿＿＿＿＿＿＿＿

ハ.＿＿＿＿＿＿＿＿　チ.＿＿＿＿＿＿＿＿

ニ.＿＿＿＿＿＿＿＿

ホ.＿＿＿＿＿＿＿＿

3. 期間＿＿＿＿＿＿＿＿

4. 出席数　　男＿＿＿＿＿＿　女＿＿＿＿＿＿

討議のため小さいグループが幾つできましたか＿＿＿＿＿＿

又一つのグループは平均何人程でしたか＿＿＿＿＿＿

集った人の年令層（老人、壮年、青年）＿＿＿＿＿＿＿＿

5. プログラム

1. 司会者は問題を何のような形式で提出しましたか。
（討議、講義、質問など）

ロ. 視覚、聴覚資料は？（ラジオ、ポスター、映画、紙芝居等）

ハ. 公開討議をしましたか　はい　いいえ

ニ. 批評したり要約したりしましたか　はい　いいえ

## II. 講評

1. 会場はよかったでせうか、這入りやすい所でしたか
はい　いいえ

2. 会場はきれいで、きもちがよいと思いましたか
はい　いいえ

3. みんなは熱心で、又楽しく時をすごしましたか
はい　いいえ

4. 時間はあれでよかったと思いまするか
はい　いいえ

5. 話す人のしかたはよかったでしょうか、よくわかりましたか
はい　いいえ

6. 委員や各係りの人々は協力して社会学級の効果をあげようとしましたか
はい　いいえ

7. この社会学級は有益でしたか　はい　いいえ

( ug ested Information Plan )

## 講座について皆によく知ってもらふための計画

次のことをして皆によく知ってもらふことが必要です

1. 各種のポスターを出すこと。
2. 小い本を刷ってわけること。
3. 講座のあらましのトウ写版ずりを出すこと。
4. 新聞で適当に広告すること。
5. 学校の社会科でこの講座についての研究をとりあげること。
6. 学生自治会、学生新聞を最大限に働かせること。
7. 学校の教員会議でこの問題をとりあげること。

F 266
600

~~HEADQUARTERS I CORPS~~
~~APO 301 (Kyoto, Honshu)~~

27 September 1949

~~SUBJECT:~~ ~~I Corps~~ Plan for the Continuation of Adult Education Course

~~TO~~

1. After the deactivation of the prefectural Civil Affairs Teams, there will still remain the essential mission of the Occupation to "remove all obstacles to the revival and strengthening of democratic tendencies among the people." The greatest obstacle is ignorance of democratic concepts. No occupational program has attacked the problem of clarifying for Japanese citizens the democratic basis for all their dealings with one another -- political, economical, and social -- as uniformly as the I Corps Adult Education Program. It is important, therefore, that all prefectural team commanders take measures now to insure that this program, now in its first stages, will continue to operate smoothly in the hands of the Japanese with a minimum of prodding by the regional teams in the future. Since out-of-school education concerns all walks of life, the full achievement of this undertaking is beyond the field of Civil Education alone and can only result from cooperative attention by all sections of Civil Affairs.

2. The following suggestions may be helpful in establishing a sound and self-perpetuating prefectural program:

a. Goals. The goal of each prefecture should be the number of registered voters multiplied by 20. That would mean that each citizen of voting age has attended all 20 lessons which make up the course. Naturally, it will take many months to reach even a substantial portion of this ideal goal, but it should be made clear to the Japanese that as long as the occupation lasts that goal will not be abandoned. In future months many may want to attend th course a second time, new adults will come of age, and new developments will become part of the lessons. Therefore, it is unreasonable that Japanese leaders responsible for the plan should anticipate its early fulfillment. Since the course can be conducted properly only in small classes (50 is the ideal), the Japanese must be clearly cautioned against the tendency to allow these courses to degenerate into the familiar mass "lecture meeting." The only true measure of the value of the course is the number of persons in whose minds democracy's meaning has become clear and inspiring. Therefore, we must not allow the Japanese leaders or ourselves to become the complacent victims of objective statistics. Progress toward the goal should always be judged in view of the second factor, the average number of attendants per session.

