

GHQ/SCAP Records(RG 331)
Description of contents



- (1) Box no. 2237
- (2) Folder title/number: (18)
Projects - Exchange of Persons Program 1950

(3) Date: Jan. 1950 - Dec. 1950

(4) Subject:

Classification	Type of record
032	z

(5) Item description and comment:

(6) Reproduction: Yes No

(7) Film no. _____ Sheet no. _____

5 August 1950

TO: Miss Ferguson
Government Section

Herewith is the list of persons and the projects under which they are to go to the United States. It is being forwarded to you pursuant to your request to Mr. Kimura.

A. Shimanouchi

Project 127 (Local Finance Commission, Delegation No.1)

a. Members of Commission:

✓ AOKI, Tokuzo
✓ KUYAMA, Yoshio

b. Other Members:

✓ OKUNO, Seiryō

Chief of Finance Section,
Local Finance Commission.

✓ ITO, Hideto

Member of Occupation Training
Council (Shokugyo Kyoiku
Shingikai)

✓ ITO, Hanya

Prof. of Industrial University.

c. Interpreter:

✓ KAWASAKI, Ichiro

Ministry of Foreign Affairs.

Project 128 (Local Finance Commission, Delegation No.2)

a. Members of Commission:

✓ NOMURA Hideo

Chief of Commission

✓ UEHARA, Rokuro

b. Other Members:

✓ OGITA, Tamotsu

Chief of Secretariat Section,
Local Finance Commission

✓ SHIBUE, Soichi

Chief of Management and Super-
intendence Bureau, Ministry of
Construction.

c. Interpreter:

✓ TAKAHASHI, Akira

Ministry of Foreign Affairs.

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Project 129 (Governors Project)

a. Governors:

- ✓ SUGIMOTO, Katsuji Governor of Fukuoka Prefecture.
- ✓ MURAYAMA, Michio Governor of Yamagata Prefecture.
- (✓ TAKATSUJI, Takekuni) Governor of Toyama Prefecture.

b. Assemblymen:

- ✓ MURAKAMI, Jyunpei Chairman of Iwate Prefectural Assembly
- ✓ YAMADA, Yaichi Chairman of Shizuoka Prefectural Assembly.
- ✓ MASUDA, Shizuka Chairman of Kagoshima Prefectural Assembly.

c. Interpreter:

- ✓ HAYASHIDA, Shigemi Ministry of Foreign Affairs.

Project 130 (City Government Delegation)

a. Mayors:

- ✓ MATSUI, Keiro Mayor of Urawa City, Saitama Prefecture.
- ✓ KANNO, Ryoji Mayor of Nanao City, Ishikawa Prefecture.
- ✓ KONDO, Naoyuki Mayor of Naruto City, Tokushima Prefecture

b. Assemblymen:

- ✓ OZAWA, Jiro Chairman of Yokohama City Assembly, Kanagawa Prefecture.

10 Oct

25 Sep

ANDO, Bunhei

Chairman of Niigata City
Assembly, Niigata Prefecture

✓ KUBOTA, Zuichi

Chairman of Wakamatsu
City Assembly, Fukuoka
Prefecture

c. Interpreter:

Imajo
~~IMASHIRO~~, Noboru

Ministry of Foreign Affairs.

Project 131 (Town & Village Government Delegation)

a. Headman:

✓ OZAKI, Jiichi

Headman of Higashi-Murayama
Village, Kochi Prefecture.

✓ YAMADA, Toshitada

Headman of Kurizawa Town,
Hokkaido.

✓ SAKA, Kyugoro

Headman of Nishi-Muko
Town, Wakayama Prefecture.

b. Assemblymen:

✓ TSUBAKIMOTO, Yoshio

President of Chairman's Associ-
ation of Town and Village
Assemblies of Nara Prefecture.

✓ KONNO, Shozaburo

Chairman of Iizaka Town Assembly,
Fukushima Prefecture.

✓ SAITO, Kunio

President of Chairman's Associ-
ation of Town and Village Assemblies
of Shizuoka Prefecture.

c. Interpreter:

✓ OKAZAKI, Kumao

Ministry of Foreign Affairs.

25 Sept

GENERAL HEADQUARTERS

FAR EAST COMMAND

CHECK SHEET

(Do not remove from attached sheets)

File No:

Subject: National Leaders Program

Note
No.

From: Brig. Gen. G.V. Keyser, To: See distribution
Chairman, Interchange of Persons Board

Date: 9 June 1950

1.

1. Request background information relative to Japanese nationals participating in supplemental Interchange of Persons Program projects 118 through 160 be forwarded to AG-OM (Attention: Mr. Boone) prior to 23 June 1950.

2. Background information should be forwarded on letter size stencils following form used in previous projects.

3. Request statement as to each participant's knowledge of English be included under question no. 11 of standard form for background information.

for J.V.
G. V. K.

Distribution:

CCS
CIE
CTS
DS
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PHW
PSD
AG
G-1

GENERAL HEADQUARTERS
FAR EAST COMMAND

CHECK SHEET

Mrs. Fegley
26-8989

(Do not remove from attached sheets)

Subject: Augmentation of National Leaders
Program

Note
No.

From: ODCS, SCAP

To: See Distribution

Date: 29 Mar '50

1.

Pursuant to Interchange of Persons Board meeting Tuesday 28 March participating sections were requested to submit their proposals for augmentation of present projects and activation of new projects on cut stencils.

These proposals will be presented to the ad hoc committee for their review and recommendations and subsequently to the Chief of Staff for approval.

As it may be necessary to change these projects before they receive Chief of Staff approval it is suggested that sections present their proposals in six (6) typewritten copies*in accordance with the attached form. After proposals are approved by the Chief of Staff they will be returned to sections for reproduction on stencils. It is felt that this will eliminate unnecessary work.

*1 original and 5 carbon copies

Incl

Sample Form

G. V. K.

DISTRIBUTION:

CIE	PSD
GOVT	DIP
LEGAL	CCS
ESS	CTS
NRS	
PHV	

4 April 1950

FAR EAST COMMAND
EXCHANGE OF PERSONS PROGRAM FOR JAPAN

PROJECT NO : (State whether this is augmentation of old project
or activation of new project)

NO. OF PEOPLE : 2

DURATION OF VISIT :

TOTAL COST :

SPONSOR :

DESIRED TIME :

ITINERARY :

Agency

Location

Days

(Estimate days travel time)

PURPOSE OF PROJECT:

PROJECT NO :

JUSTIFICATION : (In accordance with General Keyser's instructions
28 March this attached page should be used to explain
benefits to be received from proposed project
and plan for utilization of these leaders after
their return to Japan.)

Print

4/20/50
Project

LIST OF CANDIDATES FROM MINISTRY OF FOREIGN AFFAIRS
TO ACCOMPANY PARTIES TO BE SENT TO THE U.S.
ON GARIOA INTERCHANGE OF PERSONS PROJECT

Cleared July 1

*Cleared & sent
4/30 & 1/31*

- 1. Mr. KAWASAKI, Ichiro ✓ Secretary, Ministry of Foreign Affairs - Deputy Chief, Liaison Bureau, Ministry of Foreign Affairs
- 2. Mr. TAKAHASHI, Akira ✓ Secretary, Ministry of Foreign Affairs - Chief, Coordination Section, Liaison Bureau, Ministry of Foreign Affairs
- 3. Mr. SHIMANOUCI, Toshiro ✓ Secretary, Ministry of Foreign Affairs - Special Assistant, Liaison Bureau, Ministry of Foreign Affairs
- 4. Mr. HAYASHIDA, Shigemi ✓ Secretary, Ministry of Foreign Affairs - Staff of Kyushu Liaison and Coordination Office, Fukuoka, of the Ministry of Foreign Affairs
- 5. Mr. OKAZAKI, Kumao ✓ Secretary, Ministry of Foreign Affairs - Staff of Kinki Liaison and Coordination Office, Osaka, of the Ministry of Foreign Affairs
- 6. Mr. IMAJO, Noboru ✓ Secretary, Ministry of Foreign Affairs - Staff of Kanto Liaison and Coordination Office, Tokyo, of the Ministry of Foreign Affairs

Reserves:

- 7. ~~Mr. KATAOKA, Mitsutaro~~ Secretary, Ministry of Foreign Affairs - Staff of Local Affairs Section, Liaison Bureau, Ministry of Foreign Affairs
- 8. Mr. TAKAHASHI, Shotaro ✓ Secretary, Ministry of Foreign Affairs - Staff of Local Affairs Section, Liaison Bureau, Ministry of Foreign Affairs

*being sent as
trade
Rep.
(Kimura)*

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.:

Project Name:

SCAP Section:

Sponsoring Agency:

ETA in U.S.:

Port of Entry into U.S.:

Type of Visa:

Anticipated Place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. KAWASAKI, Ichiro

Occupation: Secretary, Ministry
of Foreign Affairs.

Birth Date: 19 September 1909

Present Address: 1 San-Nen
Cho, Chiyoda-ku, Tokyo

Birth Place: Osaka, Japan

Sex: Male

Permanent Address: Tsuboya-
Machi, Kita-ku, Osaka

Color of Eyes: Brown

Color of Hair: Black

Height: 5 ft. 6 in.

Marital Status: Married

Weight: 120 lb.

Name before Marriage: Same

Distinguishing Marks:

Name of Wife: Keiko KAWASAKI

Mother's Name and Address: Mrs. Narae KAWASAKI, 454 Kuwazu-Cho
Higashi-Sumiyoshi-ku, Osaka

Father's Name and Address: Mr. Kotaro KAWASAKI (deceased)

Name and Address of Nearest Relative in Japan: Wife (same as present
address given above)

Names and Addresses of Three Character References:

Mr. Shiroshichi Kimura, Director, Liaison Bureau, Foreign
Ministry, Tokyo.

Mr. William L. Magistretti, U.S. Vice-consul, Grand Hotel,
Sapporo.

Mr. Thomas A. Howard, 354 Motomachi, Hommoku, Naka-ku,
Yokohama.

