Living conditions: Mombusho in the beginning thought they could take care of lodging facilities for these attendants. We first planned to get together 600 people. For social reasons it proved impossible. It was not until sometime in the latter part of June that we were informed by the Army and SCAP that they would take no responsibility in housing Japanese personnel. Japanese would have to provide that themselves. Japanese did not have these so it made it necessary to change our original plan. Tokyo Univ, First Normal Schools, and Higher Schools were used to provide facilities for holding of classes. Temples were used for housing for the Japanese. They were very crowded facilities. Additional space was secured later on in other places to make it more liveable. The participants all endured hardship and discomfort to come to Tokyo to take this training. With the exception of one participant, all of the attendants completed the course.

Some early problems:

1. Feared that the Bd of Education Law was inadequate and did not distinctly and clearly define the job of the superintendent; and what the B/E should do.

2. The job of the teacher consultant was not clear except that he should not be an instructor.

3. The tendency was apparent throughout that they were very much concerned about the status in law. Just where do we stand? Just what are our relationships? What does the law say we can do? The job of the superintendent and teacher consultant both are professional jobs which call for leadership. There isn't any law that can give to an individual qualifications of a leader. One of the qualifications that a teacher consultant and a superintendent should have is to know their background, and earn their leadership through their activities, and take a position for advancement of the educational program. That is the type of activity in which they would have to be engaged in order that they could win the leadership which their job requires. They would have to earn their status by what they did. That was a constant theme that our staff tried to put over to these people at the Institute. We were not too successful in educating that concept with these people because at the very end, we still were asked the same question that was raised in the beginning of the institute. It was apparently the dominating point of view and the dominating attitude of these people.

Teacher consultants have felt generally that their position is rather precarious, somewhere between Board of Education and the teachers, but just where, they are not sure. They were fearful that they would have to go through several grades before they could have any close contact with the Board of

Education. They also felt that they should have some authority to do something about moving teachers from one institute to another and also should have some authority to discipline teachers.

The concept which we have been stressing is that their position is one of helpfulness and the effectiveness of their program would be largely destroyed if part of their responsibility was to discipline teachers, or to have any administrative responsibility. Teacher consultants should be purely in a professional advisory capacity.

Outcome of this program:

1. Result: Recognition by the Japanese (by Mombusho and people who attended the conferences) that training is necessary in developing administrators and teacher consultants.

2. It was well worthwhile to take some time off from their regular duties in order to seek professional improvement.

3. It has given inspiration to the participants to go ahead and improve in their own fields of specialties. 90% responded that they felt that they had an inspiration to go ahead; 10% said they had some. Just one or two of them gave a negative answer.

4. Association together in a project to improve the educational program was worthwhile in itself. Meeting together in common purpose and common objective gave them a feeling of friendliness for each other, and association has been of real value to them.

5. Helped develop a spirit of initiative for educational improvement of Japan. Going out to be leaders in their own communities, and be responsible for the education program in their particular area.

6. Better understanding of their jobs - the relationship between the superintendent and the Board of Education, and the teacher consultant.

7. Workshops of the teacher consultants' groups, as in the superintendents' group, worked out some sample rules and regulations and developed certain techniques. Many good charts, maps, plans, and programs for training of administrators and supervisors in the teachers' colleges and in the normal schools were worked out through multiple efforts.

8. Made synopsis of lecture materials, which were given to these people. They had these lectures mimeographed as the program progressed, and were passed on to the superintendents' group, the elementary group secondary consultants' group, and the professors' group.

   Each MG Team will get a copy of the lectures and materials presented at the Institute later on. Synopsis of lecture material prepared by the American staff also will be distributed. Many of these were written in Japanese but not completely. Our effort at the second session of the Institute will be to do in Japanese what we have done in English this time.

Suggestions for follow up:

1. MG give recognition to these people who have come back to your prefecture after their attendance at our Institute. We have built up a spark of enthusiasm in them and MG can do a whole lot to carry on and keep that enthusiasm alive. Keep in touch with them, talk to them about the program they had at the Institute, give them some responsibility to carry on a program, primarily to the teacher consultant group. They feel their situation is a precarious one. They fear they will be given a clerical office job and not be able to carry out some of the ideas that they have now. Give them opportunity to do something of a constructive nature. Encourage the superintendents to make use of these teacher consultants.

2. MG encourage new development of training program for school administrators and teacher consultants in the normal schools and in the universities. Every normal school and university that has a Department of Education was represented in the Institute.

   What should we do about future training program for school administration or for educational leadership in Japan?

   Undoubtedly it is the function of the university and teachers' colleges to train school administrators and teacher consultants. It is evident that they cannot possibly adequately train the numbers that are necessary within the next two years. New Boards of Education have been organized and there will be an increased need of superintendents of schools.

   CI&E took the initiative with Mombusho to train the leaders. Should we attempt to continue another one or two sessions, or shall we develop similar programs in various places in

Japan where people do not have to go so far to attend? I am not sure what the Chief of Staff might say about such a program. However, I would leave this up to this meeting and would want further suggestions on this sometime later.

*** * * * * * * * * * * * * * ***

Criticisms and comments by the Japanese on the training course, given by various CE Officers at the conference:

1. Japanese felt the course was too big, too generalized and impractical.

2. Theories were excellent as theories.

3. Americans were earnest and had wide experience in America, but not in the Orient, and to put these theories and experiences into effect in Japan, it would take a lot of working out. Japanese suggested that we work together in this.

4. The spark of enthusiasm which the training has kindled will have difficulties because of old traditions which will dampen and buck the new ideas and programs in their own communities. Number of people who have gone to the United States come back inspired, but they are continually hampered by traditions, and so eventually they go back to the same situation as before, go back to the old way of doing things.

Dr. Webb: It is up to all of us in this conference to keep the spark kindled. I think that is probably true but I am just wondering if we shouldn't still attempt to hold up to them something of the way what we consider a democratic process. Encourage them to go ahead and solve their own situation in the light of their own local problems. Hold up to them something that constitutes a good educational program.

Comments and suggestions to higher headquarters made by Conferees:

1. Suggest that CE Officers, in future, be briefed on the overall or general policy on what SCAP is doing or going to do on teacher training because all civil education officers are vitally interested in that particular area. Are we not losing a lot of effectiveness by not briefing or orienting officers prior to the time that SCAP takes these Japanese people from their particular areas, so that we can cooperate with the Japanese when they return from such training?

2. Suggest that the training be put on a regional basis through use of the normal schools. Is there any way by which it could be made a part of the Japanese higher educational institution?

Dr. Webb: My personal opinion about it is to do it on regional basis, if American personnel are available to work with the Japanese educators locally. We would have to do a lot of persuasion to have the Monbusho do this. Tokyo University would not do anything about it.

3. We were told to take no part in the choice of the personnel who would take the course in Tokyo. We were to stay away from this. In some cases the old-line buresucrats went and many were not educators.

Many times word came from our higher headquarters to us too late on what was taking place.

MY IMPRESSION ON THE INSTITUTE

By Miss Tada -
Teacher Consultant, Osaka

Having attended the first Institute for Educational Leadership, I wish to express some of my comments and impressions.

First, I would like to express my thanks to the great efforts that both American and Japanese instructors showed us, and what the SCAP CI&E and Mombusho staffs did for us, especially for the visiting experts who were a grest help to us in the various new educational fields.

I did appreciate the various types of educational books brought to us, which played very important part as reference books in our course.

In my experience so far, I attended some conferences but the program was usually nothing more than giving us lectures. For the first time I got in close touch with so many worthy books and could use them at any time and freely.

The morning lectures were generally appreciated by us all. Above all others, I enjoyed the lecture "Instruction and Curriculum of Secondary Schools" given by Mr. Umene. I got some ideas on core curriculum, the difference between problem method and project method, how to set up source unit, how to make field trips and so forth; and now understood which direction our educational course should be guided.

Mr. Izaka also gave us a good lecture on Educational Psychology. His enthusiasm stimulated us.

I wished to get more precise and practical information and knowledge on the subject of guidance and evaluation. I studied Traxler's Techniques of Guidance by myself, so I am pretty sure I got some knowledge on guidance, but many of the students who missed the chance to look into the books would have had poor knowledge on guidance, for frankly speaking Mr. Kamiyama's lecture was not given in a very practical manner.

I was interested in Mr. Okada's lecture on "Social Foundation of Education". He referred to the long traditional characteristics of Japanese feudalistic system and suggested some problems to be solved.

The workshop of teacher consultants was of great value. At the beginning it caused great tumult and confusion among us students.

I understood the value of workshop and was ready to participate in the program although I knew my ideas were immature and imperfect. But I expected to make mistakes and to be corrected and my plan would be improved step by step with the help of others.

But this was not the case of the others. I think most of them were afraid of losing their dignity when they made up poor plans. They are used to being too sublime and theoretical.

Most of them were still conservative in mind and retained feudalistic ideas. It can't be denied that feudalism and conservatism have strong powers and are still dominating Japan. The educational idealism of Japan can never be realised till the day comes when the powers will be destroyed.