b. Steering Committee. In those prefectures where the Social Education Section's handling of the program has been shaky, it might be well to set up a steering or executive committee with the sole objective of nurturing the local adult education courses. Such a committee, if ably selected, could take over the administrative supervision and reporting from the Social Education office of the education secretariat, who unfortunately are not always the most competent or zealous in this mission. An independent steering committee would be free of the accusation of government propaganda. Moreover, its members could better represent the wide variety of subject fields within the course. Members should be carefully selected or approved by Civil Affairs Section Chiefs from among persons known by them who are truly democratic leaders in their respective fields, who will not shirk the duties of the committee, and who have time for them. Although the committee would carry no remuneration, it should be high in public prestige and should be kept before the public eye. Subsidies by prefectural and local governments, wherever possible, to pay the travel expenses of visiting instructors, should be encouraged. The committee should assist local promoters in planning the course schedule, procuring speakers or discussion leaders, securing visual aids; advise against common mistakes; suggest methods of evaluation, points to emphasize, and the like. Although government officials would not normally be on the committee, it should be understood that all sections of prefectural or local governments, especially education sections, will be actively interested and cooperative in the furtherance of the courses.

c. Occupational and Interest Groups. It is doubtful whether continuing to address the courses to the general public will be the most effective way of reaching the largest possible percentage of the population. It is necessary to direct the course more and more to segments of the population united by a common interest, such as the farmers' cooperatives, the fishing cooperatives, various labor unions, PTA's, professional groups(e.g., nurses), women's clubs, and the like. In each case the greatest emphasis of the twenty lessons should be on the special group interest, with the remainder of the course complementary. Flexibility and adaptability of the course are always in order. For example, a branch union of railway employees which meets twice a month might schedule one lesson per meeting, accompanied by proper discussion and an appropriate film or skit. A union which meets only once a month might schedule an extra meeting each month for one or two lessons and recreation. Each section head of Civil Affairs can give direction to the future of the course through his knowledge of the ways of the people primarily concerned with his field of activity. In this respect, the continuing steering committee referred to above would be more capable of guidance if composed of leaders from various occupations. Interest groups include nationality units, such as Koreans and Chinese. An attempt to translate and publish the lessons in Korean is being made. In any event, courses must be offered wherever minority groups are clustered. Many of these persons are democratic leaders eager to redeem their group from the taint of misguided elements. Another special category would be the inhabitants of slum areas in cities. The Hyogo Team found the course

welcomed and appreciated in such neighborhoods in Kobe. The busy cities are pulling less than their weight toward the democratic national life.

d. Lesson Procedure. The course will not take effect unless the fundamentals of democratic behavior can be observed and practiced, as well as heard. Each lesson must be preceded and/or followed by free and purposeful discussion by the attendants according to parliamentary procedure. Unusually large classes should use the panel or symposium type. Illustrations, photographs, and charts are greatly appreciated by Japanese audiences but foreign to the public speaker's tradition, and so must be insisted upon. Every lesson should be accompanied by an appropriate film (home-made slides can be excellent), which itself should be discussed after showing. In the absence of films or slides, a skit or kamishibai should be performed. No meeting should be without entertainment. Music, square dances, Japanese dances, bingo, quiz games have all been used very successfully. Nothing will damn the democracy course more quickly than the traditional stiff, boring, humorless, formal atmosphere which contradicts the democratic rudiment of concern for human feelings.

e. Standardized Reporting. It is desirable that the report of progress of the courses in the Monthly Activities Annex E-1 be uniform. Under the topic "I Corps Adult Education Courses" the following outline should be used:

| | Reporting Period | Total Through Reporting Period |
|---|---|---|
| Sites | | |
| Sessions | | |
| Attendants | | |
| Average Number of Attendants per Session. | | |

Additional breakdowns such as men and women; occupational groups; city, town, and village; age groups, etc., may be given if desired. Evaluations of the effectiveness of the courses should be reported.