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates:

Graduated Faculty of Political Science, Tokyo University,
1932

Attended University College of South West, Exter, England
1932-33

History of Employment with Dates:

Entered the Foreign Ministry in 1932 and have had the following assignments to date:

- 1932 Attached to the Japanese Delegation to the League of Nations, Geneva, Switzerland.
- 1934 Attache, Japanese Embassy, London.
- 1935 Attache, Japanese Legation, Czechoslovakia.
- 1936 Attache, Japanese Consulate-General, Shanghai, China.
- 1937 Secretary of the Foreign Ministry, Tokyo
- 1939 Vice-Consul, Japanese Consulate-General, San Francisco.
- 1941 Consul, Japanese Consulate, Vancouver, B.C.
- 1942 Secretary, Japanese Embassy, Moscow, U.S.S.R.
- 1946 Member of the Yokohama Liaison Office of the Foreign Ministry.
- 1949 Secretary of the Foreign Ministry, Liaison Bureau.

History of Previous Travel Abroad, with Specific Dates and Places visited:

- 1932 Went to Geneva, Switzerland, and thence to London via Siberia.
- 1934 Went on a trip to Madeira, Portugal, Gibraltar, Casablanca & Rabat.
- 1935 Went on a trip to Oslo, North Cape, Iceland & Spritzbergen.
- 1935 Left England for Prague, Czechoslovakia.

- 1936 Left Prague for Shanghai via Marseilles and Suez.
- 1939 Left Japan for San Francisco via Hawaii.
- 1941 Left San Francisco for Vancouver B.C.
- 1942 Left Vancouver to White Sulphur Springs, W. Va. and then repatriated to Japan by the first exchange boat.
- 1942 Left Japan for Kuivisev, U.S.R.R. via Korea and Manchuria.
- 1943 Moved to Moscow from Kuivisev.
- 1946 Left Moscow for Uraga, Japan via Vladivostok.

Organizations in which membership is or has been held, with dates:

None.

Military Records: None.

Criminal Record: None.

Status under Cabinet and Home Ministry Ordinance No. 1 of 1947:

Questionnaire No. 417 of the Foreign Office was submitted and was determined as non-applicable by No. 29537 dated 10 Oct. 1947

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications etc.:

Awarded prizes for an essay on Abraham Lincoln by the Lincoln Centenary Association, Springfield, Ill. in 1927.

Awarded a gold medal for the study of British Constitution by the Japan Society, London in 1931.

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.: 79 Project Name: Election
SCAP Section: Sponsoring Agency:
ETA in U.S.: Port of Entry into U.S.:

Type of Visa:

Anticipated Place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. SHIMANOUCHE, Toshiro Henry

Birth Date: 9 February 1909

Occupation: Secretary, Ministry of
Foreign Affairs; concu-
rently Secretary, Cabinet
Secretariat

Birth Place: Saga-shi, Saga Pref.

Sex: Male

Present Address: No. 3 Akasaka Hinokicho,
Minato-ku, Tokyo

Color of Eyes: brown

Telephone Number: 38-1089

Color of Hair: black

Permanent Address: Fukuma-machi,
Munakata-gun, Fukuoka Pref.

Height: 5 ft. 6 in.

Weight: 140 lbs

Marital Status: Married

Name before Marriage: same

Distinguishing Marks:

Name of Wife: Chiyoko Sato SHIMANOUCHE

Mother's Name and Address: Mrs. Shizue SHIMANOUCHE, 4566 1/2 Bedilion St.,
Los Angeles, California, U.S.A.

Father's Name and Address: Mr. Yoshinobu SHIMANOUCHE (deceased in U.S.)

Name and Address of Nearest Relative in Japan: wife (same as Present
Address given above)

Name and Addresses of three Character References:

Mr. Kaneshichi Masuda, Minister of Construction, Tokyo
Mr. Shiroshichi Kimura, Chief, Liaison Bureau, Foreign Ministry, Tokyo.
Mr. Kiyoshi Togasaki, President, The Nippon Times, Tokyo

Name, age, sex and relationship of minors under 15 years of age
who will accompany individual to U.S.: none

History of Schooling with Dates:

Graduated Pasadena High School & Junior College, Pasadena Calif., 1927
Graduated Occidental College, Los Angeles, Calif., 1931

History of Employment with Dates:

The Los Angeles Japanese-American News, Los Angeles, Calif., as
English News editor, 1931-32
Los Angeles Bureau of Tokyo and Osaka Asahi Shimbun, as Olympic
Games staff reporter, 1932
The Japan Advertiser, Tokyo, as reporter, 1933-36
Kokusai Bunka Shinkokai (Society for International Cultural Relations),
Tokyo, as cultural research secretary, 1936-40
The Japan Institute, Inc., New York, as secretary, January-December,
1941
The Board of Information, Japanese Government, first as shokutaku
(non-official secretary) and later as secretary, 1942-45
Ministry of Foreign Affairs as secretary since 1946
(on loan to International Military Tribunal for the Far East
as court interpreter, 1946-48)

History of Previous Travel Abroad, with specific dates and places visited:

- 1912 - To San Francisco, California, U.S.A., with mother to join
father (returned to Japan in February, 1933)
- 1937 - To United States on inspection tour; port of entry San Francisco, in
December. Places visited: San Francisco, Seattle, Portland (all
in December), New York, Boston, Washington (in January and Feb-
ruary 1938), Chicago (February), Memphis, New Orleans (March),
Los Angeles (March-April) and back to San Francisco, sailing
from there for Japan in mid-April).
- 1938 - To the United States in May via Vancouver, entering U.S.
at Everett, Washington, destination New York. Period of
stay in New York City, June to November, to establish
Japan Institute, Inc. Returned to Japan, December.
- 1941 - To New York City, N.Y. to serve as secretary of Japan
Institute, Inc. Port of entry San Francisco, January.
Resided in New York until outbreak of war and interned
at Hot Springs, Virginia, and White Sulphur Springs,
W. Va., until returned to Japan by first exchange vessel,
June 1942 (Arrived Japan August 1942).

Organizations in which membership is or has been held, with dates:

Social organizations only: Pacific Citizens Club, Tokyo, since
1947 (charter member)
Tokyo Club, Tokyo, 1950

Military Record: Drafted as 2nd class private, infantry, March-June, 1940.

Criminal Record: None

Status under Cabinet and Home Ministry Ordinance No. 1 of 1947:

Questionnaire No. 378, Ministry of Foreign Affairs, 3 Sept. 1947
passed as non-applicable 10 October 1947

Other information which may be of assistance to sponsoring agency,
such as specific field of interest, research completed, publications,
etc.:

International Relations
Public Relations
Public Speaking

Hobbies: golf, contract bridge

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.:

Project Name:

SCAP Section:

ETA in U.S.:

Port of Entry into U.S.:

Type of Visa:

Anticipated place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. HAYASHIDA, Shigemi

Birth Date: 11 March 1906

Occupation: Secretary, Ministry
of Foreign Affairs; Staff,
Kyushu Liaison Office.

Birth Place: 980 Hirashima-mura,
Nishi-Sonogi-gun, Nagasaki
Pref.

Present Address: No. 13 1-Chome
Hamada-cho, Fukuoka-shi,
Fukuoka Pref.

Sex: Male

Color of Eyes: brown

Telephone Number: none

Color of Hair: black

Permanent Address: 11 Hiratomachi,
Nagasaki-shi, Nagasaki Pref.

Height: 5 ft. 6in.

Marital Status: Married

Weight: 145 lbs.

Name before Marriage: Same

Distinguishing Marks: None

Name of Wife: Shimako Fujisawa
HAYASHIDA

Mother's Name and Address: Mrs. Tsuta NAKAO, No. 13 1-chome
Hamada-cho, Fukuoka-Shi.

Father's Name and Address: Mr. Gisuke HAYASHIDA, No. 43 Iwakawa-
machi, Nagasaki-Shi (Deceased)

Name and Address of Nearest Relative in Japan: Wife (same as Present
Address given above)

Name and Addresses of three Character References:

Mr. Shiroji YUKI, Director, Kyushu Liaison Office, Fukuoka-shi.
Mr. Shiroshichi KUMURA, Director, Liaison Bureau, Ministry of Foreign Affairs, Tokyo.
Mr. Shinjiro TSUMURA, Chief, Personnel Section, Ministry of Foreign Affairs, Tokyo.

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates:

Graduated Nagasaki Higher Commerical School, March 1927
Graduated Overseas Trade Faculty of the same school, March 1930

History of Employment with Dates:

Appointed Chancellor of Foreign Ministry and attached to Consulate at Sekiho (Nominally), June 1930.
Attached to Consulate at Colombo, Ceylon, Oct. 1930.
Attached to 2nd Section, European Affairs Bureau, Foreign Ministry, May 1934.
Attached to Consulate at Los Angeles, Calif. U.S.A., Aug. 1935.
Attached to Consulate General at New York., U.S.A., Apr. 1937.
Attached to 5th Section, Commerce Bureau, Foreign Ministry, Sept. 1942.
Appointed Vice Consul and attached to Consulate-General at Shanghai, China, Mar. 1943.
Attached to Trade Section, Economic Dept., Central Liaison Office, Tokyo, Feb. 1946.
Attached to Kyushu Liaison Office, Aug. 1946.

History of Previous Travel Abroad, with specific dates and places visited:

Sept. 1927-Oct. 1928
To Sumatra; Dutch East India, as a member of Nanyo Rubber Estate.

Oct. 1930-Mar. 1934
Attached to Japanese Consulate at Colombo, Ceylon.

July 1932-Sept. 1932
To Hong Kong; to give aid to Consulate-General at Hong Kong by Government order.

Oct. 1935-June 1942
To U.S.A.; attached to Japanese Consulate at Los Angeles, Calif. and Japanese Consulate-General at New York, and interned by U.S. Government after outbreak of the Pacific War.

April 1943-Feb. 1946
To China; attached to Japanese Consulate-General at Shanghai.

Organizations in which membership is or has been held, with dates: None

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry
Ordinance No. 1 of 1947: Questionnaire No. 540, Ministry of Foreign Affairs, 10 Sept. 1947 passed as non-applicable.

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.:

Project Name:

SCAP Section:

ETA in U.S.:

Sponsoring Agency:

Port of Entry into U.S.:

Type of Visa:

Anticipated Place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. OKAZAKI, Kumao

Birth Date: 25 June 1910

Birth Place: 6-628 2-chome, Yokogawa-
machi, Hiroshima-shi,
Hiroshima Pref.

Sex: Male

Color of Eyes: brown

Color of Hair: Black

Height: 5 ft. 5 in.

Weight: 150 lbs.