These powers were prevailing in our class, too. Certain people had the tendency to be dominant and powerful over others. This type of men used many rhetorical words to maintain their dignity. Once in our workshop we were to select two problems. The problems which were chosen were hard to understand so I asked the meaning, and to my surprise no one else understood the meaning. This was ridiculous. They were so worried about their dignity - sometimes to excess.

The feudalistic tendency is even stronger in rural districts than in the cities. I'm convinced my home-town of Osaka is rather progressive compared with local prefectures. Still it is the matter of comparison.

There are still remaining many undesirable traditional characteristics which should be abolished in time. Losing authority was another big worry for them. When Dr. Peckham said that teacher consultancy is a kind of service, some looked so disappointed, even though he said it was the highest type of service. There was a strong reaction when Dr. Heck gave a speech on the job of teacher consultants, saying: "A lazy man needs authority. You don't need to worry about authority." They believed that if teacher consultants have no authority, school teachers wouldn't obey or respect them.

So I request American instructors to emphasize this point more in the coming Institute and train the students more in democratic ways. I wish all these pretentious and seemingly dignified persons could be removed from all Japanese educational staffs. Otherwise, those under their powers must groan and suffer forever.

The reports presented by some of the committee members during the last workshop of teacher consultants on various subjects, for instance "Visiting the class-room when requested" were not very successful. The ideas were excellent and really I expected a great deal from each one of them. But to my regret, their talks were theoretical, not practical. To me, Mr. Peckham's introductory speech was worthier and more useful. For he related very precisely what we should actually do when we visit a class-room.

I think most of the reports given by the Japanese showed they could not as yet handle the subjects in a simple and definite but seemed to be soaring in the sky far above us.

We should have planned more carefully our discussion program in the afternoon. It seemed to me that it was a waste of time. Here again, a decided number of people were apt to be predominant over others and were too critical and showed antagonistic feeling, so I felt a kind of oppression and lost interest.

I knew those free-minded persons kept back and remained silent.

It is also clear that those who wielded the powers evaluated highly the academic type of training and rejected anything practical. They were the worshippers of the sol-called Ivory Towers.

Personally, I wished to have more informal meetings with American and Japanese educators and exchange our frank opinions so that we could get into closer touch and understand each other.

We also should have had the opportunities to practice various forms of discussion. Four members discussed Health Education in the form of a panel discussion. We should have practiced more using our afternoon hours. Better planning would be desirable in the coming Institute.

Language was the single trouble for us all. Fortunately I did understand some English so I'm sure I got more knowkige and information than many of the others. For getting knowledge directly is more impressive than through interpreters. I tried to take notes on the subjects discussed.

Now I finished my three month's course but to me this means just the beginning of my new campaign of teacher consultation.

I must cultivate my own land to which the seeds were already sown, with the help of so many people. To keep them in good care and make them grow up is totally in my hands. I may face many problems in the future but keeping what I learned at the Institute in my mind, I'll try to push forward the educational standards of New Japan.

5 January 1949

REPORTS FROM STUDENTS IN THE COURSES

By Mr. Nagai, Kyoto Education Professor

I belonged to the Professors' Group in the Institute for Educational Leadership in Tokyo. During the 12 weeks, nearly 80 professors of all Japanese universities, college of education, and normal schools attended the workshop in the Institute. All participants were divided into 5 groups:

1. Educational Sociology.
2. " Psychology.
3. Guidance Group.
4. Educational Administration.
5. Curriculum.

Each member of the group had his own specialized field for study and brought back specialized knowledge to his own school.

Conclusion:

My personal opinion on the new college of education in Japan.

1. We must have closer relationship between professors and the teacher-training colleges and educational administrator in the fields.

2. Japanese educators have been very academic and secluded from the community so their knowledge was not living and on the contrary the persons in the field, the educational administrators, often lacked scientific knowledge.

3. I would emphasize closer, dynamic and healthier relations between college of education and the persons in the field.

4. As for the teacher-training college, Japanese professors in the colleges have been sometimes very philosophical and not scientific. Teachers of the teacher-training college must become more scientific. Students and teachers in the college must collect concrete data from their own community and analyze and solve their own problems.

5. The level of the normal schools in Japan was rather lower than the colleges of other fields, so we have to raise the level of the teacher-training college up to the levels of the colleges of other sciences. Inthink this is a very important thing.

6. Teacher-training college can be most active in the way of promoting public education for democracy and emphasis should be made to the professors on their responsibility and opportunity to promote public education in Japan, and turn the college into an active training agency for democracy.

5 January 1949

REPORTS FROM STUDENTS IN THE COURSES

Mr. Doi, Nara Superintendent

Impressions:

I have been told that you are not interested in flattery but I want you to know what we thought of the courses.

1. The courses were broad enough.

2. We were given an opportunity to think out and solve problems according to the actual situation in various communities rather than according to stereotyped pattern.

In the afternoon discussion group, we had 13 students under the guidance of Dr. Heck, and Professor Kaigo of Tokyo University. We were able to exchange our views freely in the classes, and we received good advice and leadership from Dr. Heck. We appreciated Dr. Heck's kind attitude toward us. Once every week our group went to Kawaguchi city, Saitama prefecture, on field trips. We were able to study special community curriculum on city schools, construction programs for lower secondary schools.

Comments:

1. Too much emphasis was placed on the school education field and not quite enough time alloted to the field of social education. Many of us would have liked to hear about problems that are developing presently in the democratic reorganization of the women's groups, about health and safety education, and general supervision and statistics.

2. Afternoon discussion groups would be more helpful if the major problems to be discussed were decided beforehand and announced. Library use was very helpful to those who can read English well.

3. Next institution should make some provision for those who cannot read English, too.

Weakness:

The lack, in some cases, of skilled interpreters. As a whole students were earnest and studious. There were two distinct groups of people assembled at the institute; the professionally experienced teachers, and the ordinary administrators. Naturally there was considerable difference in the education between the two groups.

Conclusion:

We, students, discovered that certain revision of the Bd of Education Law would be necessary in the near future, and the graduates of the Institute have agreed to organize an association to continue to study and exchange information on these problems. I summarised the materials I brought back home from the course, during the holidays and found that there are 50 new problems requiring further study and research in order to improve the educational system in Nara prefecture. None of us think that our education as superintendents is completed but rather that it has just begun. In this sense, we feel that the superintendents' association which we have formed will be of benefit to us, and we hope to receive continued support from many teachers and civil education officers.

Regarding the relationship between Board members and superintendents. We have a fairly good knowledge and understanding of the respective functions, but Board members have received only two days in their orientation. There is a gap between these two groups. Education of the Board members is the first serious problem, that is, the training of the employer — we anticipate many difficulties along this line.

January 5, 1949

(HANDBOOK FOR TEACHER CONSULTANTS

By Miss B. Hollingshead
Secondary School Advisor, CI&E, SCAP

Handbook was started about 18 months ago and finished about January, 1948.

Purposes of the Book:

1. To explain the changes in the status of teacher consultant.

2. To explain what he does and what he does not do.

3. To explain the underlying philosophy that he is a professional helper and professional advisor.

4. To try to change the inspector's basic attitude towards principals, pupils, etc., false pride he had in being a boss. He should now acquire philosophy that was in keeping with the democratic philosophy of education. In changing his attitude, his philosophy, his duties, he would gradually acquire his dignity that he would never have been able to acquire as an instructor.

General Contents:

1. Explains the need of in-service training. The teacher consultant could learn from the many good teachers, who were kept down during certain period in Japan, and seek them out and learn from them, because many of the inspectors had lost sight of teaching methods.

2. The whole system of inservice training is outlined in the book, i.e., to make use of the radio, teachers' radio hour, etc.

3. To read books on aims and theories of democratic education, and also to prepare them for this change in their status of their job. If old inspectors could be used as teacher consultants let them keep their job and retrain them. Whether or not that was the wise decision, I don't know.

4. Detailed description of what teacher consultant could do is given. Samples of letters that he might write to principals and teachers to want to come out to see demonstrations and method of observation, carrying on the follow-up discussion; how he might offer his service; a democratic and polite procedure on how he might get into the school, and other means of educating himself are given.

Difficulties in getting the books written:

Japanese Committee had no idea of democratic methods. It would have been quicker and easier for us to sit down and write them ourselves but there would not be the development that would come from writing the books themselves. It has been very hard to get them to understand that an inspector and a teacher consultant is an entirely different person.

* * * * * * * * * * * * * * * *

Book: See Outline of book mimeographed and sent to each team and region, IIcorps, Z/K.

Q: Directed to Japanese students of the Institute For Educational Leadership. You said there were several groups in a particular workshop, younger people and older people, who have grown up in the old tradition, and the old group tried to dominate the workshop and run it. It would be professional people versus ordinary administrators in that case. Whether or not, would it be better to exclude the whole group? or, Was it a good idea to have the old boys there to see what is going on?

A: By Miss Tada, Osaka Teacher Consultant.

It depends on the criteria of the teacher consultant and the superintendent. In the professors' group, at first, some old boys wanted to control and run the workshop, but soon the young ones asked them to cooperate with them. In a democracy, we must not exclude any person. That is a very important program for Japan now. We must not be too much in a hurry to change.

