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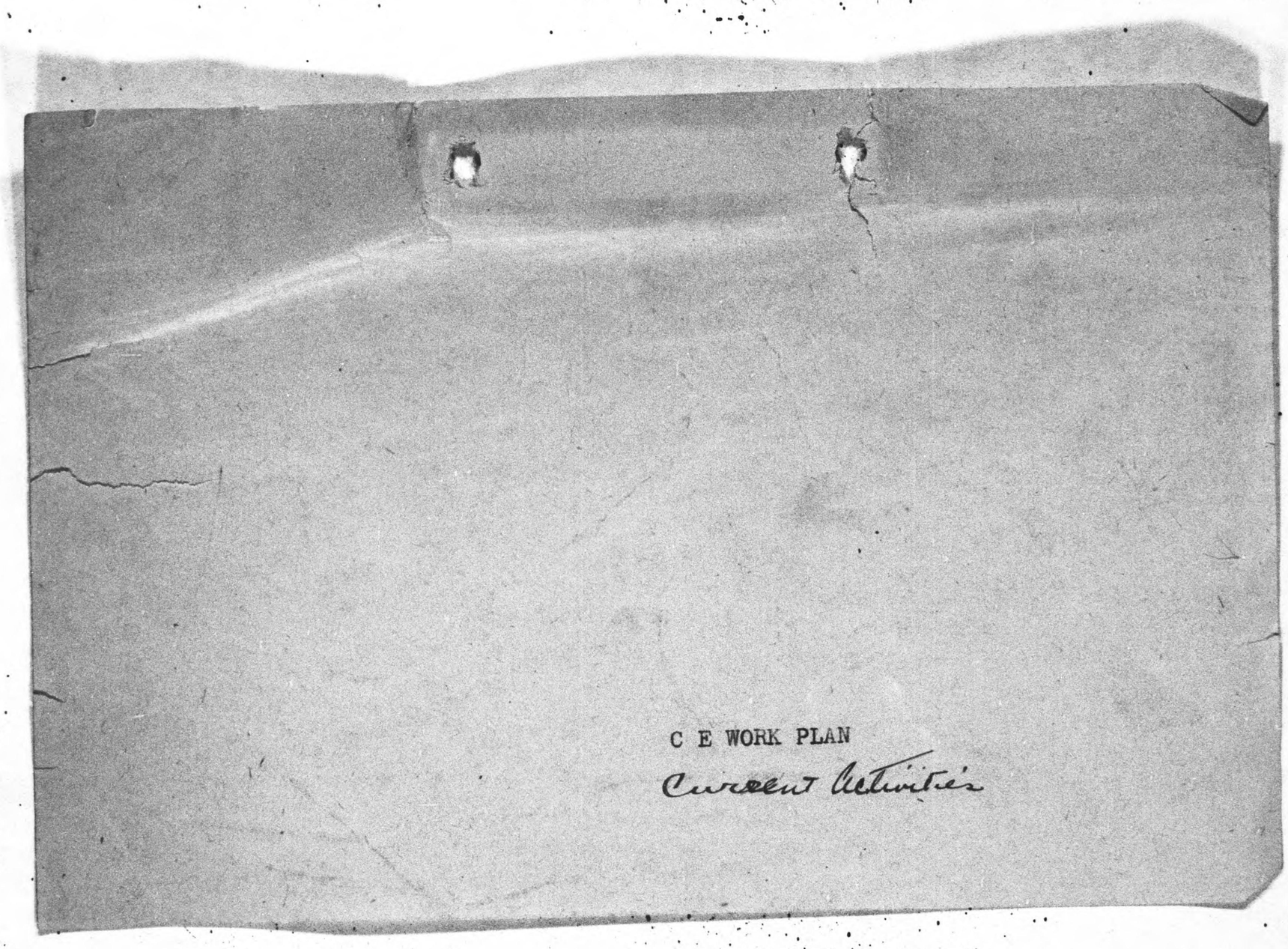

C E WORK PLAN

Current Activities

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11961

HYOGO CIVIL AFFAIRS TEAM
CIVIL EDUCATION SECTION
APO 317

JC/cm

1 August 1949

## CURRENT ACTIVITIES

1. School Inspections

There are in Hyogo Prefecture 1200 schools, both private and public. To date 437 of these schools have been inspected once and 85 have been re-inspected. School reinspections conclusively show that the recommendations made at the time of the initial inspection are put into practice & result in considerable improvement.

2. Boards of Education

This prefecture has seven local boards of education in addition to the prefectural board. These cover four cities, two towns and one village. The in-service-training of board members and their department chiefs is a continuing project since the boards are far from functioning as democratic boards of education.

The second phase of the training program, started in May, consists of monthly meetings with heads of departments. At these meetings various problem which have arisen in the course of the month are discussed for action and manner of presentation to the school boards. Emphasis is

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being put on necessity of coordination of activity between various sections, duties and responsibilities of section chiefs, significance of long range programs, study of population, educational and vocational trends, allocation of budgetary allowances, the keeping of records which will provide information on efficiency of every employee, every pupil and all important material. Among records which are suggested to be kept are those of teachers, principals, supervisors, janitors, bus drivers, nurses, pupils, budgets, repairs of buildings, current expenditures and receipts, school lunch funds and other internal accounts, books, supplies, and equipment inventories.

The topics covered at the last meeting were as follows: school districting, school space utilization, teaching load and teacher personnel, in-service-training programs, social education programs, the school library, Teachers' Union demands, public complaints and attacks on school administration. The discussion of these topics has led to the formation of two committees to study the two most pressing problems: Committee on Finance and Facilities and the Teaching Load Committee, which committees are studying the possibility of increasing the teaching hour load to ease the crowded classroom problem.

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3. Teacher Re-education

The following in-service training programs were initiated last month:

School Nurses Training Courses

New Education Law

Educational Psychology

School and Class Management

Music Curriculum

Science Curriculum

Methods of Teaching English

A broad training program is being carried out by the Hyogo Prefectural Research Institute with seminars for teachers of all grades and subjects, under specialist instructors. This research institute is also assisting each school in its own in-service-training program.

Thirty-five prefectural schools in addition to 19 sponsored by the Educational Research Institute have been designated as try-out-schools by the research Institute and local superintendents.

The courses in conversational English given by dependents of Kobe Base who volunteered from 1 ½ to 3 hours of teaching service weekly has been suspended for the month of August. The program, however, is to continue

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in September since it proved valuable in helping Japanese teachers of English become more proficient in the language and in stimulating their interest in the reading of American books and periodicals.

4. Social Education:

There still exists too much confusion of PTA with the pre-war Supporters' Association, especially in matters of autonomy, programs, and finance. This confusion is almost complete in rural areas and prevalent to a lesser degree in urban PTA's, some of which are even now showing encouraging signs of understanding real PTA functions. Seinen-dans in rural areas have made little progress away from government control, but are making a slow move toward reorganization into interest groups. Urban seinen-dans tend much more toward the desirable interest-group form, but with a far lower membership in proportion to the number of eligible young people. Fujin-kai members in this prefecture are gradually improving the community scope and intellectual level of their program activities, but individual member participation, especially in discussion techniques, continues to be poor. The three greatest evils of Japanese adult organizations - the feeling that the member serves the organization, lack of

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constructive programming, and undemocratic organization procedures, are gradually being remedied. However, much more intensive training of social education leaders, with surveillance to see that this training reaches the "grass roots," is needed. Especially important is further training in procedures of democratic organizations in order to prevent subversive elements from exercising influence out of proportion to their numbers.

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HYOGO MILITARY GOVERNMENT TEAM
CIVIL EDUCATION SECTION
APO 317

JC/mi

31 May 1949

## CURRENT ACTIVITIES

1. School Inspections

a. The chart shows total number of schools and total number of schools inspected in Hyogo Prefecture (to 30 April 49):

| | No. of Schools | | | Schools | Inspected |
|---|---|---|---|---|---|
| | Public | Private | Total | Inspected | More Than Once |
| Elementary School | 631 | 5 | 636 | 191 | 23 |
| Lower Secondary School | 356 | 42 | 398 | 129 | 12 |
| Upper Secondary School | 67 | 37 | 104 | 84 | 33 |
| Part Time Upper Sec. Sch. | 24 | - | 24 | 1 | - |
| Night Upper Sec. Sch. | 14 | - | 14 | - | - |
| Blind & Deaf School | 7 | - | 7 | 1 | - |
| College & University | 10 | 5 | 15 | 14 | 4 |
| Total . . . . . | 1,109 | 89 | 1,198 | 420 | 72 |

b. Inspection, visitation and revisitation of 10 or more schools of all levels per month, chief emphasis being placed on primary, lower and upper secondary schools.

c. Inspection of facilities, classroom teaching, administrative procedure, student activities, teacher training.

d. Consultation with principals and teachers on teaching and administrative methods, classroom procedures, etc., and recommendations for improvement.

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c. Field trips are planned from one to three weeks in advance in order to achieve wide geographic coverage of the schools of the prefecture.

2. Boards of Education

a. There are in this prefecture 7 local boards of education covering 4 cities, two towns and one village, in addition to the prefectural board of education.

b. Organization charts of the secretariats of the boards of education have been drawn up by the superintendents of education and their staff, with aid and advice of Military Government.

c. This Section maintains close liaison with each of the new boards of education in order that the new educational administrative system may function smoothly in the transition from central to local control. Emphasis is being put on necessity of coordination of activity between various sections, duties and responsibilities of section chiefs, significance of long range programs, study of population, educational and vocational trends, allocation of budgetary allowances, the keeping of records which will provide information on efficiency of every employee, every pupil and every important material. Among records which are suggested to be kept are those of teachers, principals, supervisors, janitors, bus drivers, nurses, pupils, budgets, repairs of buildings, current expenditures and receipts, school lunch funds and other internal accounts, books, supplies, and equipment inventories.

3. School Reorganization

a. Before reorganization of secondary schools in Hyogo Prefecture, there were 104 old middle schools, 66 prefectural, and 38 municipal. These were consolidated into 67 upper secondary schools, 59 coeducation.

b. Surveys are continuing to be made by education officials concerning full utilization of class room space and equalization of facilities between lower and upper secondary schools. School population figures, both students and teachers are being gathered and revised, to form a basis for school districting and distribution of teachers.

c. Emphasis is placed on coeducational and comprehensive-type upper secondary schools.

d. Part-time schools are being set up throughout the prefecture, at least one in each city and gun, utilizing upper secondary school facilities as far as possible, and supplementing these with lower secondary school facilities. Surveys are being made to determine numbers of student applicants for part-time schools in each district.

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4. Teacher Re-education

a. Up to April 1949, 31,980 teachers and other educational personnel have been screened in Hyogo Prefecture, and 151 were found unacceptable. Of those found unacceptable initially, 32 have appealed to the central screening committee and 8 were found acceptable. 144 Korean teachers have been screened and all found acceptable.

b. In-service training programs within each school are continuing, under the guidance of a prefectural committee and individual committees in each school. Critiques are made of this program in individual schools at time of inspection by Military Government.

c. A broader training program is being carried out by the prefectural research institute, with seminars for teachers of all grades and subjects, under specialist instructors. This research institute is also assisting each school in its own inservice training program.

d. In addition to these programs, in each city and gun there are professional study groups of teachers meeting once a month. Military Government representatives are inspecting and consulting with these groups from time to time, in various districts of the prefecture.

e. Besides the two Try-out Schools (attached to the boys' dept. and girls' dept. respectively of the Normal School) belonging to the Kinki Try-out School Association, in the prefecture there are 50 schools are being designated as try-out schools by the prefectural research institute and local superintendents. These schools serve as centers of inservice training for their districts, offering workshops and classroom demonstrations.

5. Adult Education and Women's Affairs

a. In Hyogo Prefecture there are presently about 380 women's associations, with 360,000 members, of which the greater part are local chapters of the Fujin-kai, a prefectural federation of women's associations. Military Government representatives are continuing to meet with officers and members of women's associations, advising them on the development of discussion methods and parliamentary procedure. One chief aim will be to develop women leaders in as many communities as possible.

b. Continuing efforts will be placed on coordination of school and community, particularly in regard to those districts that now have school boards. This means, in particular, the encouragement of PTA organizations, its extension and its improvement.

c. Following the I Corps plan, the prefectural Board of Education is sponsoring, with aid of Military Government, a large adult

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education program in 362 schools throughout the prefecture. The twenty courses include: civil education, civil information, legal and government, economics and labor, public welfare and public health.

d. An adult education program which has been continuing for the past 2½ years in this prefecture is the promotion of folk-dancing. Youth groups, teachers, students and PTA's are the chief groups interested and the spread of folkdance popularity has been great. A prefectural Folk Dance Society has been formed which sponsors monthly programs and assists in teaching the fundamentals of the sport to interested persons and groups in the prefecture.

6. Youth Groups

a. Boy Scout and G.S. troops have been formed within Hyogo Prefecture. Leadership training institutes have been held for Boy Scout and Girl Scout leaders sponsored by the prefectural Boy Scout Committee. Presently, a committee of 30 young women is receiving training in Girl Scout leadership work.

b. The Kobe Base American Girls Scout Committee has shown interest in working with the Japanese Girl Scout leaders and Girl Scout troops. A program of interchange of activities is in the planning process.

6. Student Council and PTA Activities

Plans are being drawn up to sponsor a debating contest between the student council and the PTA of each school on the most pressing school problem. The topic will be presented for discussion at a Student Council meeting and PTA meeting. A committee elected from among the student body, the PTA of the school, city and prefectural officials will act as judges.

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HYOGO MILITARY GOVERNMENT TEAM
CIVIL EDUCATION SECTION
APO 317

CJP/mi

1 February 1949

## CURRENT ACTIVITIES

1. School Inspections

a. The chart shows total number of schools and total number of schools inspected in Hyogo Prefecture (to 30 January 49):

| | Total | Schools Inspected | Inspected more than once |
|---|---|---|---|
| Elementary School | 625 | 176 | 20 |
| Lower Secondary Sch. | 359 | 114 | 9 |
| Upper Secondary Sch. | 66 | 59 | 24 |
| Private Sec. Sch. | 36 | 25 | 7 |
| College & University | 14 | 14 | 4 |
| Total | 1,100 | 388 | 64 |

b. Inspection, visitation and revisitation of 10 or more schools per month of all levels, chief emphasis being placed on primary, lower and upper secondary schools.

c. Inspection of facilities, classroom teaching administrative procedure, student activities, teacher training.

d. Consultation with principals and teachers on teaching and administrative methods, classroom procedures, etc., and recommendations for improvement.

e. Field trips are planned from one to three weeks in advance in order to achieve wide geographic coverage of the schools of the prefecture.

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2. Boards of Education

a. There are in this prefecture 7 local boards of education, in 4 cities, two towns and one village, in addition to the prefectural board of education.

b. An in-service training course for board members, and school administrators has been established by the Municipal College of Foreign Languages and Military Government to orient board members and others in their new responsibilities. Working procedures, budget-making, and school administration are the chief problems discussed in a series of 10 lectures and discussions on Wednesday mornings.

c. Tentative organiz ation charts of the secretariats of the boards of education have been drawn up by the temporary superintendents of education and their staff, with aid and advice of Military Government.

d. This Section maintains close liaison with each of the new boards of education in order that the new educational administrative system may function smoothly in the transition from central to local control.

3. School Reorganization

a. Before reorganization of secondary schools in Hyogo Prefecture, there were 104 old middle schools, 66 prefectural, and 38 municipal. These were consolidated into 70 upper secondary schools, 45 coeducational. Plans are prepared now for further consolidation into about 60 schools, at least 40 of which to be comprehensive, offering two or more courses: in most cases, academic, commercial and home economics. 20 buildings were transferred to lower secondary use and six buildings are housing both lower and upper secondary schools. All schools will be coeducational, with possible exception of a few technical schools.

b. Surveys have been made by education officials, and are continuing, concerning full utilization of class room space and equalization of facilities between lower and upper secondary schools. School population figures, both students and teachers are being gathered and revised, to form a basis for school districting and distribution of teachers.

c. Emphasis is placed on coeducational and comprehensive-type upper secondary schools, in order to carry out complete school districting planned for April 1949, at the beginning of the new school year.

d. Part-time schools are being set up throughout the prefecture,

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at least one in each city and gun, utilizing upper secondary school facilities as far as possible, and supplementing these with lower secondary facilities. Surveys are being made to determine numbers of student applicants for part-time schools in each district.