Distinguishing Marks: { Scar-right
edge of the
right
eyebrow as you
face.
Cut Scar-right
ear as you face.

Occupation: Secretary, Ministry of
Foreign Affairs; Staff, Kinki
Liaison Office, Osaka.

Present Address: 1 3-chome, Uchihon-machi
Higashi-ku, Osaka-shi, Osaka Pref.

Telephone Number: None

Permanent Address: 6-628 2-chome,
Yokogawa-machi, Hiroshima-shi,
Hiroshima Pref.

Marital Status: Married

Name before Marriage: Same

Name of Wife: Hisako Okazaki

Mother's Name and Address: Mrs. Wakayo Fukui, 226 Hirose-Motomachi Hiroshima-
shi, Hiroshima Pref.

Father's Name and Address: Mr. Tameichi Okazaki, 226 Hirose-Motomachi Hiroshima-shi, Hiroshima Pref.

Name and Address of Nearest Relative in Japan: Wife (same as Present Address given above)

Name and Addresses of three Character References:

Mr. Shigenobu Shima, Director, Kinki Liaison Office, Osaka

Mr. Shiroshichi Kimura, Director, Liaison Bureau, Foreign Ministry

Mr. Shinjiro Tsumura, Chief, Personnel Section, Foreign Ministry

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates:

Graduated Mid-Pacific Institute, Hawaii, June 1931

B. A., University of Hawaii, June 1935

M. A., Graduate School, University of Hawaii, Aug. 1936

History of Employment with Dates:

Teacher; translation and instruction of Japanese language, Private Kawaako-Alapai Japanese School, Honolulu, Sept 1932 - July 1936.

Librarian; Political and Economic Research Institute in Tokyo, Sept. 1936 - March 1938.

Clerk; Research Bureau, Foreign Ministry, 1939.

Chancellor-Interpreter; Consulate-General at Manila, July 1940.

Civilian Administrator; Manila, Feb. 1942 - Oct. 1943.

Second Secretary Interpreter; Japanese Embassy in Philippines, Oct. 1943 - June 1945.

Vice-Consul; Bureau of South-Sea Affairs, Great East Asia Ministry, June 1945.

Local Liaison Officer; Osaka Liaison Office (later, Kinki Liaison Office), July 1946 - present.

History of Previous Travel Abroad, with specific dates and places visited:

Aug. 1929 - Sept. 1936

To Hawaii, to study at the Mid-Pacific Institute and University of Hawaii.

July 1940

To Hong Kong, as transient passenger to Manila.

July 1940 - Jan. 1945

To Manila, served as a chancellor-Interpreter at the Consulate-General in Manila; as Civil Administrator to look after foreigners during the early part of Japanese Occupation in Manila; and as a Second Secretary Interpreter at the Japanese Embassy in the Philippines.

Organizations in which membership is or has been held, with dates:

June 1936 - present.

Member of Alumni Ass., University Hawaii.

Aug. 1942 - Nov. 1944

Member of Wack-Wack Golf & Country Club, Manila.

Dec. 1945 - present.

Member of Kasumigaseki-Kai (Diplomats Club), Tokyo.

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry

Ordinance No. 1 of 1947:

Questionnaire No. 447, Ministry of Foreign Affairs, 8 Sept. 1947 passed as non-applicable 10 Oct. 1947.

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.:

Project Name:

SCAP Section:

ETA in U.S.:

Sponsoring Agency:

Port of Entry into U.S.:

Type of Visa:

Anticipated Place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. IMAJO, Noboru

Birth Date: 18 March 1904

Birth Place: Uwaichi Mito-shi,
Ibaraki Pref.

Sex: Male

Color of Eyes: Brown

Color of Hair: Black

Height: 5 ft. 5 in.

Weight: 110 lbs.

Occupation: Secretary, Ministry
of Foreign Affairs; Staff,
Kanto Liaison Office, Tokyo.

Present Address: 120 Higashi-
Katamachi Bunkyo-ku, Tokyo.

Telephone Number: 65-1030

Permanent Address: 9 Kitakoji
Yoshida-cho, Kitauwa-gun,
Ehime Pref.

Marital Status: Married

Name before Marriage: Same

Distinguishing Marks: None

Name of Wife: Atsuko Miyzuchi IMAJO

Mother's Name and Address: Mrs. Hisa IMAJO, 120 Higashi Katamachi,
Bunkyo-ku, Tokyo.

Father's Name and Address: Mr. Isao IMAJO, (")

Name and Address of Nearest Relative in Japan: Wife (same as present
Address given above).

Name and Addresses of three Character References:

Mr. Katsushiro Narita, Director, Kanto Liaison Office, Tokyo.
Mr. Shiroshichi Kimura, Director, Liaison Bureau, Foreign
Ministry, Tokyo.
Mr. Shinjiro Tsumura, Chief, Personnel Section, Foreign Ministry,
Tokyo.

Name, age, sex and relationship of minors under
15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates:

Graduated Heijō Middle School, March 1921

History of Employment with Dates:

Temporary Employee of Naval Ministry, June 1921-Jan. 1922.

Chancellor of Foreign Ministry, Attached to Emigration
Section, Commercial Bureau, Jan. 1922.

Clerk of Foreign Ministry, July 1924.

Attached to Japanese Consulate, Vancouver, Canada, July 1926.

Transferred to First Section, Treaty Bureau, Foreign Ministry,
Jan. 1932.

Attached to Japanese Consulate, Chicago, U.S.A., Dec. 1934.

Vice-Consul, Consulate General, Shanghai, China, July 1938.

Consulate-General, Tsingtao, China, June 1939.

Consulate-General, Amoy, Jan 1941.

Consul, Duties as above, July 1943.

Consulate-General, Swatow, China, March 1945.

First Section, First Division, Central Liaison Office,
March 1946.

Japanese Government Liaison Officer for Kanto Civil Affairs
Region, March 1948-Nov. 1949.

Kanto Liaison Office, Tokyo, April 1950.

History of Previous Travel Abroad, with specific dates and places visited:

June 1909-Aug. 1912

To Korea, accompanying father.

Jan. 1914-March 1921

To Korea, to join father again.

Sept. 1926-Oct. 1931

To Canada, as Chancellor of Japanese Consulate, Vancouver.

March 1935-Sept. 1938

To U.S.A. as Chancellor of Japanese Consulate, Chicago.

Oct. 1938-Feb. 1945.

To China, as Vice-Consul at Shanghai, Tsingtao and Amoy; as Consul at Amoy and Swato.

Organizations in which membership is or has been held, with dates: Member of Kasumigaseki-Kai (Diplomats Club) Tokyo, since July 1938.

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry

Ordinance No. 1 of 1947: Questionnaire No. 223, Ministry of Foreign Affairs, 3 Sept, 1947 passed as non-applicable 10 October 1947.

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.:

Project Name:

SCAP Section:

ETA in U.S.

Sponsoring Agency:

Port of Entry into U.S.:

Type of Visa:

Anticipated Place of Residence in U.S.:

Anticipated Length of Stay in U.S.:

Name: Mr. KATAOKA, Mitsutaro

Birth Date: 27 May 1912

Birth Place: Osaka

Sex: Male

Color of Eyes: Brown

Color of Hair: Black

Height: 5 ft. 9in.

Weight: 130 lbs.

Occupation: Secretary, Ministry of
Foreign Affairs;
Staff, Local Affairs
Section, Liaison Bureau,
Ministry of Foreign
Affairs.

Present Address: c/o Tengeji-ryu,
58 Toyozawa-machi,
Shibuya-ku, Tokyo.

Telephone Number: None

Permanent Address: 287 Kinsa-cho,
Shinkarasumaru,
Higashi-iru, Shimokiri-
dori, Kamikyo-ku, Kyoto.

Marital Status: Married

Name before Marriage: Same

Name of Wife: Hiroko Kataoka

Distinguishing Marks: None

Mother's Name and Address: Mrs. Hisa Kataoka, 287 Kinsa-cho,
Shinkarasumaru, Higashi-iru, Shimokiridori,
Kamikyo-Ku, Kyoto-shi.

Father's Name and Address: Mr. Sadakichi Kataoka, (deceased)

Name and Address of Nearest Relative in Japan: Wife (same as Present Address given above)

Name and Addresses of three Character References:

Mr. Akira Nishiyama, Chief, Local Affairs Section, Liaison Bureau, Foreign Ministry.

Mr. Shiroshichi Kinura, Director, Liaison Bureau, Foreign Ministry.

Mr. Shinjiro Tsumura, Chief, Personnel Section, Foreign Ministry.

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None.

History of Schooling with Dates:

Graduated First Commercial School of Kyoto City, March 1930.

History of Employment with Dates:

Chancellor of Foreign Service; in charge of business relative to documents and archives, Foreign Office, Tokyo; May 1935-May 1936.

Japanese Consulate at New-chang, Manchuria; May 1936-July 1937.

Japanese Embassy in Peking, China; July 1937-Oct. 1937.

Japanese Consulate-General in Mukden, Manchuria; Oct. 1937-Oct 1938.

Japanese Consulate-General in Shanghai, China; Oct 1938-March 1940.

Japanese Consulate-General in HanKow, China; March 1940-June 1944.

Clerk; Ministry of Greater East Asiatic Affairs, Tokyo; July 1944-Aug. 1945.

Assistant Liaison Officer; Central Liaison Office, Tokyo; Aug. 1945-Jan 1946.

Liaison Officer; Political Affairs Dept., Central Liaison Office; Jan. 1946-June 1946.

Liaison Officer of Local Liaison Office; Kyoto Liaison Office; June 1946-April 1950.

Staff; Local Affairs Section; Liaison Bureau, Foreign Ministry; April 1950-Present.

History of Pervious Travel Abroad, with specific dates and places visited:

June 1936-July 1937

To Manchuria, to serve at Japanese Consulate in New-chang.

July 1937-Oct. 1937

To China, to serve on Temporary duty at Japanese Embassy in Peking.

Oct 1937-Oct 1938

To Manchuria, to serve at Japanese Consulate-General in Mukden.

Oct 1938-March 1940

To China, to serve at Japanese Consulate-General in Shanghai.

March 1940-June 1944

To China, to serve at Japanese Consulate-General in Han Kow.

Organizations in which membership is or has been held, with dates: None

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry Ordinance No. 1 of 1947: Questionnaire No. 430, Ministry of Foreign Affairs, 25 Aug. 1947 passed as non-applicable 10 Oct. 1947.