Comment by Dr. Jersild:

The question of power and the question of position were foremost in the minds of the students at IFEL. Toward the end of the institute we had a meeting of representatives from two groups. They certainly agreed on some of the major functions and kinds of work to be done very much along the lines that Miss Hollingshead told us this afternoon. Discussion was carried on the subject of how the teacher consultant would fit into the picture without being held back. This is a problem for all of us to face not only during the period of the institute but all the year round.

<u>Suggestions by conferees</u>:

1. To hold training institutes locally using Japanese and American staff available in the particular area.

2. Get the normal schools into the training program just as quickly as possible. Train teachers in normal schools first. Use the new universities.

3. There is a great deal of specialized ability which could be used in the workshops locally supplementing, perhaps, the people in SCAP and people from America. Several from among the American personnel in CE have already expressed their willingness to go up to take the training, leaving their jobs for a short time.

Dr. Webb: We would like to get any talent we can get when available.

4. We should decentralize these good theories and advice and develop them. We should, as Americans in the MG field be brought into this program closely, even those of us who are not especially trained, so that we can act as consultants after the courses are finished. We can hold our own conferences with the Japanese locally or regionally, or have a series of conferences, or finally, institutional conferences with the idea that the normal schools, for one thing, do not have the backing or prestige that other institutions have.

Dr. Webb: The major problem is to get the normal schools and universities equipped to get started in educational leadership.

5. School for Bd of Education Members:

Q: School for school board members is necessary after each election. Is there any material available for this from your place, Dr. Webb? If you would give us some good material, it would make it a lot easier for the CE Officer to write up a good course.

Dr. Webb: I think it would be a very fine thing if you could organize such a school for Bd of Education members. CE&E and Mombusho should put on a training program for school board members. I think we can do so.

6 January 1949

A FUNCTIONAL PSYCHOLOGICAL APPROACH TO GUIDANCE TECHNIQUES

By Dr. A.T.Jersild
Instructor, I.P.E.L.

There are three things that are important in psychology and orientation. One matter that is an important consideration in the orientation of the person, who guides or administrates guidance, I think you all agree, is the need of certain amount of understanding, certain intellectual understanding of the people who are being guided.

1. Try to know what is in the child's mind who needs guidance, and how the child sees things.

   There is no way of overcoming this great obstacle in giving guidance here, over a short period of time; fully to be effective, it requires long authropological and psychological study.

2. Guidance is possible with little understanding and a lot of good will.

3. It is important for us all in the Institute to recognize certain limitations in the needs of the person; otherwise, it would mean a great deal of discouragement. The importance of understanding of the person to be guided is essential. My feeling is that one does not have to be completely Japanese to teach the Japanese people.

4. Another broad characteristic, that is important for a person who seeks to guide, is a capacity of emotional comprehension, to go over the other fellow one step emotionally.

5. One must have a certain amount of amplitude, ample bosom of feeling, a good fund of affection in guiding a person as each has different resources , different capacity for emotional gifts to overcome many frustrations many obstacles that lie in the way. Perhaps we could achieve a little more of this emotional amplitude if little spare time is afforded.

6. There is another thing that is important. The person guided should be given a chance to express himself, and also the person guiding should have a chance to occasionally blow off steam.

7. Another thing that is important in one who guides is to set objectives in his guidance that are fairly realistic and which offer a fair possibility of achievement. Success is

questionable if you give all these specific aims - without having enough practical understanding in the field.

There is a limit to the extent of our reform.

We do not have on any large scale in the United States a good practical pattern to use to guide in Japan. We are experimenting with this idea also back in U. S. and we cannot expect to do too much, and we have to do a certain amount of fumbling here. We certainly need to consider every practice and every administrative device which we set up for guidance here. Guidance has to be an intricate feature of the classroom teaching.

8. Try to understand each pupil, to develop the potentiality of the individual child; to help each child to live more comfortably with each other and to live comfortably with others; to help him to come to accept himself with all his limitations.

9. Emphasis on child study and child training. It would mean emphasis on inservice training, on the study of individual pupils with a view to understanding them and finding out how best to help each to develop according to his own design. It would mean some very basic administrative changes or adjustments including that conception that the teacher will be doing his best work not only when he is teaching but keeping his eye on the little actions of the pupils in the classroom here and there.

10. More fundamental guidance in the skills, attitudes, and adjustments that are involved in living a good life.

11. Program of classroom guidance, notably to understanding children, is needed. We need to use such crude or refined measures that may be available to find out in the areas of arts and music, hobbies, crafts, mechanical help, etc., about the child, and in the large area of social relationships; the extent he is accepted or rejected. The way of studying children was the foremost question that came up in the Institute in Tokyo. It goes to show the increasing interest on the part of the teachers on child psychology. There is the area of studying social adjustments of the child; need for understanding the child's feelings, the conception of himself, anxiety, feeling of inferiority concerning the kind of figure he cuts in his life; that is the most inaccessible, hardest part of human life to access. Even psychiatrists have a hard time in this field.

12. The art of being a good listener, listening sympathetically and with interest is the greatest and finest of all arts in the science of psychology. Many teachers have that art and get children to tell them about the inner things which children do not tell to others.

13. Technique in the field of play: Personality test is effective; and self-revelation is important. A great deal is being done, has been done, by older people in the homes, in the classrooms, in his daily life with others, to develop and understand the child.

14. One of the best ways of raising the whole sphere of educational standard is to encourage and broaden the study of child psychology.

15. One of the very important figures in promoting this conception of understanding the child is the consultant, who could try to promote some of the ideas that are involved in the new approach to guidance in the school.

6 January 1949

HANDBOOK ON PUPIL GUIDANCE

By - Miss B. Bollingshead, CI&E, SCAP

This book also took 18 months to complete.

Summary Outline by Chapters:

Part I - BASES of Pupil Personnel Work

Chapter 1 - Teacher as a Guide

All teachers are interested in guidance if they are real teachers. Strive in all daily contacts with pupils to guide and encourage them along in all lines.
Guidance, psychology, and mental hygienes are very desirable in the program of guidance.

Chapter 2 - Aims and Functions of Pupil Guidance

Take part in regular and special curricular activities to promote all round development.
Proper functioning and development of wholesome personality.
Wholesome relationships with others in social relations; ability to get along with others; aims at self-development. Provide and give them adequate and proper development to assume some responsibility.

Part II - Some Techniques of Guidance

Chapter 3 - Group Guidance

Considerable overlapping of group and individual guidance.
Appropriate and constantly improved curriculum (group guidance).
Effective use of libraries and study rooms.
Effective use of hobby clubs, special-curricular activities, developing and widening their abilities and aptitudes.
Effective provision for vocational guidance.
Adoption of home room is recommended.

Chapter 4 - Techniques of Individual Counseling and Guidance (supplementary).

Interviews, consultations, conversation, individual activities, and assignments in units of learning (samples given).
Suggestions on how to help overcome such disabilities.
Assisting in obtaining financial aid for pupils.
How to provide school jobs and part-time jobs.

How to establish loan funds.
Ideals about clinics.
Use of case conferences in coming to a better understanding of an individual pupil. (Examples given).

Part III - Means of obtaining data concerning the pupils.

Chapter 5 - Examination and Reorganization of data already on Record

Evaluation of the results of guidance.
Techniques and conceptions in various patterns.
Showing the teachers and principals that they have already on hand much data about the child, organize and place with this data what each child has accomplished, what needs, etc. The committee in school does not think of going back to examine the best record of the pupils (example given).
Problem of a pupil without records.

Chapter 6 - Teacher-made Tests

In-service training, pupil selections are included.
Functions and use of this type are discussed.
Principles of constructing new essay type (sample given).

Chapter 7 - Discussions on the use of standard tests for use in evaluation.

Standard score and its interpretation.

Chapter 8 - Self-Evaluation by the Pupil.

Desirability of the pupil to evaluate himself, means and ways to do so (examples given)

Chapter 9 - Means of getting pupils to express inner self.

Pupil evaluation and teacher evaluation; for further guidance or remedial guidance.
Analysis made of what is shown by them.
Pupil logs, needs and desires and interests of the child, writing of diaries and autobiographies.

Chapter 10 - Observation Techniques (examples given)
(In cinema, classroom, outside on the street, etc).

How to record in the form of anecdotal record and examples given of these recordings.
Suggested follow-up measures; how pupils use their time, and how effectively they use their time, etc. in observation.

Chapter 11 - Interviews. (Individual and Group)

How to conduct interviews (samples given).

Chapter 12 - Child Studies (Case Studies)

Significance and method of taking up child study.

Chapter 13 - Behavior Summaries

Concerned with showing teachers how to compile and interpret all data they have of the child in the form of a behavior summary.
All phases in the child's development are included with suggested follow-up procedures (samples given).

Chapter 14 - Cumulative record of the pupil, and its Summary Form

Basis to fill out the summary form, and planning the guidance program.

Part IV - Getting the Guidance Program Under Way

Chapter 15 - Discussing how individual teachers worked in the guidance program to accomplish the aims of education.