4. Teacher Re-education

a. Up to January 1949, 28,608 teachers and other educational personnel have been screened in Hyogo Prefecture, and 148 were found unacceptable. Between 1 September 45 and 7 May 46 4,140 teachers resigned their positions. Of those found unacceptable initially, 10 have appealed successfully and been reinstated. 75 Korean teachers have been screened and all found acceptable.

b. Inservice training programs within each school are continuing, under the guidance of a prefectural committee and individual committees in each school. Critiques are made of this program in individual schools at time of inspection by Military Government.

c. A broader training program is being carried out by the prefectural research institute, with seminars for teachers of all grades and subjects, under specialist instructors. This research institute is also assisting each school in its own inservice training program.

d. In addition to these program, in each city and gun there are professional study groups of teachers organized, meeting once a month. Military Government representatives are inspecting and consulting with these groups from time to time, in various districts of the prefecture.

e. Besides the two Try-out Schools (attached to the boys' dept. and girls' dept. respectively of the Normal School) belonging to the Kinki Try-out School Association, in the prefecture there are 45 schools designated at try-out schools by the prefectural research institute and local superintendents. These schools serve as centers of inservice training for their districts, offering workshops and classroom demonstrations.

5. Adult Education and Women's Affairs

a. It is planned to sponsor prefectural conferences for leadership training in youth and adult education, as a follow-up to the national and regional institutes. These prefectural conferences will also continue the program established during the last 6 months in Hyogo Prefecture, when six district and one prefectural conference on youth leadership training were held.

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b. In Hyogo Prefecture there are presently about 365 women's associations, with 360,000 members, of which the greater part are local chapters of the Fujin-kai, a prefectural federation of women's associations. Military Government representatives are continuing to meet with officers and members of women's associations, advising them on the development of discussion methods and parliamentary procedure. One chief aim will be to develop women leaders in as many communities as possible.

c. Both Boy Scout and Girl Scout troops have been formed, 7 of the former and 2 of the latter, within Hyogo Prefecture. Leadership training institutes have been held for both Boy Scout and Girl Scout leaders, sponsored by the prefectural Boy Scout Committee. It is planned in the near future to organize a Girl Scout Committee on a similar pattern.

d. Continuing efforts will be placed on coordination of school and community, particularly in regard to those districts that now have school boards. This means, in particular, the encouragement of PTA organization, its extension and its improvement.

e. Following the I Corps plan, the prefectural Board of Education is sponsoring, with aid of Military Government, a large adult education program in 362 schools throughout the prefecture. The twenty courses include: civil education, civil information, legal and government, economics and labor, public welfare and public health. A pilot-course will be offered in Kobe City on 8-12 March and the local courses will run throughout March and April.

f. An adult education program which has been continuing for the past 2½ years in this prefecture is the promotion of folk-dancing. Youth groups, teachers, students and PTA's are the chief groups interested and the spread of folk-dance popularity has been great. A prefectural Folk Dance Society has been formed which sponsors monthly programs and assists in teaching the fundamentals of the sport to interested persons and groups in the prefecture.

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I CORPS 3 MONTH PLAN

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## V Civil Education

Recent experiences with the Zenshinza should serve to call attention to the need for the establishment by boards of education of sound policies relating to the use of school buildings. While there is an aroused interest regarding the appropriate use of public school property, it is desired that Civil Education Officers suggest to superintendents and boards of education that, as a matter of general policy itinerant performers be denied the use of school buildings and grounds. Exceptions to such a regulation should be made only with the prior approval in writing of the school board having jurisdiction over the property in question. It should be pointed out that this suggestion is in line with the widely publicized advocacy of the practice of schools serving as the centers of their respective communities. The school-centered community is an ideal which should be translated into practice as rapidly as practicable. However, the activities carried on in and by schools, whether educational or recreational in nature, should be locally generated and locally controlled. In other words, the local school-community should be encouraged to make the fullest possible use of local talent and local resources of all kinds.

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TO I CORPS MILITARY GOVERNMENT PLAN - 1 October to 31 December 1948

CIVIL EDUCATION SECTION

1. Critique of Action of Previous Corps Plan

a. This is the fourth 3-months plan in education. It will vary from the preceding plans in that it will not spell out the priority projects in such detail but will leave this responsibility to the respective regions. One regional officer expanded the last 3-months plan into a 21-page document implementing in complete detail the priority projects and applying them to the regional scene and regional needs. Team officers in turn should take such regional plans and work out their own program of specific tasks.

b. Note that the priority projects in the current plan are similar to those in preceding plans. This is because most projects in Civil Education are of a continuing nature with no deadlines for accomplishment. The Civil Education Officer will refer to the former three-3-months plans for guidance in planning his own program, and it will be necessary for him to set his own deadlines on the basis of his own prefectural problems.

c. The first part of the list of priority projects concerns itself with school education. Adult education appears towards the end of the list. This does not mean, however, that school education should necessarily take priority over adult education. At certain times in the program adult education will be the foremost activity.

2. Priority Projects in Civil Education

I - School Inspection

a. The first responsibility of the civil education officer remains that of inspection of schools. A minimum of 10 educational institutions will be inspected or reinspected each month. The CE Officer need not make them all if he has assistants. Reinspections may be made by any military or the personnel attached to Education. In Annex E 1, list the number of schools inspected, the number reinspected, and the number visited. Note any unusual incidents.

b. Priority during this planning period should be given to primary schools, particularly try-out schools, lower secondary schools, and upper secondary schools. Inspect such try-out schools as have not yet been visited. Continue to assist them in extending their influence by means of conference, demonstration classes and workshops. Each school shouldbe evaluated on the basis of its degree of success in meeting the needs of the community. This is in regards to buildings, facilities, teachers, and curriculum. If it is desired to get an overall picture of the problems of a particular section, all inspections in a month might be limited to one district.

II - Board of Education

a. After the Board of Education becomes a reality, the CE Officer should work with the members of the prefectural board and as many local boards as possible briefing them on their duties, and discussing proper procedures and

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policies for a school board. This briefing should constitute an in-service training course of at least one meeting per week during the seven weeks preceding 20 November when the local boards begin operations and 30 November when the prefectural boards begin operations. Reference materials for the course are EM No. 929 and No. 914, "School Boards in Action," and materials from higher headquarters. Methods of promoting long range objectives such as educating the public at large in the duties andresponsibilities of the school boards and in their relationship to the boards are described on pages 7,8 of the plan for Civil Information Activities on the Board of Education Law.

III - School Reorganization

a. If the gains in school reorganization are to be held, constant attention must be paid to and frequent checks made of the prefecture plan for school reorganization at all levels. Emphasis should still be on provision of separate buildings as fast as possible in sufficient number to supply the needs of lower secondary schools, especially where upper secondary schools are obviously more numerous than prefectural needs or ability to afford. Priority should be given to lower secondary schools in plant, equipment, and teachers.

b. Specific areas for current reorganization include:

(1) Request a prefecture-wide survey by school education officials of all school buildings, use of rooms, use of buildings for other than legitimate school needs, andrelation of buildings to community or area needs. Size of school should depend on density of population and geography. No one pattern will suit all cases. Findings should include pupil-classroom and pupil-teacher ratio, and complete, detailed floorplans of all schools. The CE Officer will make an appraisal of the efficiency of usage, and advise the education officials on the basis of the survey.

(2) Class scheduling should be surveyed to achieve more effective instruction. CE Officers shouldwork with prefectural and individual school officials to create more reasonable time and course schedules. Large numbers of different courses each week, according to traditional scheduling should be discouraged. New upper secondary curricula are to be found in Matsugaku 156, an amended version of which is promised for November.

(3) Part-time and night schools for use of out-of-school youth and adults should be set up in as many standard secondary schools as possible so as to insure maximum use of the community's educational facilities. Part-time education may be secured during regular daytime hours by students who cannot take the time for or afford full-time schooling.

(4) The 3-year vocational courses in the lower secondary school should include a survey of all ways of making a living in the immidiate area as well as in Japan. This study should

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be closely related to other courses, especially social studies, and should be illustrated by visits to local industries, etc. The CE Officer should urge one of the teacher consultants tospecialize on vocational education, and should then guide and assist him to plan the introduction of graded vocational materials and experiences in all lower secondary schools in the prefecture.

IV - Teacher Reeducation

a. The 65-70 hour courses established by the Ministry of Education should be completed as soon as possible, and follow-up courses to those already completed should be carried on in smaller districts within each prefecture. The inservice training program within each school should review materials covered in the summer and autumn courses anddiscuss successful application of the principles in classroom work. By now in-service training should become a permanent program whichcontinues on its own momentum. It should have specialists among teacher consultants and others, and textual materials should be created locally, by teachers themselves in workshops, try-out schools, etc., by education officials, and by research agencies in the normal schools.

b. Try-Out Schools.

(1) The success of the Kinki-Try-Out School Association in providing educational leadership, in setting standards, and in producing materials has demonstrated the advantage of federation in this one area at least. It is recommended, therefore, that the regional and prefectural education officers encourage the idea of federation of a limited number of try-out schools into regional association. The problem will be to keep the standards high, and to inclddo all schools that have demonstrated a genuine desire to reform and improve their program, without at the same time having too many try-out schools. The number should not be greater than is possible for the CE Officer to visit at least once every three months. As a working guide, it is suggested that in the first phase of the program there be at least one primary and one lower secondary school in each gun. All schools should have a chance to compete for the honor of being nominated. It is felt that after almost two years of experience, certain Kinki prefectures are ready for phase two of try-out school development -- extending the organization horizontally throughout the entire prefecture. Kyoto and Shiga prefectures have already established subsidiary try-out schools associations and the original members are offering guidance to any school wishing to join. After a period of provisional membership the schools become full-fledged try-out schools. Eventually, the number of try-out schools should be legion.

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V - Adult Education

a. Adult education stands parallel with school education as a primary responsibility of the CE Officer. During the past 3 months regional adult education conferences have been held in all regions of I Corps. Similar conferences should be stimulated as a follow-up in each prefecture. Plans should be coordinated with the regional and corps Women's Affairs officer.

b. The goal of these conferences should be:

(1) Developing a corps of community leaders, including women, who will take independent action when faced with social issues, and who can guide, by means of panel discussion techniques and parliamentary procedure, the crystallization of community opinion on these issues.

(2) By tackling specific problems and arriving at clear-cut solutions, training citizens in techniques of group action for the solving of community problems.

(3) Bringing new school and social education officials together with their constituency in a friendly atmosphere so that the officials will have an opportunity for direct leadership and so that the public will demand performance of them.

(4) Developing organizations which will serve as media for dissemination of information on national as well as local problems. (Work with CI Officer on this).

The CE Officer will also establish close liaison with the Social Education Officer of the prefectural government (or his equivalent in the new set-up) briefing him on the proper scope of his program (See ltr I Corps, dtd 20 Jul 48) and guiding and assisting him in developing an overall program of strong, independent "adult-education" organizations, including women's associations, youth groups, Boy and Girl Scouts, PTA's etc., but insisting that the relationship of Social Education to these organization be that of a service agency, not a control agency.

As a focus for all adult education activities in the community, the CE Officer will work with the CI Officer encouraging the establishment of a few promising Citizens' Public Halls, to be then used as try-out institutions. They should be helped to develop democratic constitutions, procedures, and programs, which can be used as examples for the other CPH in the prefecture.

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To I Corps Military Government Plan for 1 July - 30 September 1948

## CIVIL EDUCATION

1. Critique of Action of Previous Corps Plan:

a. The second three months plan in civil education proved to be not only a useful guide but fairly close to the actuality of team officers' day-to-day responsibilities. During the period 15 February to 30 June 1948, most teams set up for themselves a plan of procedure in carrying out the priority projects. This required that they analyze the projects and set up a program of specific jobs. One officer kept a log book with each of the civil education projects on one side of the page and on the opposite page a day-to-day record of activities being carried out in that particular field.

b. Among past priorities, school reorganization proved to be the knottiest problem, with room left for improvement in every prefecture. It will continue to be a top priority project during the whole of the next year. School decentralization was delayed by the failure of the central government to pass the school board law. Teacher reeducation has been too often a matter of paper plans with no activity. It moves into second place in this plan in order to make most effective use of the teachers' time during the summer vacation period.

c. Corps did not give adequate leadership in the matters of budget or group leadership training. Assistance from SCAP CI&E in both these will be available during this current period.

2. Priority Projects in Civil Education:

I - School Inspection

a. The first responsibility of the civil education officer remains that of inspection of schools. A minimum of 5 educational institutions will be inspected each month, except during July and August, when schools are closed for the summer vacation. During July, as many as possible of the 5 will be completed, during August, no school inspections will be required. The time ordinarily given to school inspections should be devoted to spot checks of and participation in as many as possible of the teacher reeducation conferences and in-service training workshops which will be going on during those months.

b. Priority during this planning period should be given to: (1) try-out schools, (2) upper secondary schools, (3) Korean schools, and (4) normal schools.

(1) Try-Out Schools. Inspect as many try-out schools as possible before the summer conferences. Encourage the teachers who are capable of leadership to participate actively in those summer programs to which they have most to offer. Teaching units, audio-visual aids, materials, and all other teaching devices which can be shared should

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be brought to the conferences for illustration and discussion. Copies of all available materials produced in the try-out schools should also be forwarded to I Corps for evaluation and possible reproduction.

(2) Upper Secondary Schools. Inspections of upper secondary schools should be made in September to insure the greatest possible use of buildings, facilities, and teachers. Wherever maximum efficient use is not demonstrated, the prefecture should be urged to consider transfer to lower-secondary-school status. Such reorganization, of course, must be considered in relation to overall community needs.

(3) Korean Schools. An effort should be made in those prefectures where there are Korean schools to inspect, at least informally, and report on the conditions existing in presently operating Korean schools. Care should be taken not to stir up additional trouble, but the civil education officer has the responsibility for checking to see whether the Korean schools live up to the provisions of the school education law, as per recent agreement, and at the same time, that they are accorded fair and just treatment if they do so.

(4) Normal Schools. Because of the importance of normal schools in the summer reeducation program, surveillance should be exercised to insure that they are up to the highest feasible standards. In case a formal school inspection is deemed unnecessary by the team officer, informal visits and suggestions are indicated. Region or Corps will offer help in normal school inspections on request, if given due notice.

II - Teacher Reeducation

a. In-service training of teachers and principals is a high priority job during this summer. It is being planned nationally and the budget has not yet been fixed. At the earliest opportunity, however, the civil education officer will call in the school administrators responsible for the summer sessions in normal schools and universities, together with the school education chief, and will insure that (1) all possible areas, e.g., music, mathematics, social studies, etc., are covered; (2) the in-service courses supplement each other rather than conflict; (3) the basis for a permanent program of in-service training sessions are specific enough to be of immediate practical service to the classroom teacher.

b. New publications by the Ministry of Education will be helpful in all areas of retraining teachers. Text materials for use in the in-service training program may be found described in the SCAP CI&E bulletins. Especially to be recommended are such basic books as Educational Psychology, Volumes I and

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II, Handbook on Vocational Guidance, and Handbook on In-Service Training for Secondary Teachers.

c. The civil education officer should work closely with the school education chief, who will be informed through Japanese channels of national planning for summer sessions. He should encourage those teachers in the prefecture who did not attend last year's summer sessions to participate in at least once this year. Upper secondary teachers should also be urged to attend. It is suggested that the teachers union be used as one of the valuable media to sponsor and spread the retraining idea.

d. Special attention should be placed upon bringing the principals into the in-service training program. They should participate democratically in regular training courses along with their teachers. In addition, they should be organized into regular city, Gun, and prefecture meetings of principals to consider the principal's place as a leader and guide rather than dictator and to study the problems of democratic school administration.

III - School Reorganization

a. Continuing attention to secondary-school reorganization is essential if the program is to be a success. Many prefectures are already planning changes in keeping with Ministry instructions to take place before school opening in the autumn, before school opening in January, and before the new school year next April. September goals particularly need attention during this period. Emphasis should still be on provision of separate buildings in sufficient number for lower secondary schools, especially where upper secondary schools are obviously more numerous than prefectural needs or ability to afford. Priority should also be given lower secondary schools in equipment and teachers.

b. Specific areas for current reorganization include:

(1) A comprehensive curriculum in upper secondary schools for purposes of economy in space, teachers, and equipment.

(2) Coeducation in upper secondary schools, whever possible, in order to guarantee equal opportunity.

(3) Districting of upper secondary schools for purposes of economy and efficiency.