## Visiting Citizens' Public Hall
Haramachi-mura, Iyo-gun, Ehime-Prefecture

Reiko Mori

22 January 1951

### Central and Branch

There are 15 branch CPH's in Haramachi-mura. They are all very active and the activities are mostly done at those branch CPH's.

The center CPH which I visited this day is not actually serving much except having 45 tsubo lecture hall where many people can gather together.

But even this hall belongs to the lower secondary school, the owner.

### Manager and Officials

Showing me in the drawing room, the village official introduced Mr. S. Shigematsu, Mr. Watanabe and Mr. Y. Shigematsu to me. Mr. S. Shigematsu, the long-white bearded old man who was formerly the shuii of this CPH, is now serving in the library department. Mr. Watanabe, the manager, is the master of this school. Mr. Y. Shigematsu, the son of Mr. S. Shigematsu, recently has taken the place of the shuii.

The old man said, "The most important point for persons who look after the CPH's work high up at the centre is to know the actual state of CPH movement and to notice problems. That is, I think the enlightening work should be done rather for the people of lower living, but the CPH's work at present is being made for people, rather higher, and the activities have not reached to those general people who are so many in number and still left behind.

They said that the board of education must have more budget for education--social education and its equipment. The education budget is too small, they say, compared with the prefectural welfare budget which gives 450,000 yen to the day-nursery or mothers' and children's home.

### Activities

They have an overall activity and activities which are separated under six departments.

They have a discussion meeting once a month at each branch regarding agricultural technique, management of the cooperative union, education, village government, child care, living improvement, etc. They hold the conference once a month with the representatives of all organizations in the village for liaison and consultation.

The information department publishes "Haramachi, the Village Information."

Library

They have 600 books and are usually lending 300 as the moving library. Mr. S. Shigematsu is editing the local history since the end of Meiji period.

Women

About 15 women had gathered at the lecture hall and wanted me to talk about democratic management of the women's organization. But as it was not in my plan, I made that short hour informal round table discussion period.

Mrs. Omukai, the president, is the only woman among 17 members of the advisory committee. They have still 600 members. But they are having meetings separately at every branch CPH. So I recommended to develop those small groups to independent organizations.

Visiting Citizens' Public Hall
Higashi-ueda-mura, Kita-gun, Kagawa Prefecture

Reiko Mori

18 Jan. 1951

Higashi-ueda-mura is a small village with 470 families and this is the only CPH without central or branch ones. The village people--the members of the youth organization, women's organization, teachers, students and officials--are using the CPH cooperating together. But for the people who live at Sugezawa, the northern part of the village about 400 meter higher, it is inconvenient to come over to the CPH. So the CPH plans programs for these people to perform at the branch school over there, and lent out books and films.

Manager and Shuji (officials)

The manager, Mr. Aoi, the head of village, is very enthusiastic so they say that it is one of the reasons why they could have a fine CPH. He is always looking after the CPH very carefully though this time he was not there because of village heads' meeting held on the same day.

Mr. Yamashita is the only person at present working just for the CPH. He is working from 1300 to 2200 because the students always use the hall, mostly the reading room in the afternoon and the youth organization in the evening.

Advisory Committee

The committee meetings are held nearly every other month. Among all committee members, there are only two women. One is Mrs. Aoi, the president of the women's organization, and the other a young women member of the youth organization.

--I made them a suggestion to recommend more women who are able to
. be the members if they give them chance.

Program

They plan a yearly program made separately for women, youth, PTA, culture and fine arts, visual and audio education, etc., having a consultation meeting at the end of every month about the following month's program.

Library

They have about 1000 books--about 600 were collected from all over the village through the lower secondary school students, about 200 were bought and other were presen ed from the village office stock. They have several kinds of papers. The students come to read every afternoon. Women are mostly borrowing out to read at home.