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE
PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.: Project Name:
SCAP Section: Sponsoring Agency:
ETA in U.S.: Port of Entry into U.S.:
Type of Visa:
Anticipated Place of Residence in U.S.:
Anticipated Length of Stay in U.S.:

Name: Mr. TAKAHASHI, Shotaro
Birth Date: 25 December 1920 Occupation: Secretary, Ministry
of Foreign Affairs; Staff,
Local Affairs Section,
Liaison Bureau, Ministry of
Foreign Affairs.
Birth Place: Toyasen, Kamegawa-
machi, Beppu-shi,
Oita Pref.
Sex: Male Present Address: 446 3-chome,
Kashiwagi, Shinjuku-ku, Tokyo.
Color of Eyes: Brown Telephone Number: None
Color of Hair: Black Permanent Address: Same as Birth
Place.
Height: 5 ft. 6 in. Marital Status: Married
Weight: 150 lbs. Name before Marriage: Same
Name of Wife: Nobuko Takahashi
Distinguishing Marks: A stripe of scar about 13
cm long on the left side
of the face.
Mother's Name and Address: Mrs. Shinko Takahashi (deceased)
Father's Name and Address: Mr. Shichinosuke Takahashi (deceased)

Name and Address of Nearest Relative in Japan: Wife (same as Present Address given above)

Name and Addresses of three Character References:

Mr. Akira Nishiyama, Chief, Local Affairs Section, Liaison Bureau, Foreign Ministry.

Mr. Shiroshichi Kimura, Director, Liaison Bureau, Foreign Ministry.

Mr. Shinjiro Tsumura, Chief, Personnel Section, Foreign Ministry.

Name, age, sex, and relationship of minors under 15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates:

Graduated Noshiro Middle School, Akita Pref., March 1938

Graduated Tokyo Commercial College, March 1941

Graduated Tokyo Commercial University, March 1943.

History of Employment with Dates:

Diplomatic Clerk; Investigations Section, General Affairs Bureau, Greater East Asia Ministry, Sept 1943.

Drafted for Military Service, March 1944.

Returned to Foreign Service and assigned to Liaison Section, General Affairs Div., CLO, Dec 1945.

Ordered to be a Diplomatic Attache, April 1946.

Assigned to Yokohama Liaison Office, Sept. 1946.

Staff; Local Affairs Section, Liaison Bureau, Foreign Ministry, April 1950.

History of Previous Travel Abroad, with specific dates and places visited:

April 1944-Jan. 1945
To Manchuria, for military service.

Jan. 1945-May 1945
To China, for Military service.

Organizations in which membership is or has been held, with dates: None

Military Record:

March 1944 Drafted

Sept 1944 Army Paymaster Dept., Corporal,

Dec. 1944 Sergeant.
May 1945 Graduated from paymaster's Training School, Peking, China.
May 1945 Accounting Section, Accountant's Dept., Utsunomiya Div., H.Q.
June 1945 Accounting Dept., 116 Independent Mixed Brigade (2nd Lieutenant)

Criminal Record: None

Status under Cabinet and Home Ministry Ordinance No. 1 of 1947: Questionnaire No. 423, Ministry of Foreign Affairs, 5 Sept. 1947 passed as non-applicable 10 Oct. 1947

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

Name and Address of Nearest Relative in Japan: Wife (Same as Present Address given above)

Name and Addresses of three Character References:

Mr. KIMURA, Shiroshichi, Chief, Liaison Bureau, Foreign Ministry, Tokyo
Mr. TSUCHIYA, Jun, Japanese Government Liaison Representative, GHQ, SCAP.
Lt. Col. D.S. Tait, Chief of Japanese Liaison Section, G-2, GHQ.

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None

History of Schooling with Dates: Graduated 8th High School, Nagoya-shi, 1932
Graduated Tokyo University, Anglo-American Law Faculty, Tokyo, 1936
Attended Dennison University, Granville, Ohio, U.S.A. 1936 - 1937.

History of Employment with Dates:

Entered the Foreign Ministry, Japanese Gov't in 1936 and have had the following assignments to date.

1937 - 1939, Vice-Consul, Japanese Consulate-General, New York City.
1939 - 1943, Secretary, Foreign Trade Bureau, Foreign Office, Tokyo.
1943 - 1945, 3rd Secretary, Japanese Embassy, Shanghai Office, Shanghai.
March 1945 - July 1945, Consul, Japanese Consulate-General, Shanghai.
1945 - 1946, Consul, Japanese Consulate-General, Tientsin, China.
1946 - 1949, Secretary (Liaison Official), Chugoku Liaison Office, Kure, Honshu.
1949 - To Date, Chief, Co-ordination Section, Liaison Bureau, Foreign Office, Tokyo.

History of Previous Travel Abroad, with specific dates and places visited:

U.S.A. 1936 - 37 Stayed to study in English at Dennison University, Granville, Ohio
U.S.A. 1937 - 39 Stayed as an official at Japanese Consulate-General, New York City
China 1943 - 46 Stayed as an official at Japanese Embassy Shanghai Office, Japanese Consulate-General at Shanghai & Tientsin

Organizations in which membership is or has been held, with dates:

None

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry

Ordinance No. 1 of 1947:

Questionnaire No. 494 of the Foreign Office, 31 Aug. 1947 passed as non-applicable 10 October 1947

CLASSIFIED BY 11032 SEC. 5(E) AND 5(D) OR (E) NNDG # 113012

D O

Other information which may be of assistance to
sponsoring agency, such as specific field of
interest, research completed, publications, etc.:
International Relations

Resume

PERSONAL HISTORY AND BACKGROUND INFORMATION FOR JAPANESE PARTICIPANTS IN GARIOA INTERCHANGE OF PERSONS PROGRAM

Project No.: _____ Project Name: _____
 SCAP Section: _____ Sponsoring Agency: _____
 ETA in U.S.: _____ Port of Entry into U.S.: _____
 Type of Visa: _____
 Anticipated Place of Residence in U.S.: _____
 Anticipated Length of Stay in U.S.: _____

Name: Mr. KATAOKA, Mitsutaro
 Birth Date: 27 May 1912 Occupation: Secretary, Ministry of Foreign Affairs; Staff, Local Affairs Section, Liaison Bureau, Ministry of Foreign Affairs.
 Birth Place: Osaka
 Sex: Male
 Color of Eyes: Brown
 Color of Hair: Black
 Height: 5 ft. 9in.
 Weight: 130 lbs.
 Present Address: c/o Tengenji-ryo, 58 Toyozawa-machi, Shibuya-ku, Tokyo.
 Telephone Number: None
 Permanent Address: 287 Kinsa-cho, Shinkarasumaru, Higashi-iru, Shimokiridori, Kamikyo-ku, Kyoto.
 Marital Status: Married
 Name before Marriage: Same
 Name of Wife: Hiroko Kataoka
 Distinguishing Marks: None
 Mother's Name and Address: Mrs. Hisa Kataoka, 287 Kinsa-cho, Shinakarasumaru, Higashi-iru, Shimokiridori, Kamikyo-ku, Kyoto-shi.
 Father's Name and Address: Mr. Sadakichi Kataoka, (deceased)

Name and Address of Nearest Relative in Japan: Wife (same as Present Address given above)

Name and Addresses of three Character References:

Mr. Akira Nishiyama, Chief, Local Affairs Section, Liaison Bureau, Foreign Ministry.

Mr. Shiroshichi Kimura, Director, Liaison Bureau, Foreign Ministry.

Mr. Shinjiro Tsumura, Chief, Personnel Section, Foreign Ministry.

Name, age, sex and relationship of minors under 15 years of age who will accompany individual to U.S.: None.

History of Schooling with Dates:

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History of Employment with Dates:

Chancellor of Foreign Service; in charge of business relative to documents and archives, Foreign Office, Tokyo; May 1935-May 1936.

Japanese Consulate at New-chang, Manchuria; May 1936-July 1937.

Japanese Embassy in Peking, China; July 1937-Oct. 1937.

Japanese Consulate-General in Mukden, Manchuria; Oct. 1937-Oct 1938.

Japanese Consulate-General in Shanghai, China; Oct 1938-March 1940.

Japanese Consulate-General in Han Kow, China; March 1940-June 1944.

Clerk; Ministry of Greater East Asiatic Affairs, Tokyo; July 1944-Aug. 1945.

Assistant Liaison Officer; Central Liaison Office, Tokyo; Aug. 1945-Jan 1946.

Liaison Officer; Political Affairs Dept., Central Liaison Office; Jan. 1946-June 1946.

Liaison Officer of Local Liaison Office; Kyoto Liaison Office; June 1946-April 1950.

Staff; Local Affairs Section; Liaison Bureau, Foreign Ministry; April 1950-Present.

History of Previous Travel Abroad, with specific dates and places visited:

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July 1937-Oct. 1937

To China, to serve on Temporary duty at Japanese Embassy in Peking.

Oct 1937-Oct 1938

To Manchuria, to serve at Japanese Consulate-General in Mukden.

Oct 1938-March 1940

To China, to serve at Japanese Consulate-General in Shanghai.

March 1940-June 1944

To China, to serve at Japanese Consulate-General in Han Kow.

Organizations in which membership is or has been held, with dates: None

Military Record: None

Criminal Record: None

Status under Cabinet and Home Ministry

Ordinance No. 1 of 1947: Questionnaire No. 430, Ministry of Foreign Affairs, 25 Aug. 1947 passed as non-applicable 10 Oct. 1947.

Other information which may be of assistance to sponsoring agency, such as specific field of interest, research completed, publications, etc.:

*Sent to Don Meyer
Copies to Don Meyer*

PRELIMINARY REPORT
of the
CONFERENCE ON ORIENTATION OF JAPANESE
AND RYUKYUAN STUDENTS
CONGRESS HOTEL, CHICAGO, JUNE 26 and 27, 1950

AS A PART OF
THE INTERCHANGE OF PERSONS PROGRAM
OF
THE SUPREME COMMANDER, ALLIED POWERS
AND OF
THE DEPARTMENT OF THE ARMY

SPONSORED BY
INSTITUTE OF INTERNATIONAL EDUCATION
2 WEST 45TH STREET, NEW YORK 19, N.Y.