(4) A prefecture-wide survey by school education officials of all school buildings, use of rooms, use of buildings for other than legitimate school needs, and relations of buildings to community or area needs.

(5) Local building programs should be pushed so as to provide adequate plant for all levels of compulsory schooling at the earliest possible moment.

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(6) Class scheduling should be surveyed to achieve more effective instruction. Civil education officers should work with prefectural, Gun or district, city, and individual school officials on creation of more reasonable time and course schedules. Large numbers of different courses per week, according to traditional scheduling, should be discouraged. New upper secondary school standard curricula are promised by Ministry of Education for early summer.

(7) Stimulation of try-out schools and associations should be continuous. At region or team level associations should be stimulated to set up standards on the basis of which they will invite into the association those schools which express willingness to experiment and make changes, and which are capable of demonstrating to all of the teachers or other interested groups in the area democratic education methods and materials. Frequent conferences built around the try-out schools to discuss such experiments and their results are to be encouraged.

(8) Part-time and branch schools for use of out-of-school youth and adults should be stimulated wherever possible. Shortage of teachers and buildings may hamper this program as the Ministry of Education has suggested repeatedly. Wherever possible, secondary school buildings should be used during regular hours when space is available, and outside of regular hours, for part-time or branch schools. Courses can frequently be more personal and more liberal than in the traditional schools, allowing selection of courses according to needs.

(9) Higher education institutions should receive whatever help is possible in their attempts at being chartered. The July 31st final date for these chartering requests must be met if these institutions are to become 4-year colleges next April. They will need guidance in developing the various phases of their curricula and help in deciding whether two or more institutions should join together as a unified university. Normal schools especially will be needing help. Present technical colleges, may, and will be urged, in case of doubt, to consider becoming vocational upper secondary schools with one or two years of graduate instruction in specialized fields. Assistance in this area may be had from I Corps Headquarters upon request. (See CI&E Bulletin Vol. I No. 24, 9 Jun 48, pg 9)

IV - School Decentralization

Passage of the school board law providing for school decentraliza-

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tion is likely to occur during the current planning period. In order that the citizenry shall be prepared for their responsibility in the setting up of school boards, it will be necessary for military government to offer guidance and assistance on the following items:

a. Preparation of a local information program based on the plan which will be sent out from SCAP and Eighth Army.

b. Selection of a list of progressive, energetic candidates for the national training program for superintendents and teacher consultants scheduled to start on 1 September.

c. Guidance of the local citizenry in their selection of candidates for the new school boards, and encouragement of them to circulate petitions nominating worthy candidates.

V.- Adult Education

If community democratization is to be permanent and complete, the education of adults in matters affecting school, family, community, and national life must not be neglected. Adult education covers the activities of men, women, and youth organized in associations, unions, PTA's and citizens' public halls. The present pyramidal youth, women's and PTA organizations are almost always carry-overs from wartime organizations, and are still ruled in a dictatorial manner. During the ensuing three months, the civil education officer will encourage the development of strong individual associations wherever top-down federations which control subordinate units, exist. To this end the civil education officer carry on the following activities:

a. Women's Organizations. The civil education officer will encourage and assist in the holding of a prefectural women's leadership training institute. Delegates should include members of women's groups, working women, teachers, field representatives of women's and minor's bureau, college and university students. To assist in the orientation of and to establish the prestige of the chief of The Women's and Minor's Bureau, it is urged that she be encouraged to assist in the discussion of one of the conference topics. Conference agenda and a topical outline of subjects to be covered were handed out at the last I Corps conference. Follow-up work with individual associations will be necessary on the part of the civil education officer:

b. Parent-Teachers Associations.

(1) Work intensively with a few well-organized PTA's on principles, objectives, and programs.

(2) Hold open meetings to which the public is invited and the purposes and programs of PTA are explained.

c. Youth Groups.

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(1) Encourage local and Gun-wide leadership training courses for youth group leaders in a follow-up of the recent regional conferences. Select the most promising youth leaders for recommendation to the national training course projected for later this year.

(2) Guide, encourage, and assist independent youth groups which wish to break away from the traditional federation pattern.

(3) Help the youth groups to find adequate places to meet and have their offices. Suggested sites are the CPH's, Y.M.C.A., CI&E reading rooms, or any other available non-government building.

d. Citizens' Public Halls.

(1) Guide and assist the well-organized, active CPH's and use them as models for others already established but ineffective.

(2) Assist the officers of the CPH's in the establishment of education committees which will become democratic media for the self-education of the members on local and national problems.

(3) Survey the programs of CPH's to insure that they are using all possible community facilities and performing the greatest possible service to the community.

VI - Miscellaneous and Continuing Priorities

a. Certain projects are of continuing importance in a well-rounded civil education program and should be given incidental attention at all times.

b. First, is the encouragement of professional standards and a positive program for teachers' unions and other teachers' organizations. The civil education officer should recognize the interest of the teachers' union in all of the activities relating to the above priorities. The cooperation of the union in planning and carrying out programs for in-service training of teachers, school decentralization, and school reorganization should be encouraged. In addition, the educational committee of the union should become a strong positive information medium for all types of reform programs, including land reform, anti-blackmarket activities, and health activities. However, it is not desirable for the unions to gain control of the administration of schools, which is the responsibility of the duly elected school officials.

c. Second, health and safety should be a continuous, on-going

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program in education. Health and safety units should be a permanent feature of the curriculum at all levels. Encourage schools to survey their hazards and, wherever necessary, organize a school safety patrol.

d. Third, a student council should be encouraged in all schools of secondary grade. Make very plain its limitations so that students will not usurp the prerogatives of the faculty or administration. Suggest activities which will promote the betterment of school and community. Start this project with model groups in which techniques can be developed.

e. Fourth, teacher screening, especially of those teachers who resigned before April 1946 to avoid the purge and who now hope to reenter the teaching profession, should be a matter of continuing surveillance by civil education. It is suggested that teacher screening committees be asked to present periodical reports of their activities and that a file be kept of the purgees as well as of those who pass.

f. Military government should support the local screening committee in those cases returned from the central screening committee for more evidence. The civil education officer should work over the evidence gathered, make his own judgment on it, and if, in his opinion, the purge is reasonable, should send a report forward citing the evidence together with his own decision. Screening committees should not be allowed to become discouraged at the return of cases for further evidence.

g. Fifth, in the field of religion, a positive program is not indicated at the present time, but surveillance must still be exercised to prevent planned visits by schools to shrines and the forced collection of contributions for the support of Shinto shrines.

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ANNEX E

To I Corps Military Government Plan for 15 February - 30 June 1948.

## CIVIL EDUCATION

1. Critique of action on Previous Corps Plan: The civil education sections of all teams have made some progress on most items of the first Corps plan. They have in addition carried on a multitude of other activities, but they have not always given the plan priority attention. As a consequence, uniform progress has not been made on all frents. Teams have developed specialities, which are in themselves commendable, but which should be secondary to the main effort of implementing the plan. The responsibility of regional officers is:

a. To insure that the teams move forward simultaneously on all priority projects in education.

b. To give the projects the regional slant which will adapt them to the particular regional situation.

Such uniform coverage of priority programs in a region will reinforce the development of these projects in each individual prefecture. During the period 15 February - 30 June 1948, military government civil education officers will exert every effort to insure that the following objectives are accomplished:

2. Priority No. 1 - School Inspections:

a. The first responsibility of CE officers remains the same, that of inspection of schools. A minimum of 5 institutions will be inspected monthly with emphasis on primary and secondary schools. Additional schools may be revisited, especially these that evidenced trouble spots in the initial visit, but reports on them need not be made to higher headquarters unless the problems remain unsolved and higher headquarters should know about them. The school inspection should require from one-half to a full day and will cover all aspects of the school: administration, staff, pupils, curriculum, school plant, and community relations. It should culminate at the end of the inspection with a constructive critique given by the CE officer before the entire faculty, emphasizing the aims and methods of democratic education. One team has worked out a very successful inspection plan where by the school is notified of the visit and given time to prepare for it. The form for notifying the schools is now in the hands of each team. This headquarters recommends that the method be used, but not exclusively.

b. During the current priority program effort should be made to achieve as complete a coverage as possible of the schools of the prefecture.

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ANNEX E

To I Corps Military Government Plan for 15 February - 30 June 1948.

## CIVIL EDUCATION

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CIVIL INFORMATION EDUCATION

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Since all cannot be inspected, plan in advance to reach representative schools in all parts of the prefecture. Special effort should be made to reach those gun heretofore neglected. Priority should be given in school inspections to try-out schools, so that they can thereafter be used as demonstration schools and centers for conferences.

3. Priority No. 2 - Reorganization and Decontralization of the School System:

a. Surveillance over new secondary schools, lower and higher: The new upper secondary schools must be established, according to Hatsugaku 534, on 1 April 1948. Most old middle schools wish to raise their status and become upper secondary schools, but priority should be given to lower secondary schools, since they must provide for the newly-expanded compulsory education. The decision as to what type of school an old middle school is to become rests in the hands of the governor and his responsible school officials. He should consider the recommendations of the Temporary Conference Groups in this matter. The CE officer will request from the prefectural officials their plans for the reorganization of secondary education and insure that:

(1) standards as set up by law are met by the new secondary schools.

(2) Co-education is effected wherever possible.

(3) Equal educational opportunities are provided in all parts of the prefecture.

(4) A comprehensive curriculum is offered in the new higher secondary schools rather than a specialized one, as was the case in the old higher schools. (This does not preclude specialized schools in urban areas).

(5) An in-service training program for teachers is set up. Suggest that schools use the "Handbook on In-Service Training of Teachers" (available in March).

b. Temporary Conference Groups and Boards of Education:

(1) Temporary Conference Groups, the forerunners of Boards of Education, should now be operating in each prefecture, as provided by Hatsugaku No. 63. They should be planning bodies for long-range programs and should serve as advisors to local government in the field of education. Their immediate responsibility is to recommend which of the old

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middle schools should become lower secondary schools and which higher secondary schools. But the major purpose of the TCG is to pave the way for the new school boards. They should, therefore, have the responsibility for planning and executing a prefecture-wide information program on school decentralization based on the provisions of the new law establishing Boards of Education.

(2) At the prefectural level the TCG set up by Hatsugaku No. 63, has been found to be too large and unwieldly for practical purposes. It is suggested that the CE officer recommend to the prefecture TCG that they nominate from among their members a half-dozen representatives who will serve on a working committee, and who will hold regularly scheduled meetings with military government until the Ken school board is set up. The CE officer will request from this committee plans and blueprints for the long-range expansion of school plants necessary to provide for the compulsory years of education throughout the entire prefecture. This will require surveys at local levels which should be carried on by the local TCG in cooperation with the ken education officials.

(3) To assist in the effective decontralization of school controlled to transition from TCG to school boards, the CE officer, with the team information officer, will:

(a) Aid and assist the TCG in planning an information program as soon as the school board law is passed.

(b) Discuss with the ken TCG standards for the selection of candidates on the new school boards, and encourage them to circulate petitions nominating worthy candidates.

4. Priority No. 3 - Teacher Reeducation:

a. In order to improve the quality of teaching in Japan and insure that the best practices of the new democratic education are substituted for the old authoritarian teaching, the CE officer will aid the school authorities to organize a continuing program of reeducation of all teachers whereby they will meet regularly in faculty study groups in their respective schools.

b. The beginning course should equip the teachers with a greater mastery over the tools of their profession, such as subject matter, edu-

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cational psychology, and scientific teaching methods. Later units of study should make them aware of their responsibility to participate actively in community affairs through membership in such organizations as democratic teachers unions and parent-teacher associations. The goal of any effective in-service training program is to instill in the teachers the habit of professional improvement and a pride in their profession, and give them a chance to improve their status by promotion to more important jobs.

c. At the end of the first phase, which covered "The Tentative Suggested Course of Study, General, 1947", required in the first Corps plan, a committee of teachers in each school should plan the continuing course, using the experience gained during the past semester, and such advice as the prefectural education section can give them. It is particularly urged that the in-service training program be keyed to that broadcast by the national radio program on the Teachers Hour, Mondays, Wednesdays and Fridays, 1530-1600.

d. Principals should participate democratically in such training courses. In addition, they should organize regular city, gun, and ken meetings of principals to consider the principal's place as a teacher-supervisor and guide rather than dictater and to study the problems of democratic school administration.

5. Priority No. 4 - The Budget:

a. All prefectures are now preparing budgets for the fiscal year 1948. The CE officer in cooperation with the other officers on this team and under direction of the team commander should examine the budget and insure its adequacy and accuracy. The following suggestions given at the recent CI&E conference should be considered:

(1) Have the prefecture anticipate the total needs for the year as far as possible, taking inflation into account, so that supplementary budgets will not be necessary every few months.

(2) Watch for misleading items such as "miscellaneous expenses". Insist that the budget headings be itemized in detail so as to indicate exactly the nature of each expenditure.

(3) In listing the revenues the budget should distinguish clearly the amounts received from national, prefectural and local sources. The prefecture should not count upon voluntary contributions, such as collections from the PTA, is prohibited by the Ministry of Education.

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(4) Draw together from all parts of the education budget operating expenses, and distinguish them from capital outlay. Among operating expenses separate cost of personnel from all other costs. There is a shortage of materials, but not of personal services in Japan.

(5) Figure out the unit (per capita) cost for primary, junior high, senior high, and university education. Insist that the governor or school officials explain any remarkable difference between schools primary schools, and take action where are desirable.

6. Priority No. 5 - Health and Safety Curriculum:

a. Plan a prefecture-wide health campaign, in coordination with the team public health officer and prefecture health department, which will introduce units of health in each of the compulsory grades. Suggest to them the use of the T.B. material provided at the Kyoto conference, and get them to work out units of study on specifically local health problems. With the civil information officer plan an information program through press and radio, publicizing the same materials being taught in the schools. Also hit such habits as spitting, urinating, and defecating in the streets. Have the health campaign culminate in a prefecture-wide "Health Week".

b. On the basis of the I Corps safety plan, plan a prefecture-wide safety campaign to coincide with the opening month of school. Introduce units on safety in each of the compulsory grades and with the civil information officer plan an information campaign for the public, culminating in a prefecture-wide "Safety Week", and wherever necessary organize a school safety patrol.

7. Priority No. 6 - Parent-Teacher Associations: The CE officer has the responsibility of spreading the idea of democratic Parent-Teacher Associations by conferring with the Citizens Public Hall officials, Teachers Union officials, and Social Education officials to publicize the new type PTAs and enlist their aid in introducing the I Corps PTA pamphlets into each school in the prefecture. Conferences will be held to which the public is invited and the purposes and programs of the new-type PTA are explained. Only when there is a sufficient number of grass roots organizations, encourage a prefecture-wide federation which will become a planning body that will turn out monthly programs and educational material.

8. Priority No. 7 - Student Body Self-Government for New Junior and Senior High Schools: (See I Corps Military Government Plan for 15 November 1947 - 15 February 1948, Annex E).

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9. Priority No. 8 - Youth Groups:

a. Youth groups are floundering for want of definite direction and adequate leadership. The responsibility of CE for this period is to:

(1) Encourage the organization of at least one gun-wide leadership training course for youth group leaders. Materials for guiding the Japanese in setting up a leadership training course will be forthcoming from I Corps.

(2) Encourage the organization of a prefecture-wide Boy Scout Committee and a separate Girls Scout Committee which will set up a scout leader training course which may be held jointly. Boy Scout materials for this course are available from the chairman of the national committee, Mr. Tsuyo Mishima, 477 Yoyogi Hatsudai, Shibuya-ku, Tokyo. (See also document on "Japanese Boy Scout Movement", sent out by CI&E SCAP, last year). Girl Scout materials will be sent out from I Corps Headquarters.

(3) Help the youth groups find an adequate place to meet and have their offices. Suggested sites are the Citizens Public Hall, YMCA, CI&E Reading Room, or any other available non-government building.

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ANNEX E

To I Corps Military Government Plan for 15 November 1947-15 February 1948

## CIVIL INFORMATION AND EDUCATION

During the period 15 November 1947 - 15 February 1948 military government CI&E officers will exert every effort to insure that the following objectives are accomplished:

### INFORMATION

Objectives for the information program are outlined in Operational Instructions No.2, this headquarters, dated 17 October 1947. In addition, information officers will coordinate with other sections in developing effective publicity for programs described elsewhere in this directive.