Reorientation - How the individual teachers utilized all the resources of the school in guiding pupils. Desirable materials are indicated.

Chapter 16 - Planning the Guidance Program

How to go about actual organization.
Discussing what the pupils' needs are.
Examination of the record already on hand.
Examination through discussing, adopting home-room system, and responsibility for the home room.
Continous improvement by all teachers in utilization of this data.
For the planning stage, - instituting a more comprehensive program for in-service training of teachers and special training of teachers.
Improvement of school facilities.
Interpreting the need for trained guidance workers.

Part V - General

Chapter 17 - Pupil - Personnel Work

Principles of General Guidance
(20 principles are stated and briefly discussed)
List of principles of education psychology and adolescence psychology.

(Forms a summary basis for the psychology involved in the educationally and psychologically sound program for the secondary pupils).

Appendix A - Organization and Administration of the Special-Curricular Program.

Appendix B - List of material references. This will be written in English and Japanese.

Uses:

Designed primarily for teachers, principlas, and teacher consultants as a means for in-service training, study discussion groups. To be used by the new superintendents, Boards of Education, PTA's. To be used by professors in the normal schools, and Teacher Training Institutes in their in-service training program.

To be used as a reference book for several other courses that might be given.

For instance, on new Lower Secondary Schools, Organization and Administration of Lower Secondary Schools, Methods of Educational Psychology, Correspondence Courses. 10,000 secondary teachers have already signed up and are using it in their workshop course, small institutes, conferences in the regions or prefectures. It has been used during 1947 and 1948, and repeated on the Teachers Hour over the radio.

*** * * * * * * * * * * * * ***

Discussions following:

Dr. Jersild: It would be very useful to our Institute if we could have some talks from team experience. It would bring into the Institute more of the life blood of the field. It was very interesting to know the making of the Handbook. We realize that there is still need for specialized services.

Yamaguchi Team: I would like to discuss the application of guidance in this specific problem - that of infiltration in the secondary schools of Communism. This is a serious problem. What could we do to combat this menance? - To educate the people against it without subterfuge?

Shimane Team: We are trying to combat that by organizing anti-Communist youth groups, but that has not been so effective.

Yamaguchi Team: Communism has spread among teachers and students as well, and they have organized intelligently and well and have infiltrated into the social and school-education systems. It has gained much momentum lately. I believe the simple reason is that it is more fun for the kids. The kids want to get away from the dull school life and want to take part in parades, march, and sing. From the guidance standpoint, we must find something to combat against it. It is accelerating at a dangerously rapid rate.

Hiroshima Team: Students are coming from higher institutes to prefecture offices to recommend that prefectural authorities put out an order to prohibit Communistic activity in school, or prohibit political activity within the school. That was done.

Dr. Heck: What seems to be the driving force taking hold so well?

Yamaguchi Team: It appeals to excitement. Life is drab for the students and the marching and singing and demonstrations by the Communists attract the pupils. But I really don't know as to the ideological or psychological point.

Osaka Team: In Osaka prefecture they have organized a series of youth conferences to teach democratic conceptions, to set up democratic constitution, how to raise money, how to carry on discussion in social activity. Peter Okada of my team has been working with various youth groups in the prefecture. He has divided the prefecture into seven regions. There are Communist groups, Athletic groups, Social Studies groups, but he works with them all. They have a lot of folk dancing, sports, and recreation. Three of the Communist groups revised their Constitution. They became interested in social service work like other groups and they came to do normal citizens' duties. They took part in various charity activities at Christmas time.

Dr. Wells: It is recognized in the higher headquarters also that Communism is getting to be a very serious problem. It is not only a problem in Yamaguchi but of the whole country.

Miss Hollingshead: Regarding this tendency to go toward Communism - we have given a great deal of emphasis to the reorganization, setup, to junior high school for the pupils and teachers, and have neglected, at least up in SCAP, the upper secondary schools. Solution would be to attend more to the needs of later adolescense. Might help solve the problem.

Chugoku Region: The physical education program was taken over by the Social Education Section. This is a great asset and more serious use should be made to combat the thought movement in the upper secondary school field.

A principal came to say to me, "Two things worry me. We read books and learned from you how to do about physical growth, but how to do about emotional growth we don't know. The Occupation came and took away our pageant of life. They brought innew ideass, powerful things, etc., but we need some morale substitute."

Hyogo Team: Suggest some program be formed to combat or give competition to the Communist teachers. They are the ones that go out to organize and do work outside of their school work and students generally do not go and join groups by themselves but by the guidance of the teachers.

Shiga Team: We nedd to supplement the "Shushin" that was taken away from the Japanese school curriculum.

Tokai-Hokuriku Region: Get up a strong student government, set up a good program in the school after the school hours that is attractive enough to hold them from going out to listen to alien ideas. This would be a strong answer to this problem.

Dr. Jersild: If we could use more of the grievance or self-expression techniques, I think we could find out how we can satisfy a certain amount of self-expression. I think that part of their considering Communism is a revolt against some deep grievance and pressure from society in general. I do believe that considering with the matter of pageantry, there are many Japanese people, young ones, especially, who possess tremendous hunger for some kind of ideal, some kind of anchorage to be tied to. Their old belief didn't hold true. Many became interested in Christianity for want of emotional and spiritual satisfaction after the war. Give them a feeling of worth through belief or acceptance in the social world.

Miss H: The upper secondary schools have been neglected and suppressed for so long. Their basic needs have been ignored and they get bored at school. We are writing a book on the Psychology of adolescence Japan, telling the teachers what to do about it, taking care of the mental health and emotional health of the teachers. Perhaps we have overlooked the parents, the mothers can help a great deal in solving the emotional angle of the students. Work with women to solve this problem in school.

Osaka Team: We have never heard of Communist Officer giving direct direction to his subordinates. In school too, leadership for Communists come from Communist te chers. We forget perhaps to use the golden opportunity to use the teachers to sell our democracy.

One teacher of a high school was anxious to do something about the social relationship of students of his school so he decided to have English clubs to study proper attitude, procedures, and courtesy. They drew up rules and regulations and Constitution; selected motto, and set up plans for wholesome recreation, etc.

Kyoto Team: They have neglected to give the high-school student the economic support that he needs. They have wasted tremendous sums of money in stupid ways. To do anything constructive begin seriously to get more money by urging the prefecture and pushing them more than have been done in the past.

6 January 1949

TEAM EXPERIENCE IN GUIDANCE

By Mr. Paul Anderson
CE Officer, Osaka MG Team

Problems arising with the introduction of co-education in the secondary schools.

1. Increased delinquency (necessity of school discipline, especially in the bombed-out areas)

2. Curriculum changes, and changes in school life for boys and girls. Girls being moved into co-educational schools where suitable adjustments have not been made yet. Also associated with this situation is one of attitude. The parents and teachers in our area do not recognize the individual difference in talent. They think of differences in the sense of rich or poor.

3. Subject matter fixation of the teachers.

DEANS' CLASS IN OSAKA

Purpose: To study and solve recurring problems.

Each school selected representative teacher who is interested in child study to send to this class.

Members: 150 Deans.

Place of meeting: Osaka school.

Frequency: Met every Wednesday.

Purpose:

Subjects: Studied:

Making of I.Q.
How to Use I.Q. Tests
Educational Psychology
New Education Laws

Afternoon was devoted to discussions of various topics. The Deans went back to their schools and attacked different problems in their own different schools, and passed on information and new knowledge gained from the discussion study. Membership in the Deans' School increased to 250 at the end of the 6 months' period of study. The Deans came from primary as well as junior high schools. The Dean's job was officially established

as an administrative position in the school later. Certificates were given out at the completion of the course. The Dean's position in school is equal to assistant to the principal. It helped especially in the co-educational schools as the meeting place for women.

One problem has been solved: Creating the urge for initiative.

Home Rooms: 154 primary schools have home rooms now.

43 junior high schools in the prefecture are experimenting.

Work of the Dean:

Works with PTA, School Lunch Program, makes Home Visits

Keeps record of attendance and absence of children

Works with special problems in the school.

The Osaka Teachers Union made a ruling that one day can be taken for inservice training which made it possible for us to demand that they attend classes on Wednesday for the Deans' School.

Q: Are the home rooms set up according to PTA standards?

A: Every home room has a PTA representative. This is true only in schools that are working with home rooms. Parents are interested in giving money to help their own children rather than giving it to teachers.

Q: What success do you have in PTA meeting attendance? In my district more mothers attend than fathers. Do fathers attend?

A: We may be an exception but we have always had, as far as I know, more fathers than mothers.

Q: Do you have an assistant to the teacher in the home room?

A: Some schools have.

Q: Have you asked why, or how many books the children take home every day from school? They don't have much time at home and don't do much studying too, but they carry home all the books.

A: I have not. But I believe, if they leave the books or things in school, they will be lost or stolen. It may be a Japanese school custom perhaps.

Q: The principal in Okayama High School is scared to death of the Student Council who are running the disciplinary part of the school. They have taken into their hands several cases. Any solution to that? Some are appointed by the faculty and the principal. They have no conception of what a Student Council should do. Everybody started student government even in primary schools.