JULY 17, 1950

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FOREWORD

This is a partial report of the proceedings of the Conference on Orientation of Japanese and Ryukyuan Students held in Chicago on June 26 and 27, 1950. This conference was called by the Institute of International Education for the purpose of clarifying the purposes and details of the general program of Reorientation of the Department of the Army and especially of the six-weeks Orientation program to which these students have been assigned upon their arrival in the United States late in July, 1950. Their Orientation is the first part of an overall program of Reorientation which is to continue for one year and for which detailed arrangements have been made by the Institute for each of the Japanese and Ryukyuan students.

In August a brochure of the Chicago conference will be published and mailed to all colleges and universities who have agreed to participate in the overall program of Reorientation. The present, shorter form of the report has been prepared especially for the directors and staff members of orientation centers, since their work will begin intensively before the brochure can be published and distributed. Copies of the brochure will be sent later to each orientation center.

PART I

BACKGROUND AND PURPOSE OF THE INTERCHANGE OF PERSONS PROGRAM:
REORIENTATION OF JAPANESE AND RYUKYUAN STUDENTS

The Department of the Army and its forces in occupied areas have a reorientation program which is intended to bring to the attention of the peoples of those areas the democratic way of life as found in the United States. For this program of information and education, the United States is utilizing the brains and energy of large numbers of its citizens; it is spending considerable sums of money and expects to realize tangible returns by creating friends who will uphold our kind of democracy against all other ideologies and conflicting forms of government.

This program is not an adventure in altruism, but a hard-headed effort to capture the minds and hearts of vigorous peoples and to coordinate the activities of those people in such a way as to increase the security and the welfare of the United States. The fact that we believe such results will also contribute to the welfare of the foreign people whom we seek to influence, and that similar activities in a broader sphere will benefit the world is, of course, a vital and compelling corollary.

Success in the Interchange of Persons Program for Japanese students will depend upon achieving the following results:

1. The Japanese nationals must be convinced, through what they see and hear and do while they are in this country under the program, that the way of life which

we practice and recommend is desirable enough to strive for.

2. The Japanese must be convinced that the democratic principle of social organization is the spark and catalyst which has made American achievement possible, which sustains America in its independence, its concepts of freedom, its power, and its productivity.

3. The Japanese must be shown, with unmistakable clarity, that the path which leads most directly into the heart and core of democracy is the concept of the supremacy and inviolability of the individual. It must be continuously and forcefully demonstrated to the Japanese that everything good and productive and free and beneficial which they observe in the United States is directly linked to this concept of the status of the individual.

4. The Japanese must be emotionally and sentimentally drawn to us; they must like us and trust us enough as individuals and as a people to give a spiritual drive to their democratic aspirations. Their hearts must join their minds in a genuine urge to cooperate, learn, and share.

5. And the Japanese must return home with faith in the validity of the message they are carrying -- with faith that they, as individuals, can make a realistic and solid contribution to the achievement of these goals in Japan. They must realize that the democratic tenets which define the status of the individual can be daily and hourly applied in practice to the tasks they will perform at home -- and preached from whatever pulpits are available. Finally, they must come to know that to plant and cultivate this seed of democracy is not merely Japan's one great hope on earth, but also a realistic mission which can be undertaken with optimism and high confidence.

PART II

FUNCTION OF THE ORIENTATION PROGRAM FOR JAPANESE AND RYUKYUAN STUDENTS

It is important to give attention to the objectives of orientation, beginning with the six-week course before the Fall term, and continuing throughout the school year. The objectives are as follows:

1. To convey to the student precisely why he is here, what is expected of him, and what is not expected of him. This means to explain the relation which should exist between his purely academic pursuits and his general reorientation, with the latter objective being paramount.

2. To help the student plan his school work with the above considerations in mind.

3. To give the student all possible information which will alert him to the features of the democratic system which represent the core and substance of that system. In short, to focus his eyes on the fundamental question of the status of the individual in America.

4. To prepare the student in advance for the limitations -- financial, psychological, and otherwise -- which may conflict with the aspirations he has regarding his stay in the United States.

5. To reduce as far as possible the inevitable period of adjustment in minor matters of school routine, etc., which the student will go through when he enrolls in his college.

6. To give the student, throughout his orientation session, as much practice as possible in hearing and speaking the English language, in taking notes in English and transcribing them for classroom use.

PART III

THE RESPONSIBILITIES OF THE INSTITUTE OF INTERNATIONAL EDUCATION IN THE INTERCHANGE OF PERSONS PROGRAM OF THE DEPARTMENT OF THE ARMY

The fundamental purpose of the Institute of International Education is to assist in the promotion of world understanding through facilitating the interchange of persons in educational and cultural fields between the United States and other countries. Therefore, the Institute has entered with much pleasure and interest into a contract with the Department of the Army for the placement and supervision of approximately 300 Japanese and 50 Ryukyuan students in American colleges and universities.

The arrangement with the Department of the Army includes provision for the Japanese and Ryukyuan students to be given a period of orientation prior to their undertaking their regular academic work. The Institute has called the Chicago conference to facilitate the planning and conduct of the orientation courses.

Students have been assigned to orientation centers in accordance with two principles: (a) the student's field of interest, provided that attendance at a center where the instruction is developed around the particular field can be arranged at no great additional expense; and (b) geographical location of the center in relationship to the ultimate place of study of the candidate.

The responsibility of the Institute in regard to placement of the Japanese and Ryukyuan students has been to find a suitable place of study for each of the almost 350 candidates selected overseas. The long experience of the Institute in this type of operation and the information and contacts readily available to it in its staff and library resources have enabled it to carry out this task with a minimum expenditure of time and effort given the magnitude of the operation.

The candidates are in widely varying fields and represent a great range of educational experiences. In the more specialized cases, of which there are a num-

ber, the Institute has availed itself of the cooperation of professional advisory groups in determining the institutions in which the candidates might best be placed while at the same time meeting the objectives of the Reorientation Program. In addition, it has been necessary to arrange placements only in institutions where \$90 a month will provide for a student's room, board, and incidentals.* The financial limitations have been relieved in many instances through the generous cooperation which the program has received from many colleges, universities and private groups.

The supervision of the students in this country involves, first, the general overseeing of their adjustment and progress, in which activity, the Institute relies on the cooperation of the foreign student advisers on the campuses and reports from and on the students. Secondly, it involves a more direct relationship with the students and the institutions through visits to campuses by staff members and the payment to or on behalf of the students of stipends for maintenance and incidentals, tuition, and allotted sums for books, clothing, and vacation expenses. All financial matters of the students which are related to funds provided by the Department of the Army will, in other words, be handled by the Institute through its New York office and particularly the Asia-Pacific Division (Miss Nuvart Parseghian, Head; Mrs. Augusta Bowles, Coordinator of the Japanese Student Program) and the Administrative Officer, Mr. J. Charles Haidinger.

The Institute is confident that, as the operating agency in this program and with the continued cooperation of colleges and universities, it can render real assistance in the achievement of the objectives of the Reorientation Program.

PART IV

FINANCIAL ARRANGEMENTS FOR JAPANESE AND RYUKYUAN STUDENTS

FUNDS. The provisions being made for each student from the Government funds the

*Since this statement was presented, arrangements have been made to provide for small additional funds to permit placement of some highly specialized students in high cost of living areas.

Institute is administering are indicated in the student's Terms of Award, a copy of which the student will receive before or upon his arrival in the United States. A copy of the Terms of Award will also be sent to each college or university at which the student is enrolled for the academic year. Although copies are not available for the staff at the orientation centers, any help which can be given to the students in explaining questions which may arise in connection with financial provisions will be appreciated. These provisions vary in each case with the student's needs and according to scholarship aid, but may include the following items which will be remitted as indicated:

1. Transportation. Round-trip railroad coach travel from port of entry to the places of study will be provided.
2. Unremittable fees. Separate invoices for each student should be sent direct to the Japanese Student Program, Asia-Pacific Division for payment of fees or tuition charges not waived or paid from other funds.
3. Monthly allowances for maintenance. A maximum of \$90 a month is allocated for board, room and incidental expenses during study periods. When fees for maintenance are to be paid in advance or in a lump-sum, separate invoices for each student should be sent direct to the Japanese Student Program, Asia-Pacific Division. Advance or lump-sum payments made by the Institute and maintenance expenses paid from other sources of scholarship aid will be deducted from the maintenance allowance. If the student is receiving a monthly stipend, checks will be sent by the Institute directly to the student on the fifteenth of each month.
4. Books. A budget of \$75 for textbooks and consumable materials for the academic year has been established for the Japanese students. For the Ryukyuan students, the budget established for this purpose is \$50 each. For both Japanese and Ryukyuan, an additional allowance of \$10 for these items during the orientation period is available. The students must submit itemized receipts for these purchases. Special cases of need should be brought to the attention of the Institute.
5. Clothing. A maximum allowance of \$150 has been reserved for supplementary clothing during the year. Since basic clothing items are to be brought from Japan, it is hoped that most students will not need the full amount available. The students will be expected to write the Regional Secretary soon after they arrive on campus giving an estimate of the amount they will need. It would be appreciated if, perhaps, a student adviser could help the younger students plan their purchases. Again, receipts must be submitted for any purchases.
6. Vacation. It is hoped that the students will be invited to stay with school friends or to live with a family in the community during vacation periods. In a few cases the student may have relatives in the vicinity whom he will wish to visit. Funds will be provided for living costs for several days on arrival in the United States before the academic year starts, if necessary during Christmas and Spring vacations, and at the end of the academic year before departure from the United States.
7. Illness. All the students are covered for a twelve-month period by the

Institute's health insurance plan. Claims should be submitted to Japanese Student Program, Asia-Pacific Division. Payments to dentists or oculists are not covered under the insurance plan; however, in emergency cases, such payments may be approved upon submission of adequate facts.

EXCEPTIONAL ALLOWANCES. The above paragraphs cover the normal expenses of students. During the year it is certain that funds will be required for purposes not mentioned above. If any one of these students should need funds for any purpose not provided within the items enumerated above, such as, for instance, field trips in connection with his program of study - he should discuss this need with his adviser, who will present justifiable requests to the Institute.

PART V

JAPANESE EDUCATIONAL PROCESSES AND CHARACTERISTICS OF JAPANESE UNIVERSITY STUDENTS

Educational procedure in pre-war Japan was patterned after the old German system with some French innovations thrown in. The broad base provided for a highly literate population with a compulsory six years of primary school and for one-third of the graduates another five years of secondary school education. From there the competition to avail oneself of the much reduced opportunities for higher education drew to a sharp peak, with only slightly over one-half of one percent of the school population in the universities at any one time.