## Building

The building of this CPH was built in February 1950. It is worth 240,000 yen, but actually it cost much lower because for the wood they used the trees from their own village woods which their ancestors had planted for their descendants. Giving thanks, they planted young shoots on the land from where they cut the trees out.

As for the grounds the shrine lent them free. They are planning to have a kitchen in the building for women's use at cooking course.

# Visiting the Central Citizens' Public Hall in Kochi City, Kochi Prefecture

Reiko Mori

24th January 1951

Building

This CPH was opened 15 Jan 1951 in the building which was reconstructed from the Industry and Trade Hall which had been built as a part of the exhibition held in March to April 1950 in expectation of establishment of the new central CPH.

--My impression of this CPH was that it looked like a city theatre and it seemed to me that the small neat village CPH's which I have visited are more useful to people who use them.

Branch

There are nine branch CPH's. Mr. Takiishi, the City official concerned in CPH business, said to me that they take much effort for the two CPH's in Kodakasa and Nishiyama where are social education is specially necessary because of eta buraku which still exist in those district.

Officials Advisory Committee

There are a manager and two shuji who are all full-time officials.

Among ten members of the advisory committee Mrs. Tadokoro, who is the president of the Women's League and the vice-president of the PTA, is the only woman member.

Library

There are the Prefectural Library and the Citizens' Library in the city, so this CPH does not have its own books but they borrow 200 books for 20 days at a time from the Citizens' Library and borrow one official, too, for taking charge of the library (some officials come in turn).

Activities

They have five kinds of departments which have committees to take part in planning program. The fields which come under those departments are as follows:

1. Education department
   series education lecture, social education class, religious lecture, reading circle, discussion group, study of local affairs.

2. Culture and Recreation department
   music, moving picture, painting, carving, photography, drama, dance, haiku, flower arrangement, healthy recreation

3. Industry and Economic department
payment of taxes, swampan, commercial English, English conversation, stenography, archetecture, design, agriculture, working up, sewing, knitting.

4. Living Science department
nutrition, cooking, child care, home hygiene, living improvement, sanitation, clothing, cooking and housing

5. Information department
citizens' meeting on the city administration, public hearing meeting, CPH Advisory Committee Meeting, PTA Liaison and Coordination Conference, Social Education Committee Meeting.

Program

This month is the very beginning for this CPH just started, and they had no experience in making plans for a year's program. So they planned the program just three month ahead as follows. As for the program after April, they will make it later.

| | |
|---|---|
| January | |
| 15 | Opening ceremony Memorial lecture meeting Movies |
| 16 | Concert by the primary, lower and upper secondary school children in the city Memorial lecture meeting |
| 17 | Movies evening |
| 17 - 19 | All Shikoku CPH Conference |
| 20 | Local performance meeting |
| 21 | Children's recreation meeting |
| 22 - 28 | Exhibition of art of hand writing throughout the prefecture |
| 29 - 31 | Japan fine art exhibition |
| February | |
| 1 - 13 | Japan fine art exhibition |
| 17 | Announcement of information performance |
| 18 | Concert by the upper secondary school students all over the prefecture |
| 19 - 20 | Adult education |

| | |
|---|---|
| 20 - 24 | Primary school students' science exhibition |
| 25 - 27 | Exhibition & demonstration of the school work by Enokuchi Primary School |

**March**

| | |
|---|---|
| 1 - 2 | Adult education |
| 3 - 4 | Primary school children's performance |
| 5 - 6 | Adult education |
| 8 - 9 | Adult education |
| 10 | Concert by the Attached Primary & Lower Secondary School of the Normal School |
| 12 - 13 | Adult education |
| 15 - 16 | Adult education |
| 18 | Performance by the City Federation of Youth Organization |
| 19 - 21 | Adult education |
| 22 - 23 | Adult education |
| 25 | Meeting of the City Federation of Youth Organization |
| 26 - 27 | Adult education |
| 29 - 30 | Adult education |