### EDUCATION

(NOTE: Between now and the end of the present school year, 30 March 1948, it will be possible to introduce a number of new plans and projects (which are outlined below) into the schools. Inasmuch as they will of necessity be continuing programs, and will also depend on national legislation which is beyond local control, and will furthermore, be changes wrought in the minds of people, it will be impossible to place a hard and fast deadline on these activities and show tangible results at the end of that time. What can be measured is the introduction of the programs in all schools.)

1. Teacher Re-education:

a. The Ministry of Education has directed that all teachers will be indoctrinated in the "New Education". In few prefectures has this been systematic or effective. What is needed is a simple, compulsory, in-service training course whereby all teachers up to schools of university grade can study and discuss in small groups the materials coming down from research agencies of SCAP and the Ministry of Education.

b. The best beginning text on the new course of study is "A TENTATIVE SUGGESTED COURSE OF STUDY, GENERAL, 1947" published by the Ministry of Education. This text is, or should be, in the hands of every teacher in every school in the prefecture. It can be made the basis for uniform in-service training. If not already accomplished, a guided review of "GUIDE TO NEW EDUCATION IN JAPAN", 1946, Vol. I, Part A, "FUNDAMENTAL PROBLEMS OF THE ESTABLISHMENT ON NEW JAPAN", should be encouraged as preparation for the training course.

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c. CI&E officers will call in the Chief of the Education Section, and the Education and Welfare Department and urge that such an in-service course be launched throughout the prefecture by directive. If more copies of the text are needed, they can be obtained through Japanese channels. The Education Section is to be responsible for promoting the program, enlivening it by traveling panel discussion teams and lecturers, or radio programs interpreting or enlarging upon the basic text.

d. One effective approach (Suggested by Kyoto Military Government Team) is to divide the material into 30 units of study, each to form the basis for a one-hour discussion period. The prefectural Education Section then prepares a bibliography and a series of provocative questions for each unit to accompany the directions sent to each school. The entire faculty of each school should meet twice or three times a week, under chairmanship of the principal, and can thus complete the course in ten or fifteen weeks.

e. By that time the faculty will have become an effective study group, and can then continue with other nationally produced materials. Interest groups, such as Science, Mathematics, and Music teachers can meet separately to study and analyze their respective courses of study.

f. Special care will be exercised over participation in the program by middle and higher schools.

2. <u>Health and Safety Curricula for Elementary Schools</u>:

a. Plan with local doctors and educators health units to be introduced in each year of the primary school.

b. Plan with local police and educators safety units similar to those worked out by the Kyoto Education Section. These can be supplied by I Corps, together with an SOP for setting up a prefecture-wide safety campaign. Encourage schools to survey their hazards and organize a school safety patrol wherever needed.

3. <u>Parent-Teacher Association</u>:

Institute a prefecture-wide reorganization of the parents' organizations on the basis of the pamphlet prepared by this headquarters. By the end of the school year there should be a single, democratic PTA in each school of primary and secondary grade in the prefecture. Finally, when there is a sufficient number of grass-roots organizations, encourage a prefecture-wide federation which will become a planning body that will turn out monthly programs and educational material.

4. <u>Temporary Conference Groups</u>:

These are the interim boards of education recently organized by government direction. They are generally floundering for want of a definite job. Require them to become a community planning body and present before close of the school year a comprehensive two or five year plan for the educational

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development of the prefecture, the plan to include physical facilities as well as changes necessary to implement the requirements of the "New Education". Supervision of the planning will be made the responsibility of the Prefectural Conference Group. CI&E officers will emphasize that only definite, usable plans will be acceptable. Preparation of blue prints for physical changes should be possible within the plan period.

Ruhlen

5. Student Body Self-Government for New Middle and Higher Schools:

Set up standards for the organization of democratic self-government in schools of secondary grade. Make very plain their limitations, so that they will not usurp the prerogatives of the faculty or administration. Suggest activities which will promote the betterment of school and community. Start this project with a model group in which techniques can be developed. Later it can be extended to the schools at large.

6. Budgets:

Engel

Most prefecture are now preparing budgets for the fiscal year beginning next April. CI&E officers should examine the drafts and impress the Japanese with the imperativeness of providing funds at least adequate for the operating expenses of compulsory schools.

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8TH ARMY PRIORITIES

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HEADQUARTERS EIGHTH ARMY
PRIORITY OF MIL GOVT ACTIVITIES 17 June, 1949

SECTION V

CIVIL EDUCATION

1st Priority

1. Guidance to superintendents of education and boards of education in school administration and supervision.

2. In-service training of teachers, teacher consultants and principals.

3. Assistance to women's organizations and other adult groups in organizational techniques, leadership training and program planning.

2nd Priority

1. Conduct of school inspections during periods when schools are in session.

2. Leadership training for leaders of youth groups.

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Civil Education
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HEADQUARTERS EIGHTH ARMY
United States Army
Office of the Commanding General
APO 343

11 September 1948

AGMGX 300.

SUBJECT: Priority of Military Government Activities.

TO : Commanding General, I Corps, APO 301
Commanding General, IX Corps, APO 309
Commanding Officer, Chugoku Mil Govt Region, APO 317
Commanding Officer, Tokyo Mil Govt Team, APO 181
Commanding Officer, Shikoku Mil Govt Region, APO 1050
Commanding Officer, Kanagawa Mil Govt Team, APO 503
Commanding Officer, Shizuoka Mil Govt Team, APO 1007

1. Reference is made to letter, this headquarters, subject as above, dated 15 June 1948, covering priority of activities through September 1948.

2. The inclosed list establishes priorities for the period October through December 1948. It indicates the relative emphasis placed by this headquarters on the various activities under each section and is furnished as a basis for planning, subject to changes dictated by local conditions.

3. In the light of present shortages of personnel, the importance of careful, continuous and coordinated planning cannot be too strongly emphasized. Such planning will lead to the most efficient utilization of available personnel and transportation and insure relative coverage of the most important activities without omitting required action in secondary fields.

4. Nothing in the inclosure, hereto, should be construed as giving priority to any section of military government to the detriment of another section. The priority given is by activity within each section. All activities required of military government units are not included, but those requiring particular emphasis during the next quarter are listed. The order of listing within a given section priority is of no significance. All activities under a first priority are considered of equal importance, subject only to modifications based on local conditions.

5. Sufficient copies are included to permit distribution to prefectural teams if desired.

BY COMMAND OF MAJOR GENERAL RYDER:

s/ R. Schafer
R. SCHAFER
Lt Col, AGD
Asst Adj Gen

CIVIL EDUCATION SECTION
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1 Incl:
List of Activities

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77504

SECTION V

CIVIL EDUCATION Oct - Dec 45

1st Priority

1. Decentralization of control of the public school system as provided by the Board of Education Law, to include informing the public of the needs and purposes of decentralization, the provisions of the law, and the necessity of voting for well-wualified board members. (Coordinate with the civil information officer.)

2. Organization and operation of democratic women's groups.

3. Reorganization of the school system.

2nd Priority

1. In-service training of teachers.

2. Development of democratic parent-teachers' associations.

3. Organization and development of democratic youth organizations, to include the training of leaders.

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## SECTION V

## CIVIL EDUCATION

### 1st Priority

1. Conduct required school inspections:

   OD 92 (1946) and Slants 1 and 2 - Inspection of Japanese Education Institutions.

2. Assist and advise the Japanese in the decentralization of control of the school system, when provided by law, to include informing the public of the needs and purposes of decentralization, the provisions of the Local School Board Law, and the necessity of voting for well qualified board members in the coming elections of school board members. (Coordinate with civil information officer.)

3. Maintain surveillance over, encourage and assist the Japanese in the reorganization of the school system to conform to the 6-3-3 plan:

   OD 19 (1947) - Civil Education Program.

### 2nd Priority

1. Assist Japanese education officials and school principals and teachers in the in-service training of teachers.

   OD 19 (1947) - Civil Education Program.

2. Assist Japanese women in the organization of women's groups which are democratically established and operated.

3. Assist communities in the development of adult education groups and parent-teachers associations which are democratically established and operated.

   OD 19 (1947) - Civil Education Program.

### 3rd Priority

1. Encourage and assist communities in the establishment of democratic youth organizations, to include the training of leaders for such organizations.

   OD 19 (1947) Civil Education Program.

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2. Maintain surveillance over the screening of teachers.

   OD 2 (1947) - Surveillance of Teacher Screening Committees.

3. Maintain surveillance in the fields of religion, arts and monuments.

   OD 21 (1947) - Funerals, Memorial Services, Monuments for War Dead, Militarists and Ultra-nationalists.

   OD 65 (1947) - Extension of aid to Missionaries.

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## SECTION V

## CIVIL EDUCATION

### 1st Priority

1. Conduct required school inspections:

   OD 92 (1946) and Slants 1 and 2 - Inspection of Japanese Educational Institutions.

2. Assist Japanese education officials and school principals and teachers in the in-service training of teachers.

   OD 19 (1947) - Civil Education Program

3. Assist Japanese women in the organization of women's groups which are democratically established and operated.

### 2nd Priority

1. Assist and advice the Japanese in the decentralization of control of the public school system, when provided by law, to include informing the public of the needs and purposes of decentralization, the provisions of the Local School Board Law, and the necessity of voting for well-qualified board members in the October elections of school board members. (Coordinate with civil information officer.)

2. Assist and advice Japanese education officials in the reorganization of the school system to conform to the 6-3-3 plan:

   OD 19 (1947) - Civil Education Program.

3. Assist communities in the development of parent-teachers associations which are democratically established and operated.

   OD 19 (1947) - Civil Education Program

### 3rd Priority

1. Assist communities in the organization and development of democratic youth organizations, to include the training of leaders for such organizations.

2. Assist Japanese officials in planning and conducting a school lunch program that serves the maximum possible number of pupils. (Coordinate with the team public health officer and public welfare officer.)

   OD 19 (1947) - Civil Education Program



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d. Disaster relief plans - OD 62 (1947) and Slants 1 and 2 - TB-PH-Wel 10 National Disaster Law and Ordinances.

e. Welfare institutions - OD 9 (1947) and OD 3 (1947).

2nd Priority

1. Community Organization: TB-PH-Wel 2, 4, 6 and 8.

Stimulation of public interest and participation in welfare activities.

a. Coordination of community welfare agencies and programs.

b. Community fund raising campaigns for private welfare agencies.

c. Continuing comprehensive public information activity.

3rd Priority

1. Foreign Nationals' Welfare: OD 14 (1948); TB-PH-Wel 1 and 9.

a. Distribution of supplemental rations of prescribed quantity and quality.

b. Public assistance for needy foreign nationals.

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3. Maintain surveillance in the fields of religion, arts and monuments.

OD 21 (1947) - Funerals, Memorial Services, Monuments for War Dead, Militarists and Ultra-Nationalists
OD 65 (1947) - Extension of Aid to Missionaries

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HEADQUARTERS EIGHTH ARMY
United States Army
Office of the Commanding General
APO 343

AG 300.1 (MG-X) 9 December 1947

SUBJECT: Priority of Military Government Activities

TO : Commanding General, I Corps, APO 301
Commanding General, IX Corps. APO 309
Commanding Officer, Chugoku Mil Govt Region, APO 317
Commanding Officer, Shikoku Mil Govt Region, APO 317
Commanding Officer, Tokyo-Kanagawa Mil Govt Dist, APO 503

1. In order to aid military government team commanders in planning their work to the end that the major efforts of available personnel be devoted to the most important subjects, there is inclosed a list of activities considered most important at this time, arranged in order of their priority. It should be understood, however, that while the most important activities should consume the major part of the time of military government teams, some attention may have to be devoted to activities of lesser importance. The list should be used im planning military government work during the period from now until the end of March 1948. Prior to that time the list will be revised in line with new developments and directives issued by the Supreme Commander. Too, in view of the possible early issue of additional directives, it may be necessary for regional and prefectural team commanders to make minor modifications prior to the end of March.

2. Nothing in these inclosures should be construed to give priority to any section of military government to the detriment of another section. The priority given is by activity within each section. Sufficient copies are inclosed to permit distribution to prefecturad teams in case you desire to do so.

BY COMMAND OF MAJOR GENERAL RYDER:

/s/ R. Schafer
/t/ R. SCHAFER
Lt Col, AGD
Asst Adj Gen

1 Incl
List of Activities

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## SECTION V

## CIVIL INFORMATION AND EDUCATION ACTIVITIES

### 1st Priority

Conduct required school inspections: OD 92 (1946) - Inspection of Japanese Education Institutions.

### 2nd Priority

Maintain surveillance over, encourage and assist in the reorganization and decentralization of the school system: OD 19 (1947) - Civil Education Program.

### 3rd Priority

Assist and encourage the Japanese in the civil education program with special attention to the in-service tranining of teachers, adult education, development of democratic youth organizations, and the screening of teachers: OD 19 (1947) - Civil Education Program.

### 4th Priority

Assist other sections of the team in promoting their information programs: OD 57 (1947) - Civil Infomation Activities.

### 5th Priority

Local promotion of national information programs: OD 57 (1947) Civil Information Activities

### 6th Priority

Development of and reporting on local information media and organization: OD 57 (1947) - Civil Information Activities.

### 7th Priority

Maintain surveillance in the fields of religion, arts, and monuments: OD 21 (1947) - Funerals, Memorial Services, Monuments for War Dead, Militarists and Ultranationalists; OD 65 (1947) - Extension of Aid to Missionaries.

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Chapter 6

## CIVIL EDUCATION

1. MISSION. - The mission of military government in civil education is to provide essential guidance and assistance to the Japanese with reference to:

a. The establishment of a democratic school system which will give equal educational opportunity to all its youth irrespective of social, economic, political, religious, or racial background.

b. The elimination of all militaristic and ultra-nationalistic influences from their educational program.

2. GENERAL.

a. Operating procedures of general application are contained in Chapter 3.

b. From the point of view of the regional team the following additional procedures are desirable:

(1) Inspect educational institutions throughout the region. Accompany each prefectural civil education officer on a few school inspections and learn the problems facing these institutions. Study these problems and seek solutions to them so as to be better prepared to advise team civil education personnel in the solution of similar problems. Suggest methods of improving the quality of school inspections. Stress the value of school inspection reports.

(2) Encourage team civil education officers to assist the Japanese officials in making long range plans for:

a. Inauguration of the 9th school year in 1949.

b. Redistricting where necessary.

c. School budgets.

d. Future building programs.

e. Establishment of lower secondary schools.

f. Establishment of upper secondary schools and vocational schools.

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(3) Study and become familiar with all teacher screening directives. Assist team civil education officers in giving guidance to local screening committees in the preparation of evidence to be forwarded to the Central Inquiry Committee in cases where teachers who have been screened out have appealed to that committee.

(4) Direct the activities of the Japanese Arts and Monuments Field Inspector employed in the region under the provisions of OD 23 for 1948. Cause him to maintain close liaison with the regional civil education office and to keep the civil education officer informed of his activities.

(5) Keep maps posted of the region and of each prefecture showing the status of school inspections. Post charts showing the status of teacher screening by prefecture, the number of schools of each type in each prefecture, the number of schools inspected, the number of teachers holding each class certificate, the current teacher shortage, the number of school houses under construction, the number of PTA's, et cetera.

c. From the point of view of the prefectural team, the following additional procedures are desirable:

(1) Maintain a map of the prefecture showing the status of school inspections. Post charts showing the status of teacher screening, the number of schools of each type in the prefecture, the number of schools inspected, the number of teachers holding each class certificate, the current teacher shortage, the number of school houses under construction, the number of PTA's, et cetera.

(2) Confer frequently with local agencies, associations and organizations whose functions deal with formal education, adult education or youth activities. Explain particular programs initiated by GHQ, SCAP within their fields. Encourage them to carry out these programs. Determine what difficulties they are meeting and assist them in solving their problems.

(3) Determine by means of conferences, inspections, translations from local newspapers, et cetera, whether education officials are using all means available to

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inform the people of the need of, and the benefits to be derived from, all reforms initiated by GHQ, SCAP or by the Japanese government in the field of education. Coordinate this matter with team civil information section.

(4) Confer with the education section of the prefectural government and determine whether the school inspectors or teacher consultants have received the new "Handbook for Teacher Consultants". Call a conference of these inspectors or teacher consultants and determine what use they are making of the handbook. Instruct them in the proper methods of using it and in proper methods and techniques to use in supervising and assisting classroom teachers.

(5) Encourage Japanese officials to establish sections on social education and library service within the education section if this has not been done.