Although the school system in Japan is now rapidly approaching the pattern of education in America, the Japanese students who will be seen on our campuses these next few years will have gone through the old processes and been conditioned by the habits of rugged schooling, of goaded pressures, and a do or die philosophy to attain their proud positions as university graduates in a land where education is revered almost beyond all other attainments and where competition is of the keenest.

The Japanese university student is in a class all his own, both by tradition and because he likes it that way. He has privileges while in school and "school tie" opportunities and clanishness after graduation. The peaked cap, the worn uniform and dishevelled look are in keeping with the tradition of disdain for mundane things and women. He is keen, he studies endlessly or loafs between examinations, he follows the paths of his teachers without much question, painstakingly and blindly, he is a "disciple" of some outstanding scholar and eschews the teachings of other contemporary scholars - this is loyalty, the characteristic mind-set of

all Japanese.

What we do with the keen minds, the anxiety to learn all and experience all that we have to offer them in this one year of advanced study, the loyalty which is ingrained in these highly trained graduate students, will determine whether our orientation course does what it sets out to do, and whether or not our reorientation program can achieve its goal.

PART VI

REPORT OF THE EVALUATION CONFERENCE AT MILLS COLLEGE

21-24 June, 1950

The Institute of International Education, in cooperation with the Reorientation Branch of the Department of the Army, conducted an evaluation conference at Mills College, Oakland, California, 21-24 June, 1950. The purpose of this meeting was to review in detail, by means of widely-inclusive personal interviews, the academic year which each of the returning Japanese students had just completed.

Only 28 of the total 50 students included in the first year's program attended the Mills conference. Seventeen of the 50 are second-semester students who will not complete an academic year until December 1950: four are remaining in the United States for further study or special projects: and one committed suicide last April. The evaluation method used was a long personal interview with each individual student, carried on as a guided but informal conversation. Interviewers were given careful and detailed instructions as to the subjects they were required to cover in the interview, but the precise wording of questions was left to the interviewers in the case of each student.

In general, it can be said that roughly two-thirds of the group represented a reasonable degree of success in terms of the objectives of the Interchange of Persons Program. One-third can be classified as unsuccessful. Additionally, it can be said that of those who represent successful reorientation, approximately half achieved this success despite mistakes and shortcomings in the program.

The interviews revealed that among these students whose reorientation has been

called successful, there was at least a genuine, if non-specific, awareness of what the democratic process means in terms of status of the individual -- an awareness which was part emotional and part intellectual. With these students, a considerable hurdle had been successfully negotiated -- the realization that democracy is indeed a process, a method of dealing with problems and with developing situations, not a static set of ideal conditions at which we have arrived or think we have arrived. With students classified as unsuccessful, such an understanding was, in the main, lacking.

An example of this difference can be found in the attitudes of the students toward racial discrimination in the United States. To most of the students, what they heard and observed in this connection did not square with what they thought democracy ought to be. Some of the students took this shortcoming, added it to others, and set the negative matters off against the positive ones in an attempt to arrive at some assessment of democracy. Others, however, observed the social processes through which these problems are approached as essentially a public responsibility; and to those students, the process itself, and a steady drive to cope with such problems, was understood as a basic fundamental of the democratic system.

Generally speaking, the interviews indicated that the reorientation of all the students would have been materially aided if they had been given all possible opportunity to observe and understand specific situations and examples of the democratic process in operation. These examples should not be ones in which the practice and theory are separated by a gap requiring several analytical steps to bridge. They should be clearly and tangibly linked to basic concept of the status of the individual within the process. For this reason, symbolic representations of democracy may well be ineffective for this purpose. The student should return with a stockpile of tangible observations and articulable experiences which he can use to round out and convey his more vague and general understanding.

It is clear that non-success does not necessarily mean that the student will return to Japan with a negative or bitter impression of the United States and his

visit here. We are extremely fortunate that very little generalized resentment appears to have emerged from disappointments, frustrations, and blunders on the part of those responsible for the program. In one extreme case, a student remarked that the good will of the 1,200,000 people of his home prefecture was being jeopardized because of mishandling of his own situation. Even here, however, the individual's attitude was one of honest criticism, and a warning for the future, not one of generalized bitterness against this country. The student went on to state that he had, on the whole, encountered kindness and friendly treatment, and that his gratefulness for the opportunity of coming to this country would keep him quiet about his bad experiences.

Thus, non-success in the sense intended here means failure on our part to make the most of the opportunities offered by the program. While the student mentioned in the preceding paragraph will probably not spread ill will among the people of his prefecture, neither will he accomplish at home the results which constitute the ultimate pay-off in terms of success for the student program.

PART VII

THE PURPOSE OF ORIENTATION AND METHODS OF PROCEDURE

The objectives of Orientation have been stated precisely in Part II of this report. The purpose of Orientation is, specifically, to provide the student with information and experience which will increase his individual confidence and assurance and thus prepare him to succeed in realizing the objectives of Reorientation. This purpose is served best through orientation courses, appropriately designed, to be conducted at various colleges and universities in the United States. This section of the report is therefore intended to show how the methods of orientation for foreign students, as they have been developed in various institutions during the last decade, may be adapted to the program for Japanese and Ryukyuan students.

While there can be no actual separation of the classroom program from the "extra-curricular" activities of the Orientation Course, in the experience of

either students or instructors, there is some expository advantage to be gained in making an analytical division of a typical orientation program into non-classroom and classroom activities. Non-classroom activities are of two kinds: (1) recreational and social and (2) informational. Classroom activities are those which are appropriate to a well-planned curriculum.

NON-CLASSROOM ACTIVITIES

The implied function of both the recreational and social, and the informational activities is to assist the student in realizing especially, in whole or in part, three of the objectives stated in PART II of this report:

Point 3. To give the student all possible information which will alert him to the features of the democratic system which represent the core and substance of that system. In short, to focus his eyes on the fundamental question of the status of the individual in America.

Point 5. To reduce as far as possible the inevitable period of adjustment in minor matters of school routine, etc., which the student will go through when he enrolls in his college.

Point 6. To give the student throughout his orientation session as much practice as possible in hearing and speaking the English language, in taking notes and in transcribing them for classroom use.

To these points may be added a fourth. To introduce the students to the life of an American community, as it exists in town and campus, and to encourage the development of his companionship with American friends.

Recreational and social activities should consist of the following, which, since they need no detailed description, may be listed briefly.

Games: baseball, swimming, softball, tennis, croquet, bowling, golf, quoits, handball, bridge, checkers, canasta, chess, etc. The students should be encouraged to participate in these games with American students, to "drift into them naturally," to participate as spectators, but never to be forced to play. Volunteer instructors should be found to teach students who wish to learn games new to them. It is assumed that many of these games will be "going on" as a matter of course in the community.

Parties: square dancing, social dancing, teas, picnics, dinners or teas in American homes, "sings," musicals, theatre, movies, special student programs, weekend visits, and events which the foreign students arrange themselves to entertain friends in the community. Nothing seems to be appreciated more by foreign students than invitations to tea or dinner in American homes. It is better, if such invitations are forth coming, to encourage inviting the students in pairs or in small groups of three or four. There are likely to be in each community certain generous individuals who may wish to invite the whole group of foreign students to lawn parties or to specially planned "evenings." It is a good plan for the Director of

the orientation program to set aside one evening of each week for an informal party to which interested persons in the community should be invited to meet the foreign students. Through such events the students may be introduced to the amenities of American life.

Community and religious programs: church services, service club programs and dinners, civic club programs, speaking engagements for selected students for church and civic organizations. If students are invited to speak before church or civic groups or at special programs arranged by service clubs, it is well to discourage the student speaker's being paid for his services since this practice may lead to unpleasant rivalries among the students in the group. If such payments are made, it is well to suggest that they be contributed to a general fund to be used for recreational purposes.

Informational activities as conducted outside the classroom are sometimes, and rightly so, difficult to distinguish from recreational activities. Shopping tours, even for the purpose of purchasing ordinary necessities, can be enjoyable and also very valuable as a means of giving practical instruction. A list of the typical forms of informational activities follows:

Tours and field trips to: museums, manufacturing plants, farms, mines, historical shrines, courts of law, schools, community playgrounds, hospitals, penal institutions, laboratories, stores, shops, railroad yards, airports, parks, points of scenic beauty, docks and ship yards, government, state, and county agencies, public utilities, county fairs, auctions, weather stations, etc. On such tours or field trips at least one member of the orientation staff should accompany the students. Arrangements should be made in advance to request guides or other responsible officials to conduct the tour of inspection. Such expeditions are of great value to the foreign students since through them they make so many direct contacts with various forms of characteristic American activity.

Informal talks on subjects such as the following: the American public schools, American highways, geography of this region, historical explanation of the religious organizations in America, the dialects of the United States, magazines and newspapers, the air lines, American courts, American charities, aspects of community life, the small farm, the cooperative plan in agriculture and in industry, railroads, colleges and universities, history of this region, history of this college, the role of the professor in an American college, the seamy side of American life, minority groups in America, the necessity of constant work to keep democracy alive.

Visual Aids: maps of the campus, the town, the county, the state, and nation to show both political and topographical features; films of various kinds to be secured from the college film library, or from such sources as those listed in "A Directory of 897 16 mm. Film Libraries," compiled by Shirley Reid (available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C.); in the catalogue of the Film Department, The Saturday Review, 25 West 45th Street, New York 19, N. Y.; in "How to Obtain and Screen Films for Community Use," by Cecile Starr, Film Council of America, 6 West Ontario Street, Chicago 6, Ill.; in the lists of the International Film Foundation, New York; and in a periodical known as the Educational Film Guide.

Personal conference. There is nothing more effective than the personal conference of the student and a member of the orientation staff for the discussion of individual and private matters. Through this means the opportunity of staff mem-

bers is increased, particularly in making clear the general objectives of the programs and in discovering the individual qualities of each student.