Visiting the Central Citizens' Public Hall

in Kochi City, Kochi Prefecture

Reiko Mori

24th January 1951

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4. Living Science department

   nutrition, cooking, child care, home hygience, living improvement, sanitation, clothing, cooking and housing

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5-6 Adult education

| | |
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Visiting Citizens' Public Hall

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Reiko Mori

18th Jan. 1951

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SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN )
NUMBER 17 )

Takamatsu, Shikoku
20 January 1951

1. DUTY OFFICER: The following personnel are detailed as "Duty Officer" for the period shown:

| | | |
|---|---|---|
| 1230 - 1700 | 20 Jan 51 | Mr. L Smith |
| 0800 - 1230 | 21 Jan 51 | Mr. B J Dobbins |
| 1230 - 1700 | 21 Jan 51 | Mr. L G Halla |
| 1230 - 1700 | 24 Jan 51 | Lt Col W D Johnston |

2. SALES COMMISSARY ORDERS: Effective immediately sales commissary orders will be submitted in duplicate.

3. ADVANCE NOTICE TO CIC AREAS: All personnel planning field trip are advised to inform CIC Area concerned 15 days in advance so that ration requests may be adjusted accordingly.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

I N F O R M A T I O N

VALENTINE PACKAGES FOR KOREA: A suggestion for Valentine's is a gift box of candy and cigarettes with other miscellaneous items. Contributions of 25¢ or more will be accepted by the Steward which will be used to purchase the items. Boxes will be packed on the 27th of January. Any new names and addresses of former Shikoku men will be appreciated.

CHAPEL RELIGIOUS SERVICES: Rev. Germany will conduct religious services at the Chapel Sunday, 21 January 1951, at 1100.

organization.

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Visiting Citizens' Public Hall

Haramachi-mura, Iyo-gun, Ehime-Prefecture

Reiko Mori

22 January 1951

Central and Branch

There are 15 branch CPH's in Haramachi-mura. They are all very active and the activities are mostly done at those branch CPH's.

The centre CPH which I visited this day is not actually serving much except having 45 tsubo lecture hall where many people can gather together.

But even this hall belongs to the lower secondary school, the owner.

Manager and Officials

Showing me in the drawing room, the village official introduced Mr. S. Shigematsu, Mr. Watanabe and Mr. Y. Shigematsu to me. Mr. S. Shigematsu, the long white bearded old man who was formerly the shuji of this CPH, is now serving in the library department. Mr. Watanabe, the manager, is the master of this school. Mr. Y. Shigematsu, the son of Mr. S. Shigematsu, recently has taken the place of the Shuji.

The old man said, "The most important point for persons who look after the CPH's work high up at the centre is to know the actual state of CPH movement and to notice problems. That is, I think the enlightening work should be done rather for the people of lower living, but the CPH's work at present is being made for people, rather higher, and the activities have not reached to those general people who are so many in number and still left behind.

SO #3, Shikoku Civil Affairs Region, APO 1050, dtd 24 Jan 51 (Cont'd)

| NAME | QUARTERS LOCATION | ROOM NUMBER |
|---|---|---|
| Edison P. Winneman | "N" Wing BOQ | 3 |
| Shigekazu Sakaguchi | Region Bldg | 407 |
| Benjamin Shinn, Dr. | "N" Wing BOQ | 4 |
| Rose M. Smith | "G" Wing BOQ | 2 |
| Jacob S. Wauke | Region Bldg | 406 |
| George A. Yamashita | Region Bldg | 407 |

3. VOCO, 7 Jan 51, terminating asgmt of Qrs No. 13, Takamatsu, Shikoku, Japan to SFC Buster Johnson, RA 6 257 678, this orgn, eff 7 Jan 51 UP par 43, AR 210-10, 12 Jan 50, are hereby confirmed.

4. VOCO, 7 Jan 51, assigning Qrs No. 9, Takamatsu, Shikoku, Japan to SFC Buster Johnson, RA 6 257 678, this orgn, eff 7 Jan 51, UP par 43, AR 210-10, 12 Jan 50, are hereby confirmed.