(6) Encourage Japanese officials to appoint professional educators (qualified by training and experience) to all administrative or supervisory positions in the educational section of the prefectural government as vacancies occur. Request the team commander to impress on the prefectural governor the importance of and necessity for this action.

(7) Encourage Japanese officials to set up training courses for supervisory officials in education and assist them in organizing these courses.

3. SCHOOL INSPECTIONS. - Conduct a minimum of five school inspections each month as prescribed by OD 92 for 1946, as amended, and submit reports of these inspections to higher headquarters. Observe the following methods and techniques in connection with school inspections:

a. The five school inspections on which reports are rendered should be made by the civil education officer. If it is impossible for him to make all five of the inspections his principal assistant should make the remaining ones. As many inspections of other schools should be made by assistants as the volume of other necessary work will permit.

b. Use at least an entire day to inspect a school.

c. Conduct the majority of inspections in elementary and secondary schools.

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d. Over a period of several months, spread inspections throughout the prefecture. In addition to the minimum five schools inspected monthly, make reinspections of schools from time to time to insure that deficiencies noted at the original inspection have been corrected.

e. In addition to ascertaining the information required on the school inspection report, determine the major problems being faced by the school. Suggest solutions to these problems. Hold a conference with the teachers before leaving the school. Point out to them the good things observed and things needing correction. Suggest proper corrective action. Suggest good teaching techniques.

f. Hold a conference with the principal. Give him suggestions on improving the administration of the school, the use of teachers and teaching loads, schedule making, physical education program, lunchrooms, extra-curricular activities and student government activities.

g. Determine if the school has received its share of new textbooks. If it has not, report that fact to the prefectural education officials and follow up on their corrective action.

h. As a result of the facts, observations and conclusions gained from school inspections, confer with the prefectural education officials (including teacher consultants or inspectors) and recommend improvements that should be made throughout the entire prefecture. In this way the education officer can spread his guidance over the entire prefecture. During subsequent inspections, check to see if these improvements have been made or to what degree they have been made. Confer again with the officials and point out improvements that should be made. The process is a continuing one.

i. Study ways and means of improving school inspections. New techniques discovered as a result of these studies should be passed on to the regional civil education officer and by him to the other civil education officers in the region.

4. IN-SERVICE TRAINING PROGRAM FOR TEACHERS. - Assist and encourage the Japanese to establish an "in-service" training program for teachers as directed in paragraphs 2d and 3c of OD 19 for 1947. In this connection the following are essential activities.

a. Assist principals and teachers in:

(1) Scheduling and conducting regular teacher conferences. These conferences should be planned by the teachers themselves and the subjects discussed should deal with the improvement of teaching methods and techniques and

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the use of the "Course of Study".

(2) Organizing study groups of specialized teachers, such as social studies teachers or mathematics teachers, by interested groups of teachers. These groups should study methods of teaching in their particular fields.

(3) Organizing groups of teachers to listen to the "Teachers' Hour" broadcast by the Broadcasting Corporation of Japan. If it is impossible for all teachers to listen in, a few should do so and report on the program at a teachers' meeting held later in the week.

(4) Sending teachers as delegates to regional educational conferences scheduled by the Ministry of Education. For example, if a conference on secondary education is conducted, each secondary school should send delegates. When these delegates return to the school they should pass on the information obtained to the remainder of the teachers at a teachers' conference called for that purpose.

(5) Establishing teachers' reference libraries. These libraries may consist of only a very few professional books, magazines and journals. A teachers' room or a separate room may be used as a library depending on the number of books, magazines and journals available.

(6) Using the Ministry of Education handbook on the "in-service" training of teachers. This handbook encourages each school to organize an in-service training program on a yearly basis and suggests ways and means of doing so. Education officials, principals and teachers should be urged to make full use of it.

b. Assist the prefectural education officials in:

(1) Establishing demonstration or experimental schools, possibly in connection with normal schools, where new methods of teaching can be tried out and perfected for other teachers to observe. Plans should be developed which permit the maximum possible number of teachers to attend these demonstration schools.

(2) Arranging demonstration classes, possibly in each school, for teachers to observe. Methods found to be

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most successful in the demonstration schools should serve as a basis for these demonstration classes.

5. TEACHER SCREENING. - Maintain close liaison with the prefectural teacher screening committee to insure that all teachers guilty of militaristic and ultra-nationalistic activities are removed from the schools. In order to accomplish this mission:

a. Become familiar with Imperial Ordinance 263, May 1947, Ministry of Education Instructions (Mombusho Munrei) Number 3, 1 May 1947, and all other directives on screening published by the Ministry of Education. Imperial Ordinance 263 has been issued to all military government teams. The Ministry of Education directives can be obtained from the prefectural education office.

b. Request regular activities reports from the screening committee in order to keep informed of its activities.

c. Maintain a list of all teachers who are screened out or purged to insure that these persons are not allowed to hold official office in the government or in educational positions. Be on guard to insure that purged teachers do not continue their influence in the schools.

d. Instruct the screening committee on how to prepare the necessary evidence to forward to the Central Inquiry Committee in cases where screened-out teachers have appealed to that committee. Encourage prompt action in the preparation and forwarding of these cases.

6. REORGANIZATION OF THE SCHOOL SYSTEM. - Assist in the reorganization of the school system along democratic lines and in accordance with the "6-3-3 plan" by performing the following functions:

a. Make a careful study of the existing school system in the prefecture to include the number of schools of each type, the number of students attending each type, the distance traveled by students, the condition of school houses, and the number of children of school age who are not attending school.

b. As a result of this study give guidance and assistance to Japanese education officials in determining the number of schools of each type which should be established and where they should be located, the best use of present buildings, the repairs needed on these buildings and the planning of future building programs based on the needs of the different communities. It should be kept in mind that each school adminis-

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trative district should contain all elements of the "6-3-3 plan" of organization.

c. Assist education officials in working out plans to provide for the compulsory 9th year in 1949.

d. Assist education officials in eliminating from public schools all methods of school entrance selection based on economic status, family position, creed, or political belief.

e. Assist Japanese officials in the preparation of education budgets. Check on the sources of revenue. Advise them against counting contributions and donations as sources of revenue. Teach them to list each item of the budget separately so that it may be defended. There should be no concealed items (items which are included with more important ones so as to conceal their identity and draw attention away from them) in the budget. The budget should show unit cost of operation for all types of schools.

f. Through school inspections determine if the schools have received the new textbooks. Check through education officials to determine if all schools have received their share of these books. If not, make recommendations to correct discrepancies in the system of distribution.

g. Encourage officials to furnish as much equipment for the schools and as many teaching aids for the teachers as the budget will allow. Instruct the education officials in the preparation of simple, inexpensive teaching aids so that they may in turn instruct all the teachers of the prefecture in the preparation of these materials.

h. Assist education officials and school principals in planning and developing health and sanitation programs in each school. Coordinate with the team public health officer in this work.

i. Assist principals and community leaders in the establishment of the new-type democratic parent-teacher associations. Strive to have a PTA in each school. Coordinate with the team civil information officer in publishing the need for, and the advantage to be derived from PTA's.

j. Encourage the establishment of co-education as a basic pattern in education in order to provide equal educational opportunity for and normal social development of boys and girls. However, do not attempt to force co-education upon the Japanese because the final decision in this matter rests with the Japanese themselves.

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k. Assist private schools in the solution of their problems when possible.

7. LOCAL CONTROL OF THE SCHOOL SYSTEM. - Furnish guidance and assistance to the Japanese in the decentralization of control of the school system as provided for by the Local School Board Law. The following activities should be initiated:

a. An information program should be planned in conjunction with the team civil information officer to point out to the people:

(1) The purpose of the law.

(2) The provisions of the law.

(3) The method of selection, and the powers and duties of school boards.

(4) The importance and value of school boards and their great responsibilities to the people of Japan as their representatives in school affairs.

(5) The qualifications of a good school board member and the necessity for selecting the best qualified people available.

(6) The method of nomination and election of candidates.

b. After the election of school boards, furnish guidance to each board in the selection of a superintendent of education and in the administration of the schools in its district. Make every effort to secure the appointment of men qualified by experience and training to be superintendents of education.

c. When the superintendents of education have been appointed, furnish them guidance and assistance in the performance of their duties. Maintain close liaison with each superintendent and assist him in solving administrative and supervisory problems as they arise.

8. WOMEN'S AFFAIRS. - Encourage and furnish guidance and assistance to women's organizations throughout the prefecture. Responsibilities in this field include the following:

a. The democratic organization and conduct of these groups. Teach them correct parliamentary procedure. Help them to draw up their constitutions and by-laws.

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b. Encourage the abolition of large, unwieldly organizations and the establishment of smaller organizations based on the interests of the various groups. Large groups are easily dominated and controlled by political parties or by government officials. Make every effort to avoid such control, or, if it already exists, to abolish it.

c. Encourage and assist these groups to run their own affairs without relying on male advisors.

d. Assist them in planning programs aimed at informing women of their rights and duties as citizens of a democracy. Suggest programs that explain the necessity for and the objectives of the major reforms in the school system, agricultural activities, labor relations, food collections, public health, public welfare, local and national government, and industry. Maintain close cooperation with the team civil information officer for ideas and materials for these programs and for suggestions as to the proper time to use them.

e. Impress continually upon women that their rights, responsibilities and duties as citizens are exactly the same as those of men and that men and women must work together in order to build a democratic Japan.

f. Impress upon women that it is their duty as citizens to vote in every election and that they should decide how to vote after a study of the candidates and issues involved and not be influenced by how others vote or by how others tell them to vote.

9. TEACHERS' UNIONS. - Encourage teachers' unions to devote their efforts toward the improvement of teaching conditions, professional standards, and salaries of teachers, rather than toward attempting to control school administrative affairs. Encourage the teachers' unions to reduce the number of teachers devoting their entire time to union affairs instead of classroom teaching. Point out to union leaders that a teachers' union which aims its activities only at selfish goals, such as acquiring political power, will ultimately injure itself, the teachers, the schools, and the children of Japan. Also explain to union leaders that when they ask the government for an increase in teachers' salaries, they should be able to point out professional improvements the teachers are making to deserve the salary increase.

10. ADULT EDUCATION. - Assist the Japanese in carrying on a program of adult education. The following are definite activities which should be carried on in this field.

a. The establishment of local organizations (clubs, PTA's,

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farmers' associations, discussion groups, women's groups, et cetera) in order to provide democratic media for the expression of opinion by adults on local and national problems and for the dissemination of information. Coordinate this program with the team civil information officer.

b. The establishment of Citizens' Public Halls and their inspection as they are established, making certain that they are operating as prescribed in the Ministry of Education directive, Hatsu-sha #122, dated 5 July 1946, subject: "Citizens' Public Halls: An Outline of Their Creation and Management". Coordinate this program with the team civil information officer.

c. The encouragement of community use of school plants for evening classes for part-time students and adults, discussion forums, recreation programs and PTA meetings.

d. The assistance of colleges and universities to establish extension courses for adults and their guidance in the selection of courses desired by the greatest number of people.

11. YOUTH ORGANIZATIONS. - Render assistance to communities in the development of youth organizations. Give particular attention to the selection and training of leaders of such organizations. Prevent the establishment of any organizations of the pre-war and wartime Seinen Dan type or the utilization of youth organizations for political, nationalistic or militaristic purposes. The civil education officer should:

a. Make a special report to higher headquarters without delay of any unwholesome or undesirable activities or practices discovered in connection with youth organizations.

b. Recommend the establishment of only 3 or 4 Boy Scout troops in each prefecture for the present. Scout uniforms, the flag ceremony and the study of the Morse or other codes are not recommended at the present time, but badges are permissible. Upon receipt of an operational directive concerning Girl Scouts, assist in the organization of Girl Scout troops according to the provisions of the directive.

c. Organize leadership training courses for youth group leaders in each gun and assist officials in finding a place in each community for youth groups to meet.

d. Endeavor to keep youth groups free of control by prefectural officials.

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12. RELIGION.

a. Maintain close liaison with prefectural officials to insure that the occupation objectives in the field of religion are understood and accomplished. These objectives are:

(1) To establish and foster freedom of religion.

(2) To separate church from state.

(3) To prevent government sponsorship and support of State Shinto and the dissemination of its doctrines.

(4) To prohibit militaristic and ultra-nationalistic movements from functioning under the guise of religion.

b. The civil education officer should familiarize himself thoroughly with OD 21 for 1947, subject: "Funerals, Memorial Services and Monuments for War Dead, Militarists and Ultra-Nationalists" and with SCAPIN 448. Report violations of a serious nature to higher headquarters by means of a special report.

13. MISCELLANEOUS PROGRAMS.

a. Assist town and city officials in planning public playgrounds and recreation facilities for young people.

b. Encourage colleges, universities and technical schools to furnish scholarships or to establish other means of assisting capable and deserving students of low economic resources.

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# Chapter 7

## CIVIL INFORMATION

1. MISSION. - The mission of military government in civil information is to:

a. Observe Japanese civil information activities and report, as required, to higher headquarters.

b. In consonance with the policies and programs of higher headquarters, stimulate and assist the development of information media and organizations, and the planning and conduct of civil information activities.

2. DEFINITION. - Civil information is the collecting, organizing, and imparting of timely and essential knowledge to a population or a segment thereof.

3. APPLICATION TO THE OCCUPATION. - Occupation programs to democratize Japan are dependent for ultimate success upon the enlightened, voluntary action of the Japanese people. For example, land reform can become a fact by means of direction; it can be preserved and continued only through the intelligent effort of the Japanese people to preserve the conditions which make it possible. Intelligent effort must be based upon knowledge. Therefore, civil information, the means by which knowledge is made available to the Japanese people, is essential to implementation of occupation programs. It is usually the first step in the implementation.

4. EFFECTIVENESS. - The effectiveness of a civil information program depends upon its volume, scope and timeliness. Though not directly measurable, the effectiveness can be estimated by results in the program which is being published. Thus, the percentage of votes cast correctly at the polls is a fair indication of the success of an information program to explain the mechanics of voting.

5. OBJECTIVES. - The objectives of military government civil information activities are to:

a. Insure that the Japanese individual is provided with knowledge upon which he can base decision and voluntary action to protect his civil liberties and discharge his civil responsibilities.

b. Insure that representatives of Japanese information media and organizations are indoctrinated in the privileges and responsibilities attached to their positions.

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POLICY SUMMARIES
I CORPS

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11504

Policy

Civil Education - File

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

RSA/mo

CP

AG 000.8 - BA

14 July 1948

RECEIVED 19 JUL 1948 HYOGO MG TEAM

SUBJECT: Civil Education Policy Summary

TO : See Distribution

1. This letter is the second of series of policy summaries in the field of education which gather together in one place the currently stated policies from higher headquarters.

2. As will be noted, policy is frequently found in indorsements to a single team which would not otherwise get general circulation. For your information each statement of policy is followed by a reference to the letter from which it was extracted.

3. ENTRANCE EXAMINATIONS FOR STUDENTS OF PRIMARY SCHOOLS ATTACHED TO NORMAL SCHOOLS

"1. The practice by certain normal schools of requiring entrance examinations of children desiring to enter their attached primary schools is legal.

2. The Ministry of Education is aware of the professionally unsound aspects of this practice, and attempts are being made through conferences with normal school officials to induce them to voluntarily cease this practice without the use of directives." (1st Ind, Hq Eighth Army, file AG 000.8 (26 Mar 1948) to Ltr, Hq I Corps, subj: "Selection Test for Students of Primary Schools Attached to Normal Schools," dtd 30 Jan 1948).

4. ALLEGED VIOLATION OF SCAPIN 448

"1. The following interpretations of Memorandum for the Imperial Japanese Government, AG 000.3 (15 Dec 45), CIE, SCAPIN 448, 15 Dec 1945, subject: 'Abolition of Governmental Sponsorship, Support, Perpetuation, Control, and Dissemination of State Shinto,' apply to educational materials of the type reported in basic letter:

a. Public school sponsored visits to shrines, temples and churches are in violation of SCAPIN 448 and are prohibited. By a school-sponsored visit is meant either group visitation planned by a school and conducted

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with or without participation of teachers or principals, or a visit to a shrine, temple, or church by an individual student as an assignment. Teachers may not suggest study projects which involve such visitation to a religious institution or personage for their proper completion.

b. Shrine or temple visitation by individuals who are students is not in violation of SCAPIN 448 unless such visits are the result of public school assignment. It is not a violation of SCAPIN 448 for students to tell about visits to shrines, temples or churches during class discussions, but a teacher may not require a student to tell about such visits.

c. The giving of talks or conducting of discussions on religious topics by priests or ministers in public school buildings before students during school hours is a violation of SCAPIN 448.

d. Requiring a public school student to attend a religious festival, or to visit a priest or minister to inquire about religious matters, or suggesting a study topic which implies such a visit for its proper completion is a violation of SCAPIN 448.

e. Requiring an individual student to discuss in class his religious beliefs and practices or those of his family is a violation of religious freedom and freedom of conscience.

f. Public agencies are prohibited by SCAPIN 448 from sponsoring or participating in the activities of any religion.