A: We use the argument that the Student Council should help solve the disciplicary problem in the school; to help share the principal's responsibility in the school. Discipline is still within the hands of the principal in Osaka.

Q: What about the change of clothing? We are advocating freedom of wearing civilian-type clothing rather than the stereotyped uniform.

A: Economic necessity has brought about the change in clothing gradually. This question was brought up in the Deans' conference in Osaka also.

7 January 1949

PUPIL PERSONNEL RELATIONSHIPS AND ACCOUNTING

Dr. A. C. Heck
Instructor, IFEL

Purposes of Education:

1. In education we ought to attempt to develop to the maximum the potentialties of the children that we deal with.

2. We ought to help these children get to the place where they are better able to live with themselves.

3. We ought to help them to set up a program of work that they would be able to live better with other people.

4. Basis for guidance work lies with the classroom teachers.

   Pupil-Personnel relationship - This is a relatively new term but the concept is not new; maybe about 20 or 25 years old.

Five aspects of pupil-personnel work:

1. Legal aspect.

   Enforcement of compulsory education - not until 1900 (in U.S.)
   For instance, in the state of Mississippi in the new school code compulsory school attendance was not enforced until 1939.
   Actually we require from the statement of the law, compulsory attendance at school for only 9 years. Child Labor laws will excuse children from going to school 9 years. I understand there are no child labor law here excusing them from going to school.

2. Quantitative

   Functions:
   1. Enumeration and counting of the children in the district
   2. Comparison enrollment of the children in the school.

3. Qualitative

   Functions:
   1. Study of the home conditions of the children that you have to deal with.

   There are attendance workers in the U.S. who try to bring children absent from school on various excuses back to the school.
   They try to understand the causes and reasons why they stay out of school and try to correct the conditions. We see the development of the Attendance Staff; some are called Home Visitors,

Home and School Councils, Visiting Teachers. They are well trained people and qualified for the job.

4. Physical Examination

5. Records

   a. Census record
   b. Attendance record - absent, tardiness, quick and prompt follow-up of school attendance
   c. Pupils' cumulative record that will be kept in the hands of the classroom teacher.
   d. Counselling service. Reports to parents, reports to administration on the enrollment and attendance.

* * * * * * * * * * * * * * * * * * * *

Mr. Cades: There is a failure to plan for the conditions of classroom project when the teacher is absent. There is no coordination between teachers, or between teachers and the principal, to take over the absent teacher's classes. Payment is made to teachers who are absent as well. No record of attendance of teachers is made to the prefecture. If we are to have compulsory attendance of pupils, we should have compulsory attendance of teachers. For attendance of pupils, not much effort is made to find out the reasons for absence; or if it is an absence with justifying reasons. The parents of children have no way of insisting that their children get the full time instruction at school. They have not reached up to this stage of development yet.

Q: What about the teacher load?

A: As to the problem of equal load between the Upper Secondary School and Lower Secondary School, we ought to convince the prefectural administrative authorities that the teacher load of upper and lower secondary schools should not be different - perhaps a difference, if there must be, of one to four pupils.

Q: What are regulations of Monbusho on maximum or minimum number of students? I find some exceed and some go below.

A: I don't know if there existed any such regulation. Hatsugaku 534 is the nearest to regulation but that is not a regulation.

Q: There is one which precedes #534, but no one has paid much attention to this. I have forgotten the number of the memo.

Q: When you talk about assistant teachers, are they well-trained people?

A: I think the assistant teachers will be cut off when the new regulations come out. They will be classified as A & B. Should apportion pupils per teacher instead of so many teachers per class.

Q: Is there any attendance record of the principal?

A: The principal's job has been an honorary one.

Q: We would like to hear more about the 5-day system adopted and practised in Shiga.

A: The in-service training program for teachers was organized weekly by cutting classroom hours on Saturday. Teachers use Saturday morning hours to attend district or prefectural meetings outside of school, or attend training classes, lectures, etc., Instead of carrying on for 12 months, we would carry on for 3 months for reason of travelling difficulties from northern districts of the prefecture. Resulted in a more consolidated scheduling, and decreased the absence of teachers from classrooms. In some cases elementary school teachers were appointed principals of high schools, so some kind of improvement program had to be made. Where necessary, PTA's are taking care of children who need proper guidance and children are taking care of other children on Saturdays, and also teachers are taking outside assignments to work out the proper use of Saturday morning hours.

Q: When was this started?

A: About March.

Q: Primary schools, too?

A: Yes, primary and junior high schools, too.

Mr. Anderson: Osaka Team — We have asked the prefecture to provide us by the 10th of each month with the statistical report on teachers, pupils, principals. Result is the Deans' School preparing this report and it comes down to us signed by the Governor. It passes through several departments before it goes up to the Governor and considerable effort is put into it to see that the figures are accurate to save face. They have given to the Deans the responsibility of keeping record.

Q: What do you think of the Japanese school system holidays? Students during the summer vacation go home to study instead of helping the family. It has some relation to pupil-personnel guidance.

Dr. H: There is an idea coming up in the States that we would have the teachers teach around the clock. We have a vast number of school facilities lying idle for 3 months in the year and a large teaching personnel that could be used. We should make better use of these facilities. Suggestion is coming up that school facilities be used more effectively than they are being used now, and still work out a program that all teaching personnel will have some time off to pursue their own desires.

Mr. B: I think that the Japanese school year is well adapted to the conditions of the country. Something from Mombusho should come out to the effect that teachers or pupils should have a certain number of hours.

Mr. H: I should think that the principal should apply for permission to the prefecture to dismiss school for events like festivals, etc. It seems they are silly reasons, some of this could be stopped immediately.

Mr. Gulick: Japanese have adopted the vacation periods pretty well to the conditions of the country. In the summer the school closes on 25 July for the summer vacation. The practice is to give 5 weeks of summer home work. They don't have really good time or relax during the vacation.

Mr. W: The prefectural Board of Education should take responsibility to decide. We should not ask Mombusho to make directive on any such thing. You are encouraging them to take on centralization. Make the local Board of Education take up this matter.

7 January 1949

HANDBOOK ON ORGANIZATION AND ADMINISTRATION OF UPPER SECONDARY SCHOOL AND CURRICULUM OF UPPER SECONDARY SCHOOL

By - Miss B. Hollingshead
CIE, SCAP

Handbook on Organization and Administration of new Upper and Lower Secondary Schools has been completed. It is expected that the approval by the Board of Review will be made early in January. The Japanese version will not be available before March, but English copy will be sent on to 8th Army. It is in 5 Parts and 15 Chapters.

Chapter 1 - Guiding principles of Secondary School Administration

Purpose - Conservation of individuality of the pupil
Coordination of effort
School welfare

Chapter 2 - Aims and functions of secondary education
General Aims
Major Aims

Chapter 3 - Criteria for good secondary school
(Lists and discusses briefly 20 characteristics of a good secondary school.)
In addition, 20 major criteria and some educational points for evaluation is given.

Chapter 4 - Place of the principal in secondary school education
Place of the principal in the new system of education and relation to Board of Education and superintendent.
(Examples of work done in school districts, and part played by the Boards, superintendents, principals are given.)
(Example given of selection of teachers, in-service training and figuring out of school budget.)

Chapter 5 - Principal as a democratic leader, educator, administrator.
6 parts - Tremendous responsibility of the principal in educational transition.
Ways in which he can and should give opportunity to everyone in school to participate in planning.
Autocratic versus democratic administration.
Lists and discusses 38 responsibilities and duties of the principal.
Educational qualifications necessary for a successful principal.
Outlines a brief program of in-service training for all principals.

Chapter 6 - Organization and administration of secondary school
Organization of Faculty Advisory Committee, Student Advisory Committee.
Organization and function of these various committees (Do's and Don'ts)
Responsibilities and duties of the assistant principals in a large school.
Services needed to be performed in all secondary schools, large or small.

Chapter 7 - Organization of the school office and administration of the plant.
Important functions.
Qualifications of the staff.
Improvement of office service.
Proper use of classroom space utilizing the building to a maximum extent.
Beautifying the school plant.

Chapter 8 - Daily scheduling.
Responsible for the schedule.
Important aims of schedule construction.

Chapter 9 - Principal's part in the organization and administration of the guidance program.

Chapter 10 - Organization and administration of the program of special curricula activities (81 pages) Put into the Guidance Handbook as Appendix
Explanation of special curricula term.
Training for citizenship, basic principles (12 or 13)
Responsibilities of the principal in organizing these activities and keeping them going.
Analysis of the "koyukai".
Strength and weaknesses of the old and the new "Jichikai".
Home room, setting up a student organization.
Orient on how to write constitution (Do's and Don'ts).
Suggested responsibilities and duties of the student body, student council.
Suggested list of powers, organization, committees, need of a teacher sponsor, election of student officer, financial affairs, athletic programs, newspapers, orientation handbooks.

Chapter 11 - Curriculum Organization and articulation, meaning, and how to enrich the curriculum.
Responsibility of the principal in improving the curriculum.
Consideration in planning the curriculum, the community needs, elective subjects necessary - flexibility
Progra m to meet student needs.
Teacher's place in the curriculum.