5. VOCO, 20 Jan 51, assigning Qrs No. 10, Takamatsu, Shikoku, Japan to Sgt Jack N. Hashimoto, RA 30 111 340, Hq Kagawa CIC Area, 2d CIC District, eff 22 Jan 51, UP par 4b (3), Sec I Cir 87, Hq 8A, APO 343, dtd 8 Dec 49 are hereby confirmed.

6. VOCO, 20 Jan 51, assigning quarters indicated, Takamatsu, Shikoku, to following personnel, asgn this orgn, UP par 42, AR 210-10, 12 Jan 50, are hereby confirmed:

| NAME | QUARTER LOCATION | ROOM NUMBER |
|---|---|---|
| Lt Col W. D. Johnston | House #1 | 1 |
| Lt Col John W. McGuffin | House #1 | 2 |

BY ORDER OF COLONEL SCHECHINGER:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

DISTRIBUTION:
30-Mr. Dobbins
5-Ea ind concerned
2-Chief, CAS, GHQ, SCAP
1-Hq, Hq & Sv Comd, GHQ, FEC
2-Civ Pers Sec
2-P&U
5-File

They said that the board of education must have more budget for education—social education and its equipment. The education budget is too small, they say, comparing with the prefectural welfare budget which gives 450,000 yen to the day-nursery or mothers' & children's home.

Activities

They have a overall activity and activities which are separated under six departments.

They have a discussion meeting once a month at each branch regarding agricultural technique, management of the cooperative union, education, village government, child care, living improvement, etc. They hold the conference once a month with the representatives of all organizations in the village for liaison and consultation.

The information department publishes "Haramachi, the Village Information."

Library

They have 600 books and are usually lending 300 as the moving library.

Mr. S. Shigematsu is editing the local history since the end of Meiji period.

Women

About 15 women had gathered at the lecture hall and wanted me to talk about democratic management of the women's organization. But as it was not in my plan, I made that short hour informal round table discussion period.

HEADQUARTERS
KOBE BASE
APO 317

SPECIAL COURT-MARTIAL
ORDERS NO. 8

10 January 1951

The unexpired portion of the sentence to confinement in the case of Recruit (then Private) Richard C. Kendall, RA 11 168 109, 555th Ordnance MAM Company, APO 317, promulgated in Special Court Martial Orders No. 88, this headquarters, dated 28 December 1950, is suspended.

BY ORDER OF COLONEL ROANE:

OFFICIAL:

Glen D Grant

GLEN D. GRANT
Lt Col AGC
Adjutant

GLEN D. GRANT
Lt Col AGC
Adjutant

DISTRIBUTION:

AX (SR 310-110-1)

Mrs. Omukai, the president, is the only woman among 17 members of the advisory committee. They have still 600 members. But they are having meetings separately at every branch CPH. So I recommended to develop those small groups to independent organizations.

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN )
NUMBER 9 )

Takamatsu, Shikoku
11 January 1951

1. DUTY OFFICER: The following personnel are detailed as "Duty Officer" for the period shown:

| | | |
|---|---|---|
| 1230 - 1700 | 13 Jan 51 | Mr. C A Larsen |
| 0800 - 1230 | 14 Jan 51 | Dr. E J Shinn |
| 1230 - 1700 | 14 Jan 51 | Mr. E P Ninneman |
| 1230 - 1700 | 17 Jan 51 | Col E H T Schechinger |

2. PETROLEUM PERMIT: Quartermaster Petroleum Permits will be submitted to office of S/M on or before 17 January 1951.

3. CHIEFS SIGNATURE: Effective this date correspondence requiring the signature of the Chief will be prepared as follows:

ERNEST H T SCHECHINGER
Colonel ARTY
Chief

Ernest H T Schechinger
ERNEST H T SCHECHINGER
Colonel ARTY
Chief

I N F O R M A T I O N

MOVIE

"21"

FRIDAY NITE 12 JANUARY 1951

"ANNIE GET YOUR GUN"

Opinion of President of Kochi Prefectural

Federation of PTA's Upper Secondary School

1. Since PTA's in Japan are still in an early stage, the progress of PTA's must be made rapidly by the help of America and by our efforts to find out the actual state of our PTA's. I would like to have a National Congress in order to do the above mentioned two facts most effectively.