2. The Ministry of Education, Japanese Government, has reported that revisions now being made in the Course-of-Study in Social Studies will take into account the interpretations stated in paragraph 1 above. Until prefectural governments have been notified by the Ministry of Education regarding revisions of the Course-of-Study in Social Studies, it is requested that no action be taken by Military Government teams in relation to such materials as now exists." (4th Ind, GHQ, SCAP, file AG 000.3 (30 Jan 48) to Ltr, Aichi M G Team and Mie M G Team, subj: "Alleged Violation of SCAPIN 448," dtd 31 Oct 1947).

5. REQUEST FOR INFORMATION CONCERNING MONUMENTS TO WAR DEAD CONTAINING ASHES OF JAPANESE SOLDIERS

"1. Under existing Japanese Government notifications, all loyal spirit pagodas, war memorials, and other monuments and states for the war dead, militarists, and ultra-nationalists must be removed from public schools and school grounds. In addition, loyal spirit pagodas, war memorials, and other monuments and statues to the war dead, militarists and ultra-nationalists must be removed from public buildings, their compounds, and from public grounds, if such monuments and statues are

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<u>obviously intended to propagate militaristic and ultra-nationalistic ideology</u>. In determining whether a monument or statue is obviously intend to propagate militaristic and ultra-nationalistic ideolgy, such factors as the inscription contained thereon, the prominence of the location, the elaborateness of the structure, and the attitude of the people should be considered. The intensity of animosities which might develop in the local population as the result of a removal should also be given consideration.

2. It is believed that whether monuments of the type described in the basic communication are to be removed will of necessity depend primarily upon the judgment of those who are in a position to observe and assess the above factors first-hand. (The Civil Education Officer - Ed.)". (4th Ind, GHQ, SCAP, file AG 619.3 (6 Feb 48) CIE, dtd 12 Apr 48, to Ltr, Fukui M G Team, subj: "Request for Information Concerning Monuments to War Dead Containing Ashes of Japanese Soldiers," dtd 6 Feb 48).

6. USE OF GLASS FOR SCHOOLS

"1. Sheet Glass is allocated quarterly by the Japanese Government through a nation-wide allocation system. Therefore, it is impractical and undesirable that the stock of glass at the Makiyama factory referred to in the subject letter be turned over to a local bureau as requested.

2. The Japanese Government, however, has been contacted and part of this glass will be delivered to the Japanese public school system through the rationing system.

3. The regular quarterly allocation of sheet glass to Kyushu Prefectures for the period April, May, June 1948, is listed below for your information. Information on allocations for previous quarters is in possession of regional offices of the Ministry of Education.

| | | |
|---|---|---|
| Fukuoka | Prefecture ..... | 1,645 cases |
| Saga | " | 596 " |
| Nagasaki | " | 941 " |
| Kumamoto | " | 945 " |
| Oita | " | 815 " |
| Miyazaki | " | 1,021 " |
| Kagoshima | " | 1,332 " |

4. Tickets are now in process of distribution." (3rd Ind, GHQ, SCAP, file AG 000.8 (19 Dec 47) ESS/IN, (undated) to Ltr, Kyushu M G Region, subj: "Use of Glass for Schools," dtd 19 Dec 1947).

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7. SCHOOL REORGANIZATION PROGRAM REGARDING TRANSFER OF TEACHING STAFF

1st Ind of Hq Eighth Army to basic letter, Shiga M G Team, addressed to SCAP reads:

"It is understood by this headquarters that the teaching staff of a school may be made up of 2nd and 3rd class officials, or any combination of the two, and that these officials may be transferred from one prefectural school to another by the governor of the prefecture. However, there is evidence that some governors are confused as to their authority in this matter."

The answer from SCAP reads:

"1. The authority of prefectural governors with regard to transfer of teachers and other officials between schools is clarified by a notification recently dispatched from the Ministry of Education, Japanese Government, to all prefectural governors.

2. This notification is HATSUGAKU No. 185."
(3rd Ind, GHQ, SCAP, file AG 000.8 (5 Apr 48) CIE, dtd 5 May 1948, to Ltr, Shiga M G Team, subj: "School Reorganization Program," dtd 5 Apr 1948).

8. SCHOOL REORGANIZATION: RETENTION OF THE NINTH GRADE BY UPPER SECONDARY SCHOOLS:

"1. The Japanese officials of Mie Prefecture are clearly within their rights, under paragraph 7 of Hatsu Gaku #117, in allowing new upper secondary schools to retain their ninth grades as the third year of the lower secondary school during the 1948-49 school year.

2. In accordance with the law, an old-type secondary school can become one of three types:

(1) A new lower secondary school
(2) A new upper secondary school
(3) A new combination lower and upper secondary school

New schools are in existence by law. The old schools may stay in existence, making the transition on a pattern that local needs may determine. It is not necessary that the decisions be uniform throughout Japan.

3. The Ministry of Education announced a policy that ninth graders could remain in their old schools this year. It is undesirable to abrogate this understanding which exists between the Ministry of Education and students.

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4. Although it is desirable that Hatsu Gaku #534 be carried out, it is believed that if effected too quickly and according to a set pattern, ill feeling w ill be aroused. It was anticipated that the Japanese would follow the general ideas suggested by Hatsu Gaku #534, changing gradually to meet their local needs until they had finally achieved the full goal; that while they were effecting this transfer, they would be educating the public in its desirability. Thus, while the reform might be spread over a longer period, the change would be firmly established.

5. It is desired, therefore, that the reorganization of secondary schools be allowed to take its course generally in accordance with the above announced policy." (3rd Ind, Hq Eighth Army, file AG 000.8 (MG-CE) undated, to Ltr, Mie M G Team, subj: "School Reorganization," dtd 16 Apr 48).

9. ON THE LEGITIMACY OF SCHOOL PRINCIPALS JOINING TEACHERS UNIONS

"Delegates of Hokkaido Teachers' Union virited CLRB with a question recently raised by the verbal and informal statement of a Military Government Officer, as to whether it was not the violation of Trade Union Law, that school principals join teachers' unions."

CENTRAL LABOR RELATIONS BUREAU gives the following answer:

"Question 4: (4) Regarding the relation between headmasters and other teachers in public primary schools, youth schools and kindergartens, excluding private schools:

(a) The relation is not that of employer and employees.

(b) Headmasters are not persons who represent the interest of employers but ones who represent that of teachers.

(c) Excluding headmasters from union membership is not desirable for education on the ground that it may result, as is feared, in the formation of two opposite parties in a school; are we free to think it fair to admit headmasters to a trade union?

Answer (4): Although we must regard the headmaster or the chief of a kindergarten in a union organized in a single school even if it is a public school, we deem it proper to entrust the right of admitting headmasters to membership to the union's own autonomic decision when the said union's membership covers a whole county, a prefecture or the nation." (Extract from CLRB Office correspondence, dated November 29, 1947).

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10. CONTINUED PAYMENT BY PREFECTURES OF FULL SALARIES TO PURGED TEACHERS

"1. The Ministry of Education, Japanese Government reports that under present Japanese law two types of suspension are used, "suspension from the performance of duties" and "official suspension." Under provisions of Imperial Ordinance 192, 1946 (Officials' Pay Ordinance) persons in the former category are paid full salary while those in the latter category are paid one-third salary.

2. Under provisions of Government Ordinance 62 (Screening of Educational Personnel) persons found unacceptable for educational service by local screening committees and appealing such findings may be suspended in either category, decision being left to the prefectural governments for those persons screened under prefectural control." (2nd Ind, GHQ, SCAP, file AG 091.112 CIE, dtd 9 Jun 1948, to Ltr, Hq I Corps, subj: "Continued Payment of Full Salaries to Purged Teachers," dtd 12 Mar 48).

11. NARA KEN GIRLS' UNIVERSITY PROJECT

"1. It is the policy of the General Headquarters, Supreme Commander for the Allied Powers, to encourage the establishment of coeducational universities, but there are no prohibitions against the establishment of women's universities.

2. The chartering and accreditation of universities is a Japanese matter. Petitions for elevation to university status should reach the Ministry of Education by 31 July 1948 for the consideration of the University Chartering Committee. It is the responsibility of the committee to set up the standards for the chartering and establishment of universities." (1st Ind, Hq Eighth Army, file AGMGCE 000.8, dtd 19 Jul 1948, to Ltr, Hq I Corps, file AG 000.8 - BA, subj: "Nara Ken Girls' University Project", dtd 25 Jun 1948).

BY COMMAND OF MAJOR GENERAL SWING:

C. C. CARTER
Colonel, AGD
Adjutant General

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To: CO, Hyogo M. Gp. Team
File
Mr Phillips
CI&E Section
Action copy

RECEIVED
2 FEB 1948
HYOGO
MG TEAM
RSA/11th

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

AG 000.8 - BA

20 February 1948

SUBJECT: Civil Education Policy Summary

TO: See Distribution

RECEIVED
FEB. 25 1948
CI&E SECTION

1. This letter is the first of series of policy summaries in the field of education which will gather together in one place the currently stated policies from higher headquarters. Certain subjects such as, Boy Scouts (see paragraph 3 ) have become confused through conflicting oral instructions from SCAP and Eighth Army. This letter will serve to clarify such controversial subjects by quoting the authority of written policy.

2. As will be noted, policy is frequently found in indorsements to a single team which would not otherwise get general circulation. For your information each statement of policy is followed by a reference to the letter from which it was extracted. This letter will not replace, but will be in addition to the I Corps Civil Education News Digest; both will come out intermittently as the need arises.

3. JAPAN VISUAL EDUCATION ASSOCIATION

"Policy of the Japanese Ministry of Education provides that government officials should not be officers of the branches of the Japan Visual Education Association. Prefectural governors were informed of this policy in a letter from Ministry of Education, dated 11 November 1947". (3rd Ind, GHQ, SCAP, file AG 080 (14 July 1947), CIE to Ltr, hq Kyushu MG Region, subj: "Japan Visual Education Association," dtd 14 Jul 1947).

4. BOY SCOUTS AND GIRL SCOUTS.

"1. There are at present no directives which limit the organization of Boy Scout and Girl Scout Troops. The Japanese can organize these troops.

2. The following activities should be discouraged:

a. Flag ceremonies.
b. Training in the use of the morse or any other type of communications code.
c. The wearing of a uniform.

3. Military government responsibility in this field includes:

a. Maintaining surveillance over the organization of these troops to determine whether or not militarists or ultra-nationalists have been placed in positions of leadership.

b. Reporting to this headquarters by special report when it is determined that militarists or ultra-nationalists are in positions of leadership.

4. Until receipt of further directives on scout activities from this headquarters, it is recommended that the Japanese be encouraged to organize only a very few troops in each prefecture, so that close surveillance may be maintained over the leadership of these troops.

5. The following statement from General Headquarters, Supreme Commander for the Allied Powers, concerning Boy Scouts, is quoted for your information and guidance.

13

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Ltr, Hq I Corps, file AG 0008-BA, subj: "Civil Education Policy Summary" dtd 20 February 1948, , cont'd.

'The drafting of a new constitution and new regulations has been completed by the Boy Scouts of Japan. The organization of local units is defined clearly by the new constitution and the new regulations do not authorize the conversion or other organizations to Boy Scout troops without 'appropriate changes in character of these organizations'".

(3rd Ind, Hq Eighth Army, file AG 080 (MG-Fe), dtd 28 Jan 1948, to Ltr, Aichi M G Team, subj: "Boy Scouts and Girl Scouts Activities" dated 19 Dec 1947.)

5. CORRESPONDENCE COURSES FOR JAPANESE

"1. Existing regulations of General Headquarters, Supreme Commander for the Allied Powers, do not permit the remittance by Japanese of funds which would be required for a correspondence course. Nor do current regulations governing the use of the International Postal Service permit the mailing to and from Japan of the materials which would be a part of such a course.

2. It is recommended that subject Japanese National be advised to postpone any plans to enroll in any correspondence course in the United States." (4th Ind, CHC, SCAP, file AG 352 (28 Oct 47)CIE, dated 15 Dec 47 to Ltr, Nagasaki M G Team, file 200, subj: "Correspondence Course of Japanese National," dtd 28 Oct 47.)

6. SCHOOL SPONSORED ENTERTAINMENT PROGRAMS

"1. The article appearing in the 15 Nov 1947 issue of the SCAP, CIE Bulletin in reference to entertainment tax remissions for schools states that the "First requisite is that the whole amount of the admission charges or proceeds must be contributed to a philanthropic purpose." It also states that the "Decision in each case will be made by local tax authorities."

2. In each case when a school makes applications for the remission of entertainment taxes, the local tax authorities must determine whether or not the purpose for which the funds were spent can be considered a philanthropic purpose.

3. The Ministry of Education and the Finance Ministry have been requested to clarify for local education and tax officials the provisions of the tax remission agreement." (1st Ind, Hq Eighth Army, file AG 012 (MG-Ca), dtd 5 Feb 1948, to Ltr, Hq I Corps, subj: "Remission of Entertainment Tax to Schools", dtd 29 Jan 1948.)

7. RESTRICTION CONCERNING MILITARY SCHOOL STUDENTS

"1. Attention is invited to the fact that the limitation of enrollment of former military and naval cadets in higher institutions of learning in Japan was established by the Japanese Education Ministry without directive from the Supreme Commander for the Allied Powers and is applicable to all such institutions in Japan. Any change is considered to be a matter for Japanese decision.

2. If data based on a National survey should reflect a need for reconsideration of this established policy, such data should be submitted to the Supreme Commander for the Allied Powers, to be used as a basis for appropriate advice to the Japanese Minister of Education." (4th Ind, CHC, SCAP, dtd 8 Jan 1948, file AG 000.8 (11 Dec 47)CIE, to Ltr, Nagasaki M G Team, subj: "Military School Students, Restriction Concerning", dtd 11 Aug 1947.)

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8. JAPANESE TEXT AND REFERENCE BOOK LIST

"The Ministry of Education has reported that preparation of a recommended list of teacher textbook and reference materials is being planned. When such a list is published, it will be given appropriate publicity." (4th Ind, GHQ, SCAP, File AG 000.8 (14 Nov 47) CIE, dtd 2 Jan 1948, to Ltr, Mie M G Team, subj: "Japanese Text and Reference Book List," dtd 14 Nov 1947.)

9. EDUCATION CONFERENCES

"1. This headquarters has been informed that it is not possible to set up a schedule of field trips by CI&E, SCAP, personnel for more than one month in advance. A schedule will be made up on or about the 25th of each month and this headquarters will be informed.

2. Subordinate headquarters will be notified of these schedules without delay after their receipt by this headquarters." (2nd Ind, Hq Eighth Army, file AG 337 (MG-Ie), dtd 22 Dec 1947, to Ltr, Kyushu M G Region, file AG 334, subj: "Education Conferences", dtd 1 Dec 1947.)

10. TEACHER SCREENING

"2. In any case where the decision of a local screening committee is not upheld by the Central Inquiry Committee, the case is submitted to the General Headquarters, Supreme Commander for the Allied Powers, for review. The case is then returned to the local screening committee, where it should be re-screened as though it were a new case. Any available documentary evidence or authenticated statements should be included in addition to the evidence submitted with the first screening. The local screening committee should then re-submit the case to the Central Inquiry Committee, which will again take action on the case, and again refer its decision to the General Headquarters, Supreme Commander for the Allied Powers, for review, if its action does not uphold the decision of the local committee. Military government should submit, through channels, any comments on the case which it desires. These comments must be forwarded promptly so as to reach the General Headquarters, Supreme Commander for the Allied Powers, before the case is again reviewed." (4th Ind, Hq Eighth Army, file AG 000.8(MG-I) to Ltr, Nara M G Team, subj: "Special Report on Teacher Screening," dtd 4 Sep 1947.)