CLASSROOM ACTIVITIES

Classroom activities in Orientation Courses may be said to perform a double function: first, the regular series of appointments which the foreign student is required to keep introduces him at once to the characteristic regularity of the schedule of most American colleges and universities; second, the classes provide the opportunity to give him instruction in language, particularly in the peculiarities of American-English, and the opportunity to explain and interpret for him in an orderly way the special procedures and methods of institutions of higher learning in the United States. The curriculum which is here suggested has been designed with these ideas in mind. It must be regular and thoroughly businesslike in operation. Furthermore, it has been assumed in suggesting this particular curriculum that the foreign students for whom it is designed will have had much better previous training in the fundamentals of English grammar and written composition than it is reasonable to expect on the part of foreign students in general. However, special difficulties in speaking and hearing American English are anticipated.

The curriculum should be planned to operate in a series of four classes daily, five days of the week, for the six-weeks period of Orientation. "Home work" should be reduced to a minimum since it is important that these students should have as much free time out of class as possible. Assignments should be worked out with the teacher in class. The classes should be the normal, academic hour in length. It is suggested, further, that three of the classes be held in the morning between the hours of 8:00 and 12:00, with a one-hour "breather," and that the fourth class begin at 2:00 p.m. While the particular sequence in which the classes are held may be different in various orientation centers, the following plan may serve as a reasonable and, in some sense, typical example:

8:00 A.M. Lectures. Subjects for these lectures should coincide with the student's own interests and at the same time give the lecturer an opportunity to explain and discuss American methods and democratic procedures; for physicians,

for example, a series of lectures on our public health program, our community hospitals; for engineers, our power, irrigation, and flood-control projects; for teachers our school systems; etc. These lectures will serve also as a means of teaching students to take notes, of correcting their mistakes in grammar, of giving them practice in hearing Americans speak, and of quietly informing them why they are here and what is expected of them during their period of Reorientation.

9:00 A.M. Oral and aural practice in American English. This is a class in pronunciation, in speaking and in hearing American English; it is intended to produce practical results, rather than "perfect" English. This should be a small class of not more than ten students.

11:00 A.M. Written composition. It is the purpose of this class to train the foreign student in the specific forms of written composition practiced in the American college and university: the short essay, the term paper; the research essay, the written test, the final examination, the familiar essay, etc. This class provides, also, a kind of laboratory in grammar, vocabulary, reading, and ideas. This should be a small class of not more than ten students.

2:00 P.M. Seminar. The seminar is designed to deal with one subject in particular: the procedures and practical details of college and university organization. The seminar need not be restricted to meeting always in one place for one hour each day; it may move about and take as much time as seems necessary; it may sometimes become a field trip or tour of inspection. The concern of the instructor in charge of the seminar will be to see to it that the students are clearly informed about (1) the college at which they are taking their Orientation Course, (2) the college or university to which they have been assigned for future study, (3) the use of a college or university library, (4) courses, credits, scholarships, grades and academic requirements, (5) the process of enrollment, (6) the functions of deans, registrars, and foreign student advisers, (7) dormitory rules and dormitory life, (8) customs and social codes of American students, (9) extra-curricular activities, (10) town and gown relationships, (11) the role of the professor, (12) the relation of the student to the professor, (13) student government, (14) fraternities and sororities, (15) student employees, waiters, laboratory assistants, (16) social and athletic events, (17) the college or university health service, and (18) what it costs to live, and how money may be used most advantageously within the limits of a small allowance.

It will be observed readily that the form and content of this curriculum have been decided by keeping in mind four, especially, of the objectives of Orientation stated in PART II of this report:

Point 1. To convey to the student precisely why he is here, what is expected of him, and what is not expected of him. This means to explain the relation which should exist between his purely academic pursuits and his general reorientation, with the latter objective being paramount.

Point 2. To help the student plan his school work with the above consideration in mind.

Point 4. To prepare the student in advance for the limitations - financial, psychological, and otherwise -- which may conflict with the aspirations he has regarding his stay in the United States.

Point 6. To give the student, throughout his orientation session, as much practice as possible in hearing and speaking the English language, in taking notes in English and transcribing them for classroom use.

The plan of operation indicated above is intended to show not only the schedule of daily appointments, but also to specify the content of the instruction in each class. It is now pertinent to suggest that none of these classes should consist of more than ten students. This requirement raises the question of the expense of instruction. Suppose that there are thirty students enrolled in the Orientation Course. A division of these students into three groups of ten, each group to attend twenty classes a week, would, of course, require provision for sixty hours of instruction, a staff of at least four "full-time" instructors. The curriculum has been so designed, however, that "doubling" or "tripling up" in at least two of the classes is possible, in the lecture hour and in the seminar, both of which all the students could attend with benefit in a single group. Such a procedure would cut down the weekly requirement of teachers' hours to forty (for thirty students). In the classes in oral and aural practice in American English and in written composition it will become apparent at once that small groups of not more than ten students are necessary; for it is essential that individual instruction be practically possible in these classes.

Another reason for holding the number of students in a class to a minimum is that this procedure makes possible the division of the students into what are called different "levels of learning." On the basis of entrance or "placement" tests, which are in no sense to be regarded as "intelligence tests," the students will be found to require either a quick tempo or a slower tempo of instruction. It has not been unusual in some of the orientation centers and English language institutes, in which excellent methods of instruction have been developed, to divide an earnest band of, let us say, forty foreign students into as many as six groups of "learning levels" to be conducted through the curriculum at six different speeds. In this connection, and since a good part of the instruction in all the classes will be concerned with familiarizing the foreign student with the

peculiarities of American English, it is possible to recommend a book which may be of value to the instructor: Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor, Michigan. While no absolute tests of ability in English have been devised, a very useful series of tests has been prepared by The English Language Institute of the University of Michigan. These tests and the handbook on the teaching of English may be secured from Dr. Robert Lado, English Language Institute, University of Michigan, Ann Arbor, Michigan. Texts for use in classes have been ably prepared by Mills College, University of Michigan, and Queens College. A bibliography of materials may be useful, A Bibliography of Materials for the Teaching of English to Foreigners, Bulletin No. 20. Catalog No. FS5.3: 946:20. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C., 15 cents.

The selection and qualifications of teachers for the Orientation Course will be discussed from an administrative point of view in Part VIII of this report. The importance of insisting upon superior ability among the members of the staff is immediately apparent. Much of the success of the Orientation Course depends upon skillful improvisation on the part of the teacher, upon the teacher's realization of the importance of the work in which he or she is engaged, and upon the genuine interest of the teacher in his students as individuals. In successful teaching nothing ever goes exactly according to mechanical plan; so that the teacher must be ready to improvise. On the other hand, unless there is a fundamental plan and a realization of the purpose of the instruction, nothing ever goes. Above all else the teacher should accept the responsibility of doing everything possible, and within reason, to see that the foreign student is prepared to enter upon the next stage of his reorientation with assurance and confidence as an individual living in America.

ADVISORY AND ADMINISTRATIVE RESPONSIBILITIES
OF THE DIRECTOR OF ORIENTATION

The advisory and administrative responsibilities of the Director of Orientation are complicated by the fact that a program of this sort requires supervision of and attention to many details not ordinarily associated with the work of teachers or administrators in American colleges. To state it somewhat negatively the Director will never know whether he or she is, first of all, an academic dean, a teacher, a hotel manager, a foreign student adviser, a housekeeper, a recreation officer, a financial wizard, or simply a friend to man. The Director is concerned for the welfare of his staff and his students and above all for the realization of the over-all objectives of the general program of Reorientation. It should be obvious that the Director should not undertake responsibility for more than one class in the daily schedule and that he will need secretarial assistance. He will find it practical to delegate certain duties of the program to qualified members of the staff, without relaxing his full administrative supervision.

As an adviser the Director is called upon to attend to the rather personal needs of the Japanese and Ryukyuan students. He must provide for (1) meeting the students at the railroad or bus station, collecting and transporting their baggage, housing them comfortably in their new quarters, attending to their immediate needs for food, money, or incidental medical care. (2) The impressions created during the student's first days on the campus may be lasting; so that every effort should be made to see that the student is informed at once about such practical details as the time of meals, and that he is introduced properly to all members of the staff and to other Americans. (3) The process of registration should be as uncomplicated as possible. When necessary forms have been filled out, the student should be given a card or a badge of identification and an envelope containing such items of information as: maps of the campus and community, class and meal schedules, campus and dormitory rules, instructions about laundry, barbershops, and the purchase of personal supplies, information about the mail service, transportation, telephone and telegraph, health or infirmary service,

the office hours of the Director, and full instructions concerning financial matters. (4) In the course of his period of Orientation, during the first week, usually, the student should be given a physical examination. (5) Problems are bound to arise from time to time which concern individuals rather than the group of students as a whole. These are solved best through private conferences or talks between the student and a qualified member of the staff, often the Director. Such conferences, or interviews, are time consuming, but they are as important as anything that takes place during the period of Orientation. (6) The Director's final courtesy and attention in behalf of the student is to assist him in making all arrangements for his departure and arrival at his next stop in the Reorientation program.

There is one final advisory responsibility which the Director will be expected to assume. It is the preparation of a statement of evaluation of each student to be sent to the person in charge of the student's welfare in the college or university to which he has been assigned for special study. This statement should be first of all a recommendation as to how much or how little the student should become involved in the regular academic program. Should he be permitted to carry a heavy schedule? Will he derive greatest benefit, under the provisions of the general plan of Reorientation, if he is kept to a light schedule and encouraged to participate wholeheartedly in extra-curricular affairs? Should he "audit" in most classes? What are his own ambitions? How does he, at present, view the prospect of his reorientation? A copy of this statement should be sent to the Institute of International Education.

As an administrator, the Director will be concerned first of all with the expense of operating the orientation program. Unless the subsidy from his own college or university is large enough to remove all financial concern, the Director is likely to be faced with a rather typical problem. How can I best achieve the desirable results of Orientation for thirty students on a budget of \$3,000.00? It is assumed that the fees paid for tuition, \$100.00 per student, usually, will

constitute the operating budget for instruction, office expenses, and inexpensive forms of entertainment. There is no single solution to this problem.

The selection of a staff of qualified instructors, and, in some instances, student assistants, is complicated by the financial problem. The qualifications of staff members must include certainly (1) a genuine interest in the special kind of work that is to be done and (2) willingness to give up what is known as "free time" for a period of six weeks. The Director should arrange, if possible, to have a preliminary meeting with his staff, a short time before the students arrive, to explain the special nature of the orientation program. During the course of the program the Director will naturally want to give part of his time to general supervision of the curriculum and to hold regular staff meetings at least once a week. To individual members of his staff he may delegate the supervision of (1) the testing program, (2) the social and recreational program, (3) the lectures and practice in written composition, (4) the seminar and special tours. Sometime before the end of the course the Director should call his staff together to assist in the preparation of the statement of evaluation for each student. It has been the practice of several orientation centers to give each student a certificate of attendance signed by all members of the staff. This memento is highly prized by most foreign students.