List of teacher's duties and responsibilities.
Planning techniques and procedures and how to adapt the curriculum.
Planning for the future.

Chapter 12 - Evaluation, reporting and recording of pupil progress.
Inadequacy of texts of various kinds, and requirements.
Specific purposes of evaluation.
Evaluation instruments and methods.
Standard tests, self-evaluation.
Utilizing of logs, diaries.
Aim of reporting to parents, scope and content of report to parents.

Chapter 13 - Special services - libraries, audio-visual program of education, school lunch program, institution of good health and safety program.

Chapter 14 - Supervision in the secondary school.
Qualifications as a supervisor.
Aim and functions of supervision by the principal.
Modern techniques that the principal should use in supervising instruction in the school.

Chapter 15 - Principal, school, community - changing concept of school and community relationship in Japan.
Nature of school - community relationships.

1. School belongs to the people and controlled by the people.
2. School and home relationship.
3. School uses community as source of curriculum materials.

Use of school as center of adult education and community recreation.
Public relations program - the need for it.
Actual steps in planning a public relations program.
Selection of materials to be used.
List of media for school publicity.
Special section on the pupil as a medium on public relations.
PTA, teachers, - How to evaluate the public relations program.

* *

CURRICULUM OF UPPER SECONDARY SCHOOLS

Book in 4 parts.

Part 1 - is now being printed. English copy has been turned over to Eighth Army.

Part 2 - Is now being reviewed by the Education Division, Board of Review.

Part 3 and 4 - Also will be given to Eighth Army as soon as it is approved by Mr. Trainer.

* * * * * * * * * * * * * * * * * * *

Part 1 - (62 pages) (double spaced)

3 Major aims of upper secondary school

1. Development of ability of each individual to participate effectively in a small or large democratic group.
2. Civic and social competence.
3. Upper sec ondary school should provide for its pupils' experiences which will lead to their development to an increasingly high degree. Principles and processes of living in a democratic society. Occupational counselling.

Part 2 - Basic matters of the revised curriculum.

Elective and required subjects.
Reasons, recommendations, organization of the curriculum.
Suggestions for organizing.
Explains the significance of and need for a unit credit system.
Lists of subjects recommended in secondary school including general and vocational subjects.
General agriculture is listed as 12 to 36 unit courses offered for 1-year or 3-year course. Table recommends different type of schools.
Comprehensive type of school - general education plus home economics plus one or two vocational subjects.
Definite type and recommendations made for co-educational schools, boys' schools, girls' schools.
Suggested plan for starting the unit credit system in vocational schools (require 85 units for graduation. 55 units for entering 11th, 28 for 12th)

Part 3 - 5 sections -

1. Comprehensive type upper secondary school.
2. Basic items of the vocational course.
   Basic survey concerning vocation, meaning and how to organize, kinds of vocational courses that should be offered in the local community, how to adapt to the particular community.
3. Standards of vocational courses and sample curricular.
   How to build up vocational courses - subjects listed in Part 2.
   (More than 20 samples of vocational curricular leading to graduation are given).

4. Examples of curricular of part-time courses of the upper secondary schools. (Samples given of 4 year and 5 year part-time upper secondary school.)
5. Vocational education glossary includes comprehensive list of terms used.

Part 4 - Scheduling.

Questions and answers.

Q: Suggest that the term "Jichikai" be changed. If it is not changed nationally, not much could be done. In Nara we cannot do anything as long as it is called "Jichikai". The two Japanese characters mean self-government. We call it the "Gakusei Kai" (Student Organization).

A: Suggested recommendations should come up to us in writing.

Miss H: Monbusho has planned conferences throughout Japan on the curriculum and courses of study around January. I think meetings will be held in Nagano, Kyoto, Matsue, Kumamoto, and I shall participate in the meetings.

Miss H: You can prepare suggested courses of study and submit to the prefectural curriculum committee.

6 January 1949

IMPROVING MONTHLY ACTIVITIES REPORT

By - Mr. R. Bowers, Eighth Army,
CE Div

Monthly Activities Report:

1. What is its purpose?

2. What function does it serve?

That can be answered simply by seeing that the monthly activities report furnishes higher headquarters with the most important basic information on the status and progress of the civil education program in Japan on which they may base plans for the future. These reports are read by a great many more people than you think in Eighth Army. They are read, of course, by CE Officer but also by a number of other persons there. A summary analysis is made of the 46 reports which is sent to the General and to other people in HQ, giving them in a few words something of the trends and the problems in the prefectures throughout Japan. Also these reports serve as a record of the occupation. By going back over the reports for a year it is very easy to pick out the trends for that particular year, and know what the major problems were and how solved.

Form:

1. Regular military form. (I have deviated from it)

2. Reason: Many people who read these reports wish to read only certain sections of them. For instance, the upper secondary school - one or two people will read only that section of that report. It should be written in such form that these items may be picked out and easily read.

3. Size of Paper: - Some people still continue to make the reports on long sheets. It makes it very difficult to handle. If it can be done on regular size sheets it would make handling and filing much easier and faster and would make it all uniform.

4. Paragraph heading - is essential. I have inserted paragraph headings in many cases for the reports. When making summary it is easily found.

5. Composition - in the matter of capitalization and use of terminology. Some persons dislike the overuse of capitals very much and misuse of commas and particularly the use of Japanese terminology. Use English translation at least in parenthesis.

What a GOOD REPORT should be like:

1. Tell what the team did.

2. What the Japanese people have been doing.

3. Evaluation and interpretation of what has been taking place in the prefecture.

4. Length of report - 3/4 of a page to 16 pages. 16 pages is entirely too long. If long report is necessary, a special report should be made instead. Average length of report is 4½ pages or so.

Criticisms:

1. Too rambling.

2. Story form rather than military form.

3. Two or three topics under one heading.

4. Necessary to avoid too much brevity, or too much minute detail. Higher headquarters, including Region, Corps, 8th Army, SCAP, are not interested in the minute detail, but in the overall picture. In the last month's reports, there were 237 report items. Of that 237 report items, it was possible only in 85 cases to pass any judgment upon the meaning of what the CE Officer had done, or to determine how his activities might be evaluated. Every month we must go through these reports and list the items and list favorable, unfavorable, and neutral comment about it. The General is always interested in such things.

I have heard people say that somebody up the line wants only "rosy reports." So far as Eighth Army and SCAP people are concerned, they want facts, just as they are without doctoring. They are particularly interested in the trends, how things are going.

School Inspection:

1. Do not want names of schools, principals, and addresses. We are interested in trends only: what was discussed in the inspection, what conditions were found to exist.

2. Applies to school reorganization, too. Are the upper secondary schools becoming co-educational? Are they establishing comprehensive high schools? How rapidly are part-time schools established? How extensive is the building program?

3. Board of Education: What kind of Boards you have, what problems confronting them? How overcome?

4. Social Education: List social education separately with Women's Affairs, etc.

5. Religion: It is desirable to be listed separately.

6. Should have cross reference all through your reports.

7. Brief summary at the end of the report.

MG BULLETIN:

Request suggestions to improve the bulletin, send in materials that would be of value to other teams also.

Q: At one time Eighth Army didn't want MG opinions.

Mr. B: How many of your CO's edit or change your reports? (About 8 people raised their hands)

Q: What about the style?

Mr. B: The OD says in narrative form.

A: Items like: schools inspected, reinspected, spot-checked, and visited, be put in separate categories.

The MG Bulletin is sent through channels to teams. The Bulletin material is edited by Civil Information Section and passes through two or three other people.

~~451~~ 425

SUGGESTED PROGRAM FOR SHIKOKU BOARD OF EDUCATION CONFERENCE

Takamatsu — 7-8 January 1949

First Day

0830 - 0840	Greetings - Lt. Col. Carden, who will also introduce - Col. Coughlin
0840 - 0900	Introductory Remarks - Col. Coughlin
0900 - 0915	Introductions - Mr. Kerlinger
0930 - 1000	Mr. Ando
	(Mr. Ando introduces Miss Barnhart)
1000 - 1015	Miss Barnhart - Questions to be asked
1015 - 1030	Recess - for questions to be formulated
1030 - 1200	Discussion - The Functions of the Board of Education and the Superintendent of Education
1315 - 1400	Continuation of above
1400 - 1500	Discussion - Procedure for Boards of Education
1500 - 1515	Recess
1515 - 1600	Continuation of above

Second Day

0830 - 1000	Discussion - Finance
1000 - 1015	Recess
1015 - 1200	Discussion - Personnel
1315 - 1445	General Discussion and Questions from the Floor
1445 - 1500	Sendoff - Dr. Carpenter

Thur., 6 Jan 48
Preliminary meet. to Bd of Educ Conference

greetings

See new law in C1+E Bulletin
new law

In conference, cover these areas (a) functions and relationships of bd
(b) ~~relationship of supt + bd~~ procedures + org. of Bd
(c) finance
(d) personnel

Mr Maeda tomorrow?

see Art 42 and 49 of law.

What are functions of Educ Comm of assembly? (finance, whole school)

Supt must have certificates; so Bd members, to execute the law, should also have certificates.