11. SHINTO CEREMONIES

"1. It is deemed improper under SCAPIN 448 for public officials to participate in the offering of tamagushi (symbolic offerings to gods) at dedications ceremonies. Such participation by public officials constitutes an act of sponsorship, support, and perpetration of Shinto, and, as such, specifically violates paragraph 1-a of SCAPIN 448 and runs counter to the spirit of the entire directive.

2. It is suggested that the public officials involved be advisedthat their act constituted a violation of SCAPIN 448 and that they be warned against any recurrence thereof.

3. The Japanese Government has been requested to caution public officials against participation as public officials in Shinto ceremonies of any type and to warn them that such participation is in violation of SCAPIN 448." (3rd Ind, GHQ, SCAP, file AG 333.5 (6 Sept 47) CIE, dtd 24 Oct 47, to Ltr, Fukui M G Team, subj: "Investigation of Shinto Rites Held in Connection with the Dedication of the New Fukui City Railway Station Involving Participation by Prefectural and City Officials," dtd 6 Sept 47.)

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12. RELIGIOUS ORGANIZATIONS

"2. The entrance into religious affairs to the extent implied in the basic communication might possibly be interpreted by Japanese religious organizations as a change in basic policy and as an invitation to refer many unnecessary and time-consuming religious problems to military government teams to the detriment of other required programs." (2nd Ind, Hq Eighth Army, file AG 000.3 (MG-I), dtd 29 Oct 47 to Ltr, Kyoto M G Team, file 000.3, subj: "Check Sheet for Religious Organizations," dtd 18 Sep 47.)

13. TEACHER SCREENING - PRIVATE SCHOOLS

"1. Correspondence concerning the Shimizu Girls Commercial School is returned for local action.

2. The answers to the questions enumerated in the basic communication depend generally on whether or not the individual has, in fact, maintained his position or influence in the educational system in Japan.

3. This matter should be turned over to the local procurator's office for appropriate action under the laws cited in the basic communication and Imperial Ordinance Number 311".

(3rd Ind, Hq Eighth Army, file AG 000.8 (MG-I), dtd 12 Nov 1947, to Ltr, Shizuoka M G Team, subj: "On the Continuing Influence in Education of the Screened Principal of Shimizu Girls Commercial School," dtd 10 Sept 1947.)
(Basic letter describes a purged principal living on school grounds while his wife continues as acting principal of a private school which the purgee and his wife jointly own. The policy stated is that this and all such matters is a Japanese affair and should be handled by appropriate Japanese authorities.)

BY COMMAND OF MAJOR GENERAL SWING:

W. N. HARRISH
Lt Col, AGD
Asst Adj Gen

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POLICY FILE

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

RSA/mth

2 April 1948

AG 312 - BA

SUBJECT: Policy File and Policy Index

TO: See Distribution

1. Enclosed herewith up to date Civil Education policy file for your information and use.

2. This file will be kept up to date and will be subject to inspection by a representative of this headquarters.

BY COMMAND OF MAJOR GENERAL SMITH:

W. N. HORNISH
Lt.Col. AGD
Asst Adj General

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CIVIL EDUCATION
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MISSION OF CIVIL EDUCATION DIVISION

From: Handbook for Military Government Officers

Objectives of Education

The basic mission of Civil Education was stated in the Potsdam Declaration: "The Japanese Government shall remove all obstacles to the revival and strengthening of democratic tendencies among the Japanese people. Freedom of speech, of religion and of thought, as well as respect for fundamental human rights shall be established."

To implement this basic mission the Supreme Commander for the Allied Powers organized in September 1945 a special staff section called Civil Information and Education. This section developed over the next several months five objectives.

1. To weed militarism and ultra-nationalism out of the schools.

2. To substitute in the schools democratic teachings and procedures.

3. By guiding and assisting information media to insure the understanding by the people of the political, economic and social reforms being instituted by the Occupation .

4. To protect the arts and monuments, particularly the national treasures and important art objects.

5. To insure the separation of church and state and to guarantee freedom of religion.

Military Government teams in all prefectures are charged with overseeing the carrying out of these objectives locally as stated in directives sent from higher headquarters, stimulating the Japanese to effective performance when they falter, and guiding, assisting, and encouraging them to a positive democratization of their social institutions and their whole way of life.

The job of introducing democracy to Japan is a most difficult one. It means a change in the whole cultural pattern of an ancient and traditional people, who have lived under a system of feudalism and have accepted feudal values for roughly 750 years. The whole educational and social system has been top-down. The Japanese have made loyalty and blind obedience to authority the primary virtues.

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The have little ability to think for themselves or to protest against oppression. To be successful the occupation must impress the Japanese with the value of each individual.

Democracy cannot be superimposed from the outside. It must flourish and grow in the hearts of the common people. It must be integrated into the whole culture, in order that it may become so it will be necessary for the occupation to appeal to the self-interest of those groups, who have something to gain from democracy, students and out of school youth under twenty, women, laborers and teachers. If any or all of these groups see the advantages of democracy and are won over, and democracy becomes a genuine movement, the mission will have been accomplished and Japan will have become a permanently democratic nation.

Progress toward this goal must of necessity be slow. It will come as a result of winning a few leaders at first, or strengthening those elements in Japanese society who have always been basically democratic. It will be brought about by the example of men of good will among military government personnel, who demonstrate in their own lives the values of democracy, and who are at the same time, ardent and articulate interpreters of its basic precepts.

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## ORGANIZATION and FUNCTION

The regional civil education section is composed of a regional civil education officer, an assistant regional civil education officer, two enlisted non-commissioned officers, and one civilian stenographer who serves also as an administrative assistant.

The regional section will (1) plan, organize, and administer operations of the section, (2) make long-range plans adapted to its region for the implementation of over-all policy as stated in directives from higher headquarters, (3) exercise staff supervision over approximately five prefectural education officers on both administrative and technical matters, (4) inspect, guide, and coordinate the work of the various civil education officers in its region, (5) direct preparation of reports on activities and inspections, (6) make pertinent recommendations to them on policies and procedures, (7) maintain liaison with proper civilian agencies, and with civil education branches of next higher and lower echelons, and finally (8) keep higher headquarters informed concerning plans, policies, and operations, and act as advisor on all matters concerning civil education.

The civil education section at a military government region is the planning and supervising agency for the prefectural teams. It takes directives from higher headquarters and work them into practicable plans for the teams. It then guides, assists, and supervises the execution of these plans by the Civil Education officers on the teams, keeping them moving forward simultaneously on programs of high priority interest so that the teams will reinforce each other within a region. Its work is primarily with occupational personnel; only occasionally will a regional officer have occasion to "operate" with the Japanese, and then only with strictly regional agencies, or when asked by the team officer to assist in local affairs, such as conferences.

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PRIORITY OF CIVIL EDUCATION ACTIVITIES

(From: Ltr, Eighth Army, AG 300.1 (MG-X), dtd 9 Dec 1947)

1st Priority

Conduct required school inspections: OD 92 (1946) - Inspection of Japanese Education Institutions.

2nd Priority

Maintain surveillance over, encourage and assist in the reorganization and decentralization of the school system: OD 19 (1947) - Civil Education Program.

3rd Priority

Assist and encourage the Japanese in the civil education program with special attention to the in-service training of teachers, adult education, development of democratic youth organizations, and the screening of teachers: OD 19 (1947) - Civil Education Program.

4th Priority

Maintain surveillance in the fields of religion, arts, and monuments: OD 21 (1947) - Funerals, Memorial Services, Monuments for War Dead, Militarists and Ultra-nationalists;
OD 65 (1947) - Extension of Aid to Missionaries.

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# EIGHTH ARMY OPERATIONAL DIRECTIVES PERTAINING TO CIVIL EDUCATION

**Education**

| No. | Date | Subject |
|---|---|---|
| (18) | 18 Nov 1945 | Collection and Disposition of Enemy Equipment of the Japanese Armed Forces. |
| ✓ 19 | 13 Feb 1946 | Inspection of Japanese Educational Institutions (Superseded by OD 92, 6 Dec 46) |
| ✓ 19/1 | 23 Mar 1946 | Requires posting of SCAP directives in schools (Superseded by OD 92, 6 Dec 46 ) |
| ✓ 19/2 | 10 Oct 1946 | Confiscation of Books. No books except those specifically banned by SCAP directives will be confiscated from Japanese school libraries. (Superseded by OD 92, 6 Dec 46) |
| 65 Co. file | 9 Jul 1946 | Prohibition of Sale of the One-Yen (green) Japanese postage stamp bearing the design of the Yasukuni Shrine. |
| ✓ 92 | 6 Dec 1946 | Inspection of Japanese Educational Institutions (5 schools every month). |
| ✓ 2 | 5 Jan 1947 | Surveillance of Teachers Screening Committee. |
| ✓ 13 | 27 Jan 1947 | Survey of Educational Facilities Used by Occupation Forces. |
| ✓ 19 | 26 Feb 1947 | Civil Education Program. |
| 20 Co. file | 28 Feb 1947 | Elimination of Militaristic Practices. MG units will exercise such surveillance and take such action as deemed necessary to eliminate the use of military insignia lapel buttons, awards, allowances, decorations, rank or title by agencies or offices of the Japanese government. |
| ✓ 21 | 1 Mar 1947 | Funerals, Memorial Services and Monuments for the War Dead, Militarists or Ultra-nationalists. (Prohibits public officials or govt units' participation in ceremonies for the war dead, militarists or ultra-nationalists, or the use of school houses or public halls for such ceremonies. Directs the removal of war memorials from schools and school grounds. |
| (92/2) | 27 Jan 1948 | Inspection of Japanese Educational Institutions. |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11501

# EIGHTH ARMY OPERATIONAL DIRECTIVES PERTAINING TO CIVIL EDUCATION

| No. | Date | Subject |
|---|---|---|
| ✓ 30 | 20 April 1948 | Survey of Japanese Elementary and Secondary Schools regarding ROMAJI education |
| ✓ 41 | 2 July 1948 | Japanese visitation to American Schools in Japan. |
| ✓ 51 | 29 Sept 1948 | Inspection of Japanese Educational Institutions |
| ✓ 57 | 25 Oct 1948 | Japanese Visual Education Program |
| ✓ 64 | 22 Dec 1948 | Misuse Public Educational Facilities |
| ✓ 8 | 31 JAN 1949 | Labor Education |

**Arts & Monuments**

| | | |
|---|---|---|
| ✓ 8 | 23 Jan 1946 | Report on Historical Cultural and Religious objects and Installations. (Calls for reports on damage, sources of continuing damage). |
| ✓ 20 | 19 Feb 1946 | Search of Religious and Imperial Properties (I Corps Commander authorized to dispatch selected troops to search religious and Imperial properties, except those in which the Imperial family are in residence). |
| 75 Co. file | 25 Aug 1946 | Collection, Classification and Disposition of Japanese Swords and Firearms (Swoards which are bona fide objects of art and gunds used in hunting may be retained under a system of registration.) |
| ✓ 75/3 | 25 Feb 48 | Collection, Classification and Disposition of Japanese Swords and Firearms. |
| ✓ 23 | 1 April 1948 | Services of Japanese Nationals as Technical Consultant for Field Examinations of Cultural Materials and Installations. |
| ✓ 7 | 28 Jan 1949 | Display of National flag. |

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# EIGHTH ARMY OPERATIONAL DIRECTIVES PERTAINING TO CIVIL EDUCATION

| No. | Date | Subject |
|---|---|---|
| **Religion** | | |
| ✓ 90 | 26 Nov 1946 | Sponsorship and Support of Shinto by Neighborhood Associations. |
| ✓ 91 | 27 Nov 1946 | Missionaries. (Rescinded by OD 17, 19 Feb 47) |
| ✓ 17 | 19 Feb 1947 | Extension of Aid to Missionaries. |
| 65 Co file | 1 Oct 1947 | Extension of Aid to Missionaries. |
| **Administration** | | |
| ✓ 37 | 30 Apr 1947 | Military Government Operational Reports. Par 2, g, pertains to CI&E reports. |
| ✓ 71 | 10 Dec 1947 | Military Government Operational Reports (Rescinds OD 37 above). |
| ✓ 71/1 | 9 Mar 1948 | Military Government Operational Reports |
| ✓ 53 | 8 Oct 1948 | Military Government Operational Reports |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11961

## CIVIL EDUCATION REPORTS

1. School Inspection Reports (Cancelled)

   Report Control Symbol - QCIE-01
   Authorization - Eighth Army OD 92, dtd 6 Dec. 46.
   Code *-E
   Remarks - 5 inspections required each month.

2. Annex E to Monthly Activities Report

   Report Control Symbol - MG -4.
   Authorization - Eighth Army OD 71, dtd, 10 Dec. 47.
   Code - D

3. Report on Historical, Cultural and Religious Objects and Installations.

   Report Control Symbol - None
   Authorization - Ltr, Eighth Army, Ag 230,145(MG), subj: "Services of Japanese Nationals as Technical Consultants for Field Examinations of Cultural Materials and Installtions", dtd 13 Aug 46.

(Quarterly by Region)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77-0

# SCAP DIRECTIVES PERTAINING TO CIVIL EDUCATION

| SCAPIN | Date | Subject: |
|---|---|---|
| **Education** | | |
| (93) 8th OD file 1/5. 13 Sept 46 | 4 Oct 1945 | Removal of Restriction on Political, Civil and Religious Liberties. |
| ✓ 178 | 22 Oct 1945 | Administration of the Educational System of Japan. |
| ✓ 212 | 30 Oct 1945 | Investigation, Screening, and Certification of Teachers and Educational Officials. |
| ✓ 509 | 29 Dec 1945 | Conduct of Courses in Physical Edu.. |
| ✓ 519 | 31 Dec 1945 | Suspension of Courses in Morals (Shushin), Japanese History and Geography. |
| ✓ 548 | 4 Jan 1946 | Abolition of Certain Political Parties, Associations, Socities and other Organizations. |
| (550) 8th OD file, 1/5. 13 Sept. 46 | 4 Jan 1946 | Removal and Exclusion of Undesirable Personnel from Public Office. |
| ✓ 571 | 9 Jan 1946 | Committee of Japanese Educators. |
| ✓ 612 | 17 Jan 1946 | Application of SCAP Directive AG 350 (22 Oct) CIE on Administration of Educational System of Japan. |
| ✓ 776 | 28 Feb 1946 | Banned Books and Other Publications. |
| 824 CI Section | 17 Mar 1946 | Confiscation of Propaganda Publications. |
| ✓ 976 | 22 May 1946 | Educational Employment of Demobilized Military Personnel. |
| ✓ 1046 | 29 Jun 1946 | Reopening of School Courses in Geography. |
| ✓ 1266 | 12 Oct 1946 | Reopening of School Courses in Japanese History. |
| ✓ 1925 | 6 Aug 1948 | Access to Japanese Scientific and Technical Information in Japan. |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11504

## SCAP DIRECTIVES PERTAINING TO CIVIL EDUCATION-CONT'D

| | | |
|---|---|---|
| ✓ 1936 | 21 Sept 1948 | Continuation of Inosphere Measurements and Assoctaed Research in Japan. |
| ✓ 1567/1 | 11 Oct. 48 | Illegally possessed Foreign Motion Picture Films in Japan. |
| ✓ 1944 | 29 Nov 1948 | Misuse of Public Educational Facilities. |

Religion

| | | |
|---|---|---|
| ✓ 448 | 15 Dec 1945 | Abolition of Governmental Sponsorship, Support, Perpetuation, Control and Dissemination of State SHinto. |
| ✓ 1318 | 6 Nov 1946 | Sponsorship andSupport of Shinto by Neighbourhood Associations. |

Arts & Monuments

| | | |
|---|---|---|
| ✓ 269 | 12 Nov 1945 | Policies and Procedures Relating to the Protection of Arts. Monuments, Cultural and Religious Sites and Installtions. |
| (574) | 10 Jan 1946 | Retention of Swords Classified as Objects of Arts in Civilian Hands. |
| ✓ 1573 | 17 Mar 1947 | Protection of National Treasures. |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77501