2. It seems to me the present way of setting up a national organization is proper because I think the national organization should be formed in compliance with the peoples' awakening to the value of such an organization.

3. The national organization should be strong enough to cooperate with PTA's and to do much for the advancement in education to meet our expectations. The organization should be strong so as to maintain the independence and not to be controled from anything.

Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

Department _____ Code No. _____
(A, A1, B, C, etc.) (Major) (Minor)

Item - Nomenclature: _____

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Unit: _____
(ea., doz., box, can, etc.)

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Opinion of Teachers of Kochi Prefectural

Federation of PTA's of Upper Secondary Schools

1. I approve of forming the national PTA congress because of the following reasons.

a. Since PTA's in Japan are still inexperienced in making policies, carrying out the activities and etc, exchange of information and opinions and mutual enlightenment will be effective for the healthy development of PTA's.

b. PTA's in Japan are in their "Dawning Period" for formation and some places don't have PTA's yet. I think it is more adequate method to encourage and promote the start of asscciations which does not mean to force people to organize such associations rather than just to wait the time of their spontaneous establishment.

For that reason, there is a need of formation of the national organization, I think.

2. Regarding the present plans.

a. Preparatory committee seems to haste in forming the national organization. However, the members of the national organization are individuals and not the local associations. Therefore, we need to have ample time to have local PTA's help the members in understanding the work of the nation-wide organization.

b. It is desirable to have more positive policies. The policies full of articles of prohibition will make people shrink from fresh activities at the beginning.

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(Check one) (Whse, Sub-branch No. Counter #)

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c. The national congress is desired to have international relationship.

The present plan is lacking in this point.

Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

Department _____ Code No. _____
(A, A1, B, C, etc.) (Major) (Minor)

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Opinion of Mother of Kochi Prefectural

Federation of PTA's of Upper Secondary Schools

1. In order to strengthen PTA's, close relationship among the associations is needed. If the associations stand alone, they can not be well developed, lacking in universality. In this sense the national organization has a geometrical effect on local associations.

2. PTA's will be able to render better services to the education of children through exchange of opinions and discussions of policies based on local colours. Especially, mothers should be enlightened through this organization.

3. In order to make PTA start for the international stage both in name and reality as the UNESCO movement, the national congress is needed and then interchange of cultures with other countries, America in particular, should be carried out.

Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

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(A, A1, B, C, etc.) (Major) (Minor)

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Opinion of Father of Kochi Prefectural

Federation of PTA's of Upper Secondary Schools

1. I approve the establishment of the national organization. Since schools need the help of PTA's in education, the national organization is also needed.

2. There is another meaning in forming the national organization when we send representatives abroad such as to America, advanced country in PTA activities, for study of management of PTA's.

3. The national organization can work for exchange of opinions on principles and policies in each prefecture. If the organization will exist only in name, it is unworthy to establish such an organization.

4. The national organization should not be merely an initiation of those in other countries. Activities are more important than the outside looking of the organizational structure. The organization should be the necessary association for help of fruit-bearing of new education for Japanese children.

Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

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(A, A1, B, C, etc.) (Major) (Minor)

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## Standards for Organizations

November 1950

1. Responsibility of members to the organization
2. Willingness of officers to give responsibility to members
3. Frequent meetings
4. Planned program
5. Freedom from government control
6. Financial independence
7. Use of good parliamentary procedure--election of officers, voting by motions
8. Voluntary membership
9. Good constitution
10. Basis of organization that of members' interests, not geography

For use of AE
SCAR

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## Standards for Organizations

November 1950

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