Supt - not ~~grad of IFEL~~ having certificate - may be appt'd for one yr.

See Art 41, Sec 3. (1)

~~Panel: Mr~~
~~See also Art 3 of other law~~

See Cabt. Order for qualifications of Supt

Igarashi
Amagi
Ando

Saito } interpreters
Otaki }

Panel: Mr Carpenter, Mr Peckham, Dr Cram, Mr Ando, Mr Amagi, Mr Igarashi.
Chairman: Miss Barnhart

0830 - 0900	Colonels
0900 - 0915	Mr K. Introduction of Supts + members of Bds of Educ
0915 - 0930	Mr K. Purpose + greetings
0930 - 1000	Mr Ando: ~~IFEL and Introd.~~ Remarks
1000 - 1015	Miss Barnhart ~~(Questions)~~ (method of conference)
1015 - 1030	Recess (Write Questions)
1030 - 1200	Discussion: Functions + relationships of Bd ~~summary~~
1315 - 1400	" " " summary

Supt must have certificates; so Bd members, to execute the law, should also have certificates.

Supt - not ~~grad of IFEL~~ having certificate - may be appt'd for one yr. ☆ } See Art 41, Sec 3. (1)

~~Panel: Mr~~

~~See also Art 3 of other law~~

See Cabt. Order for qualifications of Supt

Igarashi
Amagi
Ando

Saito } interpreters
Otaki }

Panel: Mr Carpenter, Mr Peckham, Dr Cram, Mr Ando, Mr Amagi, Mr Igarashi.

Chairman: Miss Barnhart

0830 - 0900	Colonels
0900 - 0915	Mr K. Introduction of Supts + members of Bds of Educ
0915 - 0930	Mr K. Purpose + greetings
0930 - 1000	Mr Ando: ~~IFEL and Introd.~~ Remarks
1000 - 1015	Miss Barnhart ~~(Questions)~~ (Method of conference)
1015 - 1030	Recess (Write Questions)
1030 - 1200	Discussion: Functions + relationships of Bd ~~summary~~
1315 - 1400	" " ; summary
1400 - 1500	Discussion: Procedures & organ. of Bd of Educ
1500 - 1515	Recess
1515 - 1600	Procedures ... and summary

0830 - 1000 : Discussion - finance
1000 - 1015 : Recess
1015 - 1200 : Discussion - personnel

1315 - 1445 : General discussion + questions
1445 - 1500 : Conclusion : Dr Carpenter

Discussion

Ques. How may Bd secure enough funds to carry on its functions (calling for an increased budget)?
(a. See Articles 59 + 60 of Bd of Educ Law. — by a Japanese, Ehime.)

Dr Carpenter : Each Supt's job is 3-fold :

(a) make an educ. plan.
(b) translate this into terms of what it costs
(c) search for revenue to pay for plan

a job of public relations called for here ; inform people.

Miss B. - emphasized that Educ competes with other services for public money. necessity for a careful presentation (know reason for each item). Show economies !

Mr B. - in presenting budget, be prepared to meet objections of conservative people. Show economies. — Have a long-time plan. Can not be done rapidly.

Telling people how money was spent is most important!

Compare this year's budget with previous year's showing increases (which must be explained) + decreases. Budget should show sources of income — local, state, fed'l. Show per pupil costs (important next yr. Per pupil costs may not increase but budget will go up — more students).

Two budgets may be planned (the second, kept secret, to be used only in the event the first budget is not passed).

Ques. What are the problems that concern you most? — Agenda?

Organiz. of secretariat?

Ques. Should Supt listen to suggestions of J T U?

Determination of policy is responsib. of Bd of Educ operating within the law. Supt., TU, PTA, etc., do not make Bd policy. Bd Policy can only be determined at regularly Bd meet., + Bd. speaks only thru its records. #4

Agenda, a most important document; will be prepared in advance. Establish a plan for allowing visitors to appear before Bd. Advise Bd will not decide policy while visitors are present. — No group or individual should get idea that they are telling Bd what to do.

Supt should consult with Pres of Bd in making agenda; consult members of his staff (who have problems to be acted on).

Two budgets may be planned (the second, kept secret, to be used only in the event the first budget is not passed).

Ques. What are the problems that concern you most? — Agenda? Organiz. of secretariat?

Ques. Should Supt listen to suggestions of J T U?

Determination of policy is responsib. of Bd of Educ operating within the law. Supt., TU, PTA, etc., do not make Bd policy. Bd Policy can only be determined at regularly Bd meet., & Bd. speaks only thru its records.

Agenda, a most important document; will be prepared in advance. Establish a plan for allowing visitors to appear before Bd. Advise Bd will not decide policy while visitors are present. — No group or individual should get idea that they are telling Bd what to do.

Supt should consult with Pres of Bd in making agenda; consult members of his staff (who have problems to be acted on).

Personnel problems: Supt (consulting staff or others) selects staff; employment is by Bd. (Bd may appoint members of staff; a bad practice; occurs when Bd does not have confidence in ~~Supt~~ Supt.)

✡ Sch Principals go directly to Bd of Educ, by-passing Supt. (Kagawa Pref.) (a) Supt. are new to Japan; will have slights to overcome. (b) Principals should not become pressure grp with Bd of Educ. Should talk over their problems with ~~Bd~~ Supt.)

Conference, 7 Jan 1948

Ques. Are visits of Bds to schools within scope of their duty?

Distinguish functions of Bd + Supt. Bd, a grp of lay citizens; will not deal directly with any sch. Visit sch. at ceremonies + festivals. — Bd members (even tho former teachers) will not supervise teachers; job of Supt + staff.

Ques. Re ~~publicizing~~ informing public activities of Bd.

Open meetings; publish. pamphlet; speeches by Bd members; newspapers; inform. meetings.

Ques. Relationship between Bd + Supt.

48 systems in USA, but all are similar. Later states have observed older. For many yrs we have been experimenting with Bd of Educ system.

Bd's realized there were certain technical problems with which they were not qualified to deal. Should be a person from teach. profession. Is of profession but is with Bd. (Bd ← Supt teaching grp)

Is division of labor between Bd + professional staff. Etc.

Ques. Explain meanings of "take charge of" and execute," Art 4, Sch Bd Law. "Execute" refers to legal authority of Bd. to make decisions.

Mr Ueda: difficult for Bd to carry on its duties because ~~its powers are delegated from~~ it is restricted by assembly. Miss B. — Bd should perform its duties: Bd is responsible to people, not to assembly (tho assembly must approve its budget). Dr C. —

... job of Supt & staff.

Ques. Re ~~publicizing~~ informing public activities of Bd.

Open meetings; publish. pamphlet; speeches by Bd members; newspapers; inform. meetings.

Ques. Relationship between Bd & Supt.

48 systems in USA, but all are similar. Later states have observed older. For many yrs we have been experimenting with Bd of Educ system.

Bd's realized there were certain technical problems with which they were not qualified to deal. Should be a person from teach. profession. Is of profession but is with Bd. (Bd ← Supt / teaching grp)

Is division of labor between Bd & professional staff. Etc.

Ques. Explain meanings of "take charge of" and execute," Art 4, Sch Bd Law. "Execute" refers to legal authority of Bd. to make decisions.

Mr Ueda: difficult for Bd to carry on its duties because ~~its powers are delegated from~~ it is restricted by assembly. Miss B. Bd should perform its duties: Bd is responsible to people, not to assembly (tho assembly must approve its budget). Dr C. — A kind of divided respon. But Bd is failing in its duty if it does not inform people, justify its recommendations. — Dr. Carp. Need for continuous program of inform. for people. (Bd respons. to all people of community.) — Miss B. It is a "joint," a "shared" respon.

Ques. Is it desirable that Bd hear problems of individual principals?

Dr Cram. No. Reasons. Bd will be prevented from doing work for which it was elected. Will deprive prof. staff of its effectiveness. Channel: teach. to principal, to sec. chief to supt. Bd may take up problem if it involves a policy that refers to whole prof. Measure of Bd's success will be measure by which it avoids being involved in details & concerns itself with broad problems of policy.

Ques. Re relationship of Bd & union.

Supt keeps in touch with union, because his concern is that teachers are satisfied. But Bd will make its own decisions.

Ques. Bd of Educ laws is imperfect. Intention to revise it?

Amendments will be presented in near future.

Ques. Re salary

If Bd operates as it should, will be few meetings. Method of pay estabd. in by-laws. (?)
(Practice in Am. ref payment of public officials different from practice in Japan. Present conditions may prevent Bd members from donating much time & money to work.)

Dr Carp. Distinguishes two situations: member or local bd (little expense) and member on pref. Bd. Bd member should not spend his own money on pref. business. Solve problem by paying actual expense of attendance at meet. — Bd member should receive (remuneration) reimbursement for meetings he attends; unfair for member who does not attend to receive (remuneration) reimbursement.

avoids being involved in details + concerns itself with broad problems of policy.

Ques. Re relationship of Bd + union.

Supt keeps in touch with union, because his concern is that teachers are satisfied. But Bd will make its own decisions.