POLICY LETTERS CONT'D

| Date | From | To | Subject |
|---|---|---|---|
| 10 Mar 1947 | I Corps | T & Reg | Exchange of Student Letters |
| 18 Mar 1947 | I Corps | T & Reg | Surveying of Radio During School Inspection. |
| 18 Apr 1947 | I Corps | T & Reg | Personal History Studies of Educational Officials. |
| 18 Apr 1947 | I Corps | T & Reg | Techniques of Gaining Response of Japanese Audiences. |
| 13 May 1947 | I Corps | T & Reg | School Revenue from Non-Tax Sources. 000.8 - BA |
| 17 May 1947 | I Corps | T & Reg | SOP for Teachers Conferences |
| 19 May 1947 | I Corps | Teams | Adult Education Conference |
| 10 Jul 1947 | I Corps | T & Reg | Background Reading for CIE Staff |
| 22 Aug 1947 | I Corps | T & Reg | Visitors fro CIE, SCAP. 210.453-BA |
| 12 Sep 1947 | Osaka Team | SCAP | Enforcement of Japanese Law against Koreans (1 - 3rd Ind) |
| 19 Sep 1947 | I Corps | T & Reg | Key Prefectural Educational Officials |
| 9 Oct 1947 | I Corps | T & Reg | Roster of Qualified Candidates for Prefectural Education Section positions. 000.8 - BA |
| 21 Oct 1947 | I Corps | T & Reg | Adult Education Conferences. |
| 28 Oct 1947 | Nara Team | SCAP | Special Report on Teacher Screening (1 & 2nd Ind). |
| 15 Dec 1947 | I Corps | T & Reg | Parent-Teachers Associations |
| 13 Dec 1947 | Shizuoka T | SCAP | Japanese Students Who Wish to Study in America ( Basic, 1st & 2nd Ind) |
| 6 Feb 1948 | 8 Army | I Corps | Status of Korean Schools |
| 17 Feb 1948 | I Corps | T & Reg | Suggested Procedure in Planning an In-Service Training Program |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 779040

POLICY LETTERS CONT'D

| Date | From | To | Subject |
|---|---|---|---|
| 20 Feb 1948 | I Corps | T & Reg | Civil Education Policy Summary |
| **Arts & Monuments** | | | |
| 13 Aug 1946 | 8 Army | I Corps | Services of Japanese Nationals as Technical Consultants for Field Examinations of Cultural Materials and Installations. AG 230.145 |
| 11 Oct 1946 | I Corps | T & Reg | Services of Japanese Nationals as Technical Consultants for Field Examinations of Cultural Materials and Installations. 230 – BA |
| 11 Dec 1946 | I Corps | T & Reg | Unauthorized Cutting of Trees. |
| 28 Nov 1947 | I Corps | 8 Army | Ltr, AG 014-BA<br>Services of Japanese As Technical Consultants for Field Examinations of Cultural Materials & Installations (Basic to SCAP Ind.) |

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

POLICY LETTERS, RADIOS, ON RELIGION

| Date | From | To | Subject |
|---|---|---|---|
| 19 Nov 1946 | I Corps | T & Reg | Radio:<br>Prohibit use of neighborhood assoc's to collect funds for support of Shinto shrine and Shinto festivals and activities and to distribute amulets and charms. |
| 31 Dec 1946 | I Corps | T & Reg | Ltr: AG 000.3- BA<br>Sponsorship and Support of Shinto by Neighborhood Association. |
| 21 Apr 1947 | I Corps | T & Reg | Ltr, AG 000.3- BA<br>"Religions" Administrators within Prefectural Governments. |
| 9 Jul 1947 | 8 Army | I Corps | Ltr: AG 000.8-<br>After Hours Use of Public Schools For Religious Purposes. |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11501

# ALPHABETICAL INDEX TO SCAP DIRECTIVES

(Pertaining to Civil Information & Education)

27 August 1947

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- Physical 509
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- Survey 571
- Teachers 178, 934, 976
  - Reinstatement 917, 932
  - Removal 212, 550, 886, 916, 935, 954, 956, 1045, 1106
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11961

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775040

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11961

# SYNOPSIS OF SCAPINS

## I - EDUCATION

8th Army OP File

93 ✓ Removal of Restrictions on Political, Civil and Religious Liberties, dated 4 Oct 45 (CIE). Abrogation of all laws restricting freedom of thought, religion, assembly and speech.

118 Continuation of Ionosphere Measurements and Associated Research in Japan, dated 11 Oct 45.

154 Nishima Laboratory, Institute of Physical and Chemical Research, dated 17 Oct 45. Permission granted for operation of a Cylotron. (see SCAPIN 307)

178 ✓ Administration of the Educational System of Japan, dated 22 Oct 45 (CIE). Outline of the objectives and policies of the occupation with respect to education.

183 - Violation of Religious Freedom, dated 24 Oct 45 (CIS) Report of complaint of flagrant violations of religious freedom and unwarranted vandalism by officials of educational institutions.

196 Nishima Laboratory, dated 27 Oct 45 (ESS) Authority to operate Cyclotron limited to fields of biology and medicine. (see SCAPIN 307).

212 ✓ Investigation, Screening and Certification of Teachers and Educational Officials. Directive for elimination from the educational system of Japan of all personnel who are known to be militaristic and ultra-nationalistic.

301 Commercial and Civil Aviation, 18 Nov 45. Prohibits teaching of, or research or experiments in aeronautical science, aerodynamics, or other subjects related to aircraft or balloons. Directs dissolution of all companies, etc., which have been engaged in pilot or other training related to aircraft design, construction, maintenance or operation (see SCAPIN 1017)

307 Nishima Laboratory, 19 Nov 45. Directs JIG to stop the research authorized by SCAPINS 154 and 196.

360 Employment Policies, 28 Nov 45. Directs JIG to revoke all laws, etc., which provide preferential employment and educational opportunities for demobilized military personnel.

420 Utilization of the Central Aeronautical Research Institute, 11 Dec 45. The request to convert the institute facilities to civilian use not approved.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11904

## SYNOPSIS OF SCAPINS
(Cont'd.)

448 Abolition of Governmental Sponsorship, Support, Perpetuation, Control and Dissemination of State Shinto, 15 Dec 45.

494 Operation of Electrotechnical Laboratory, 24 Dec 45.

509 Conduct of Courses in Physical Education, 29 Dec 45. Content of Order No. 80 of the Bur of Physical Education approved.

519 Suspension of Courses in Morals (Shushin) Japanese History and Geography 31 Dec 45 (same).

524 Funds of the Jesuit Mission in Japan, 31 Dec 45 (ESS/FI) The JIG directed to release Yasuda bank account of the Catholic Church in Hiroshima.

548 Abolition of Certain Political Parties, etc., 4 Jan 46 (GS) Par 1e refers to organizations whose purpose is opposition to a free cultural or intellectual exchange between Japan and Foreign Countries.

550 Removal and Exclusion of Undesirable Personnel from Public Office. Known as the Purge Directive of 4 Jan 46 (GS)

571 Committee of Japanese Educators, 9 Jan 46 (CIE) M/Ed. to appoint Japanese Committee to work with the U. S. Education Mission to Japan.

574 Retention of Swords Classified as Objects of Art in Civilian Hands, dated 10 Jan 46. (CIS) Policy permits swords to be retained provided they are actually objects of art and are in the hands of bona fide civilians.

595 Aeronautical Laboratories and Instructional Establishments, 14 Jan 46 (ESS/ST). Will submit monthly reports governing research activities. No aeronautical equipment to be used or removed.

612 Application of SCAP Directive AG 350 (22 Oct 45) CIE, On Administration of the Educational System of Japan, dated 17 Jan 46.

634 Disposition of Defense Contribution Fund, 21 Jan 46 (ESS-FI). Request for permission to use a fund voluntarily contributed for war equipment, research and servicemen's welfare, to endow a Foundation for Scientific Research is disapproved.

668 Formosan Students, Tokyo Area, 29 Jan 46. Formosan students in Tokyo to be given necessary relief. Survey to be made.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 779014

## SYNOPSIS OF SCAPINS.
(Cont'd.)

680 Suspension of Yameoka, Mannosuke, Pres., Nippon University, Tokyo, 30 Jan 46. Suspended pending screening.

776 Banned Books and Other Publications, 26 Feb 46. All restrictions on free circulation of publications by libraries to be abrogated.

824 Confiscation of Propaganda Publications, 17 Mar 46 (CIS) List of publications to be collected and stored awaiting instructions.

857 Dismissal of Morishita, Saiichi, Chief of Education Section, Kochi Prefecture, 19 Apr 46.

886 Dismissal Ichimaru Eiji, Instructor, Saikai Middle School, Sasebo Shi, Nagasaki-ken, 20 Apr 46.

916 Dismissal of Ishikawa, Koji, Prof., Kyoto Imperial University, 2 May 46.

917 Reinstatement of Tasaka, Seiki, as instructor at Niigata First Normal School and Dismissal of Koto, Kakuryo, Principal, 2 May 46.

932 Reinstatement of Agata, Yasushi, former teacher and student inspector at Rykkyo University, 7 May 46.

934 Suspension of Suguki, Hasashi, Principal, Hanamaki Middle School, Iwate-ken, 8 May 46.

935 Dismissal of Hiramatsu, Kikuo, Headteacher, Okayama-ken, 8 May 46.

941 Dismissal of Naritomo, Masaaki, Principal of Akaiwa-gun Koyomura HS, Okayama-ken, 10 May 46.

954 Dismissal of Shibata, Kei, Professor, Kyoto Imperial University.

955 Dismissal of Shiga, Kominoski, Principal of Noshiro Industrial School, Akita-ken.

956 Dismissal of Taniguchi, Kichikiko, Professor Kyoto Imperial University.

976 Educational Employment of Demobilized Military Personnel, 22 May 46. Persons demobilized from Japanese Armed Forces will be eligible for educational employment upon receiving certificates of acceptability.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 778018

## SYNOPSIS OF SCAPINS
(Cont'd)

984 Reports of Activities of Research Institutions.

1003 Action to be taken concerning personnel of Karashiki Shoko Gakko, Okayama-ken, 7 Jun 46 (CIE).

1017 Amendment to SCAPIN 301 "Commercial and Civil Aviation," 12 Jun 46. Further restrictions.

1040 Proposed Endowment From National Defense Contribution Fund to Establish an Independent Educational and Cultural Foundation, 28 Jun 46. Not approved. (ESS)

1045 Suspension of Five Japanese Educators Pending Investigation of Their Records, 29 Jun 46 (CIE)

1046 Reopening of School Courses in Geography, 29 Jun 46 (CIE)

1048 Operation of Electrotechnical Laboratory, 25 Jul 46 (CCS)

1093 Budget of Special Accounts for Fiscal Year 1946-7, 30 Jul 46. (ESS). No unexpended balances from other funds to be used for "School Funds."

1106 Suspension of Six Japanese Educators Pending Screening, 6 Aug 46. (CIE)

1196 Request of Oki Electrical Company for Permission to Develop Multi-channel Telephone System, 12 Sep 46. (CCS). Permission granted subject to SCAPIN 984.

1229 Contributions for Purposes of National Defense, 25 Sep 46. (ESS). Approval for funds collected by Asahi Shimbun for National Defense and Welfare to be contributed to National Treasury, and not for endowment of educational and cultural institution. Similar cases in the future are to be treated in the same manner.

1260 Hoisting of National Flag on 17 Oct 46 (GA).

1266 Re-opening of School Courses in Japanese History, 12 Oct 46 (CIE)

1296 Hoisting of National Flag on 3 Nov 46. (GA)

1334 Distribution of State-Owned Land Used by Religious Institutes (03 Nov 1946) (CIE)

1343 Hoisting of National Flag on 23 Nov 46. (GA)

1554 Reinstatement of Muto, Yaso, because no substantial evidence of having been active in suppression of religious freedom.

1567 Hoisting of National Flag on 21 March 1947

1573 Protection of National Treasures 17 Mar 47

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

SYNOPSIS OF SCAPINS
(Cont'd.)

1577 Hoisting of National Flag on 3 April 1947.

1610 Hoisting of National Flag on 29 April 1947

1636 Hoisting of National Flag on 3 May 1947

SCAP Circulars

12 5 December 46. Admission of foreign magazines, books, motion pictures, news and photograph services, et cetera, and their dissemination in Japan.

1793 ✓
1793 ✓
1816 ✓
1833 ✓
1847 ✓
1871 ✓

269 ✓
1925 ✓
1936 ✓
1367/1 ✓
1944 ✓
1900/4 ✓
1830/11 ✓
962 ✓

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77504

## SYNOPSIS OF EIGHTH ARMY OPERATIONAL DIRECTIVE

Pertaining to Civil Information and Education

******

No. 18 — 18 Nov 45 Collection and Disposition of Enemy Equipment of the Japanese Armed Forces.

No. 8 ✓ 23 Jan 46 Report on Historical Cultural and Religious Objects and Installations. Calls for reports on damage, sources of continuing damage.

No. 19 ✓ 13 Feb 46 Inspection of Japanese Educational Institutions (Superseded by OD 92, 6 Dec 46)

No. 19/1 ✓ 23 Feb 46 Requires posting of SCAP directives in schools. (Superceded by OD 92, 6 Dec 46)

No. 19/2 ✓ 10 Oct 46 Confiscation of Books. No books except those specifically banned by SCAP directives, will be confiscated from Japanese school libraries. (Superseded by OD 92, 6 Dec 46).

No. 20 ✓ 19 Feb 46 Search of Religious and Imperial Properties. Corps commanders authorized to dispatch selected troops to search religious and Imperial properties, except those in which the Imperial family are in residence.

No. 65 ✓ 9 July 46 Prohibition of sale of the one-yen (green) Japanese postage stamp bearing the design of the Yasukuni shrine.

No. 75 ✓ 25 Aug 46 Collection, Classification and Disposition of Japanese Swords and Firearms. Swords which are bona fide objects of art and guns used in hunting may be retained under a system of registration.

No. 85 — 17 Oct 46 Public Opinion Polls. Prohibits government-sponsored polls and establishment of prefecture offices to conduct public opinion polls. (Rescinded by OD 5, 10 Jan 47)

No. 90 ✓ 26 Nov 46 Sponsorship and Support of Shinto by Neighborhood Associations Prohibited.

No. 91 ✓ 27 Nov 46 Missionaries. (Rescinded by OD 17, 19 Feb 47)

No. 92 ✓ 6 Dec 46 Inspection of Japanese Educational Institutions. Requires inspection of 5 schools in each prefecture each month by prefecture MG teams.



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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77501

SYNOPSIS OF EIGHTH ARMY O.D.'s (Cont'd.)

| NO. | 1947 | |
|---|---|---|
| 1 | 3 Jan 47 | Off Limits Areas. |
| 2 | 5 Jan 47 | Surveillance of Teacher Screening Committees by M.G. Teams. |
| 5 | 10 Jan 47 | Public Opinion Polls. Rescinds OD 85, 17 Oct 46. Explains what types of polls may be conducted and by whom. |
| 10 | 18 Jan 47 | Land Reform. MG units directed to maintain periodic surveillance of the Japanese land reform program to include the election, composition and activities of land commissions and the registration, sale, purchase, lease and use of agricultural land. Observe and report. |
| 13 | 27 Jan 47 | Survey of Educational Facilities Used by Occupation Forces. |
| 17 | 19 Feb 47 | Extension of Aid to Missionaries. It is the policy of this theater to increase greatly the christian influence and every effort will be made to absorb missionaries as rapidly as the churches can send them into the area. Specifies aid which may be extended to missionaries. |
| 19 | 26 Feb 47 | CIVIL EDUCATION PROGRAM. Lists nine projects in the constructive program in education to be "promptly initiated" and twenty projects to be initiated "as soon as practicable". Every officer in CI&E work should become thoroughly familiar with this operational directive. |
| 20 | 28 Feb 47 | Elimination of Militaristic Practices. MG units will exercise such surveillance and take such action as deemed necessary to eliminate the use of military insignia lapel buttons, awards, allowances, decorations, rank or title by agencies or offices of the Japanese government. |

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 779041

## Synopsis of 8th Army OD's
(Cont'd)

NO. 1947

| | | |
|---|---|---|
| 21 ✓ | 1 Mar 47 | Funerals, Memorial Services and Monuments for the War Dead, Militarists and Ultra-nationalists. Prohibits public officials' or government units' participation in ceremonies for the war dead, militarists or ultra-nationalists, or the use of school houses or public halls for such ceremonies. Directs the removal of war memorials from schools and school grounds. |
| 22 | 1 Mar 47 | Local Government Elections |
| 22/2 | | Local Government Elections |
| 37 ✓ | 30 Apr 47 | Military Government Operational Reports. Paragraph 2g pertains to C.I.&E. reports. |
| 57 | 16 Aug 47 | Implementation of Re-orientation and Informational Policies and Programs. |