Ques. Bd of Educ Law is imperfect. Intention to revise it?

Amendments will be presented in near future.

Ques. Re salary

If Bd operates as it should, will be few meetings. Method of pay estabd. in by-laws. (?)
(Practice in Am. re payment of public officials different from practice in Japan. Present conditions may prevent Bd members from donating much time + money to work.)

Dr Carp. Distinguishes two situations: member or local bd (little expense) and member on pref. Bd. Bd member should not spend his own money on pref. business. Solve problem by paying actual expense of attendance at meet. — Bd member should receive (remuneration / reimbursement) for meetings he attends; unfair for member who does not attend to receive (remuneration / reimbursement).

Ques. Bd must know conditions of schools + hear wish of citizens. Is it proper for Bd members to inspect schools?

Dr Carp. Raises ques. of reports that may be required of ~~supt~~ supt. Teaching is a technical job. Requires expert to teach expertly; requires someone with knowledge to judge whether good teaching is taking place. What goes on in schools + secretariat is a technical matter; not even supt is an expert in all fields; but he is furnished with experts. And so he can report on conditions. This the proper procedure. — Supt should invite Bd to visit certain schools + be educated in needs of schools.

Rept of Supt. should be written rept at every Bd meet. Should be filed.
Also should be periodic reports, — monthly, every 3 months, etc. Also should be annual report, which represents conditions, needs, progress of sch. during yr.
(Reports: matter of record & useful in publ. relations.)

2nd. Any limit (accord. to population of village) to no. of local Bds to be establ. by 1950?
Local Bds "when necessary." This will be clarified by Nov 1949.

Conference, 8 Jan 48

Dr Carp., re Bd meetings

Start correctly; on time. Stop on time + in correct procedure. Meetings. Type of meet is regular: meet monthly. Regular procedure so that Supt's reports can be considered in order.
Adjourned meet. Spec. meet. (various kinds)

Regulations of Bd should state how many reg. meetings (1), time + place; and under what conditions a spec. meet. will be called; should state that business for which spec. meet. is called is only bus. that can be transacted. Notice of spec. meet. should indicate subjects to be discussed. Motion; 2/3 vote.

Conditions under which meet. may be secret. Have discussions but do not make decisions on import. matters at secr. meet. Then take up matters at a regular meet. (Personnel matters, in field that might be embarrass. to Bd member or citizens.) Obs secret meet.

Miss B.: "secret meet." from whom. Secret from Supt? public?

Local Bds" when necessary." This will be clarified by Nov 1949.

Conference, 8 Jan 48

Dr Carp., re Bd meetings

Start correctly; on time. Stop on time + in correct procedure. Most imp. type of meet is regular. Meet monthly. Regular procedure so that Supt's reports can be considered in order. Adjourned meet. Spec. meet. (various kinds).

Regulations of Bd should state how many reg. meetings (1), time + place; and under what conditions a spec. meet. will be called; should state that business for which spec. meet. is called is only bus. that can be transact. Notice of spec. meet. should indicate subject to be discussed. Motion; 2/3 vote.

Conditions under which meet. may be secret. Have discussions but do not make decisions on import. matters at secr. meet. Then take up matters at a regular meet. (Personnel matters, in field that might be embarrass. to Bd member or citizens.) Few secret meet.

Miss B.: "secret meet." from whom. Secret from Supt? public?

In rules + regul.: Supt present at all regular meetings except when his salary, contract, are under discussion.

Dr Cram: how can public be informed if there are many secret meet.? How can their support be expected?

Minutes of secr. meet. — Minutes of all meetings. Minutes of secr. meeting are part of record (only official action becomes part of minutes). — Deliberation is secret, not decision of Bd.

Art 37: pres of Bd may make motion for secr. meet.

~~Mr Tanimoto: panel in Sakaide (ques. in advs)~~
~~Mr Maeda: call Finance Bureau~~
~~Call motor pool~~

Dr Peckham: Prepara. of agenda. Supt + staff will know most imp. prob.

Prepare reports to support his recommendations. Agenda presented in ~~written~~ printed form. Send to Bd members before meet. — If publicized before meet., citizens may tell Supt that they wish to appear at the Bd meet. when a problem concerning them comes up. But if Bd thinks (on day of meet.) it will spend most of time on problem 2 and not reach probl. 4, it can decide not to take up probl. 4. — Meet. is open to public, that is, deliberation is open to public; discuss. on part of visitors is not guaranteed.

Ques. If a petition is presented (no previous ~~arran~~ arrangement) should it be heard? If agenda has been prepared, no. May accept petition + arrange time and place for hearing. Or turn over to Supt and ask him to investigate.

FINANCE

All 11 ques. indicate difficulty of securing adequate funds from assembly.

Dr Carp.: (a) an educ plan
(b) an expenditure plan
admin. of funds
(c) joint responsib.

{ 2/3 of budget is responsibility of Bd.

Mr Amagi: no immediate solution for problem. (1) Should be an educ. tax.
(2) Only way out, discover source of revenue, a tax. (3) Inadequate to rely on PTA (Penalty Tax Assoc.). (4) A fixed standard (fixed %) may be found, accord. to which a certain % of funds will be given to educ. This, difficult now. (5) Another policy: study whole nation. Discover how much it costs per class, or per head. Then find out how much local or

to public; discuss. on part of visitors is not guaranteed.

Ques. If a petition is presented (no previous ~~arrangement~~ arrangment) should it be heard? If agenda has been prepared, no. May receipt petition + arrange time and place for hearing. Or turn over to Supt and ask him to investigate.

FINANCE

All 11 ques. indicate difficulty of securing adequate funds from assembly.

Dr Carp.: (a) an educ plan
(b) an expenditure plan
(c) admin. of funds
(d) joint responsib.

{ 2/3 of budget is responsibility of Bd.

Mr Amagi: no immediate solution for problems. (1) Should be an educ. tax.

(2) Only way out, discover source of revenue, a tax. (3) Inadequate to rely on PTA (Penalty Tax Assoc.). (4) A fixed standard (fixed %) may be found, accord. to which a certain % of funds will be given to educ. This, difficult now. (5) Another policy: study whole nation. Discover how much it costs per class, or per head. Then find out how much local or nat'l tax should be imposed. (6) Ultimately tax law must be revised (do not depend on revision of Sch Bd Law).

Dr Carp.: Systems in Am. vary from fiscal indep. to fiscal depend. Most desirable status is fiscal indep.

Mr Amagi: is possible, probable, to revise Sch Bd Law.

Dr Cram: Even if law is changed, will always be some limit on funds available. People or their representatives will impose a limit.

dismissal of Supt for cause { Mr Honda: copy of his regulat. Educ Publ Serv Law — C1+E Bulletin

Ques. Is it right to give fin anc. aid to pr. sch.? If it is, what is best method?

Mr Amagi: Sch Bd Law does not apply to pr. sch. Constitution has a provision about this; but necessity is recognized + is being given to some extent.

PERSONNEL

Ques. Standards for appoint. new principals, retiring principals?

Bd will receive list from Supt, made up by evaluating officer apptd by Supt. Bd should ~~appoin~~ approve list (unless members know reasons for not doing so) Is a hatt law governing retirement.

Re employ., transfer, dismissal of personnel.

☆ Dr Carp.: See Educ Publ Serv Law. Ch. 2 has to do with dismissal, retirement, etc., of prin. & teach. (Appoint. made by board, on recommend. of Evaluating Officer — the Supt. Supt shall evaluate candidates who are to be considered for appoint. He shall select candidates from list (Appoint. Applicants' List) which has been compiled by Bd. — Bd may set additional, higher standards in order to secure better teachers.

Ques. Nominate man for Supt who has not received the special trng (IFEL course)?

May be apted. for 1 yr. Term of "full-fledged candidate" is 4 yrs.

Dr Carp.: See Art 78 (Sch Bd Law). Art 41: shall be Supt of Educ. Shall be apted from among those who have certif. Temporary arrangement made in Art 78. (Cabinet Order, Art 13.)

Mr Amagi: [illegible]

Bd should appoint approve list (unless members know reasons for not doing so)
Ds a' hatt law governing retirement.

Re employ., transfer, dismissal of personnel.

★ Dr Carp.: See Educ Publ Serv Law. Ch. 2 has to do with dismissal, retirement, etc., of prin. & teach. (Appoint. made by board, on recommend. of Evaluating Officer — the Supt. Supt shall evaluate candidates who are to be considered for appoint. He shall select candidates from list (Appoint. Applicants' List) which has been compiled by Bd. → Bd may set additional, higher standards in order to secure better teachers.

Ques. Nominate man for Supt who has not received the special trng (IFEL course)?

may be apptd. for 1 yr. Term of "full-fledged candidate" is 4 yrs.

Dr Carp.: See Art 78 (Sch Bd Law). Art 41: shall be Supt of Educ. Shall be apptd from among those who have certif. Temporary arrangement made in Art 78. (Cabinet Order, Art 13.)

Mr Amagi: power of appoint. in Bd of Educ

Ques. Who will represent Bd in assembly meetings? Not a matter to be decided by law. Select person who will have most influence in the assembly. Represents entire board.