While it is true that the actual plan of operation will be different in different orientation centers, worked out in each instance according to local conditions, there are certain general requirements which will undoubtedly be the same in all centers. There is (1) the question of press releases, which, if they are of a special nature, should be cleared with I.I.E.; there is (2) the responsibility of maintaining continuous contact with I.I.E. through the officers designated, and the procedures clearly outlined in Part III and Part IV of this report; there are (3) from time to time occasions for the interpretation of the rules of the U.S. Immigration Service; and there is (4) the problem of conducting the Orientation program successfully within the existing regulations of institution where the cen-

ter is established. It will be of great service to the cause and especially to the officers of I.I.E. if the Director can (5) make arrangements which will make early arrival and delayed departures of students possible.

In general the Director and his staff should be thoroughly familiar with the clearly stated objectives of the whole program of Reorientation for Japanese and Ryukyuan students. Their position in the scheme of things is very important; for the Director and his staff are the first Americans with whom these students will come into daily contact over an extended period of time. Whatever the members of the staff may do, no matter how trivial, to express their interest in their student's welfare is of great significance in the difficult process of Reorientation.

R E S T R I C T E D

INTRODUCTION FOR INTERVIEWERS

The forthcoming meeting in California of Japanese students who have completed an academic year of study in the United States will present us with the first real opportunity to assess the results of the student reorientation program in a comprehensive way. The meeting will also provide a testing ground for the methods we propose to use in evaluating by means of attitude analysis.

This introduction is designed as (a) an outline of the purposes of the reorientation program in general, so that we may all be agreed as to just what we are assessing; (b) a guide to the subjects which we are to cover in the interviews with individual students; and (c) instructions as to how the interviews are to be conducted, with suggestions on how to get the greatest value from each interview.

R E S T R I C T E D

OBJECTIVES OF THE EXCHANGE OF PERSONS PROGRAM

It is necessary, first of all, to bear in mind that the Exchange of Persons program of the reorientation program and related efforts in Japan constitute a project on which the United States is utilizing the brains and energy of a great many people, on which it is spending a large amount of money, and from which it expects to realize great and tangible returns.

This program is not an adventure in altruism, but a hard-headed campaign to capture the minds and hearts of a vigorous people, and to channel the activities of those people in such a way to enhance the security and the welfare of the United States. The fact that we believe such a result will enhance the welfare of the Japanese people, and that similar activities in a broader sphere will benefit the world, is of course a vital and compelling corollary.

Success of this effort depends upon achieving the following goals:

1. The Japanese must be convinced, through what they see and hear and do in this country, that the way of life which we practice and recommend is desirable enough to strive for.

2. The Japanese must be convinced that the democratic principle of social organization is the spark and catalyst which has made all this possible, which sustains America in its independence, its concepts of freedom, its power, and its productivity.

3. The Japanese must be shown, with unmistakable clarity, that the path which leads most directly into the heart and core of democracy is the concept of the supremacy and inviolability of the individual. It must be continually and eloquently demonstrated to the Japanese that everything good and productive and free and beneficial which they observe in the United States is directly linked to this concept of the status of the individual.

4. The Japanese must be emotionally and sentimentally drawn to us; they must like us and trust us enough as individuals and as a people to give a spiritual drive to their democratic aspirations. Their hearts must join their minds in a genuine urge to cooperate, learn, and share.

5. And the Japanese must return home with faith in the validity of the message they are carrying -- with faith that they, as individuals, can make a realistic and solid contribution to the achievement of these goals in Japan. They must realize that the democratic tenets which define the status of the individual can be daily and hourly applied in practice to the tasks they will perform at home -- and preached from whatever pulpits are available. Finally, they must come to know that to plant and cultivate this seed of democracy is not merely Japan's one great hope on earth, but also a realistic mission which can be undertaken with optimism and high confidence.

PURPOSE AND CONTENT OF THE INTERVIEWS

The purpose of the interviews with students is to determine, in each case, how fully the objectives outlined above have been achieved; to determine what factors have contributed to success; what factors have hindered the process of general reorientation; what could have been done but was not done. We will hope to obtain a searching clinical study of each student; and since there will be 28 such individual studies, we will have enough data to make general determinations and at least a start on some statistical measurements.

It is obvious that the objectives we have defined are attitudinal matters. When a Japanese student returns home he either carries with him or fails to carry a certain set of attitudes which we have determined to be desirable. The interviews, then, will be directed toward determining (a) what attitudes the student has, and (b) why he has them.

Gathering adequate information on this subject means exploring a vast number of matters. For while the desirable attitudes themselves can be defined in a compact way, it is evident that the influences contributing to the formation of these attitudes, or hindering their formation, are very numerous indeed.

For the purpose of organizing the material, the information we wish

to gather can be divided into general areas. Each of these areas will now be defined and discussed:

A. STUDENT'S SCHOLASTIC AND PROFESSIONAL PROGRESS

The information under this heading is mostly factual -- a simple catalogue of what the student has studied, how this furthered his professional career, whether he was granted -- or made progress toward -- a degree, whether he will get any course credits or similar benefits from his year of study here.

This matter is placed first on the schedule not because it is considered especially important, but because it is an easy and natural topic on which to open a conversation, and because it does not involve much attitudinal probing. It should be a good subject for the purpose of establishing rapport.

B. ATTITUDES RESULTING FROM THE BALANCE BETWEEN ACADEMIC PURSUITS AND GENERAL REORIENTATION

It is a working principle of the reorientation program that the Japanese who visit this country, either as students or as members of the national leader groups, are more likely to develop these desired attitudes if the raw material for their information is transmitted through the medium of the individual's specific field of interest. However, it is not the primary purpose of the program -- except in a few isolated instances -- to further the student's professional interests, to give him the opportunity to earn a degree, nor in general, to put undue emphasis on the purely academic benefits of the visit.

It has been not uncommon for American educators and others concerned

with foreign students in America to assume that the process of what we may call general reorientation is a semi-automatic byproduct of a period of study here.

However, it is not felt that the present program for Japanese students will achieve the objectives outlined above if such an assumption of automatic reorientation is accepted. It is recognized, of course, that a rigorous and successful schedule of study, which advances a given student professionally, may be of material help in that student's general reorientation, and that, conversely, frustration of a student's academic aspirations may hinder it. On the other hand, it is also recognized that a too-rigorous study schedule or an over-emphasis on the academic side, may well hinder a student's general reorientation. In cases in which there is a conflict between scholastic achievement and general reorientation, the latter must always be considered as the primary goal.

It is possible that conflicts between these goals arise because the students have not had adequate advice and guidance. Doubtless, responsibility for correcting any such inadequacies rests, in part, with Japanese and American officials in Japan, with members of the Army's reorientation branch, with the IIE, and ultimately with student advisors and others at the individual colleges. To aid all of us in overcoming such deficiencies, it is necessary to understand just what the difficulties are, to probe the matter in such a way that causes and effects lie clearly revealed. The purpose of exploring this area in the interviews is precisely to furnish us with those answers.

C. STUDENT'S EMOTIONAL RESPONSE TO AMERICA

The Japanese are, in general, an emotional people, and the attitudes which impel them to overt action are often directly linked to their emotions. The feelings which a student has about the friendliness, warmth, and sincerity of the Americans with whom he has come in contact can easily play a decisive part in his understanding of the democratic process and his eagerness to put that understanding into action. It is also important to know far he generalizes his own experiences along this line to the American people in general.

Much of what determines his attitudes in this respect will, of course, stem from his own personality, and may not reflect the treatment he has received in America. On the other hand, much may be traceable to factors which do lie within our control.

Some specific features of the operation of the reorientation program may be of importance in this area. The student's relations with his college advisor, with his fellow students, and with other persons will have a direct bearing on his emotional response. So, also, in some cases, will the student's financial problems.

The student's emotional response to America and Americans is also, to some extent, affected by whether he thinks Americans know or care anything about Japan's problems. Evidence from informal observation in the past indicates that some of the Japanese may be considerably disturbed at what they interpret as a lack of concern and a lack of knowledge by people in this country. Where this exists, it may be entirely separate from the favorable emotional attitude brought about by kind and friendly treatment

which the student may have received. On the other hand, it may be that attitudes arising from these two sources are closely associated. It is important to determine the facts about this relationship, since a great deal can be done during student orientation sessions to reduce bad effects. It is reasonable to assume, for example, that the student who is prepared to encounter no concern or knowledge but does encounter some will emerge with a more favorable attitude than the student who expects much and encounters little.

D. ATTITUDE OF STUDENT ARISING FROM HIS INTERPRETATION OF AMERICA'S MOTIVES AND INTENTIONS TOWARD JAPAN

The attitudes which are developed in the student as a result of his stay in the United States will obviously be strongly influenced by his post-war experiences in Japan -- by his own relations with the occupation, by his view of how effectively problems have been handled, and by his assessment of the occupation's effect on Japan's progress toward whatever goals he sets for his own country. His attitudes in this respect may also be affected by the extent to which, and the manner in which, his feelings of confidence or inferiority are bound up with the fact of the occupation itself and the fact of having lost the war. He may also have been affected by what he has read in newspapers or magazines here about Japan and the occupation.

It is important to probe this general area for a number of reasons. Perhaps the most important of these reasons is that the student's attitudes in this area will furnish important clues as to the extent of his general reorientation. Also of importance is the fact that information gathered

here will help us to tag the origins certain attitudes which the student will carry home with him.

There is, of course, no grandiose or quixotic notion that anything we discover here will result in altering occupation policies or practices. But we may well learn things which can result in an improvement of the attitude of students toward the occupation and related matters.

E. OPTIMISTIC AND/OR PESSIMISTIC ATTITUDES OF THE STUDENT

It is one of the objectives of the reorientation program to inspire confidence in the Japanese who visit this country -- confidence that the principles and ideals in which we believe will not perish from the earth, confidence on the part of each individual Japanese that he will have the opportunity -- without cataclysmic hinderance -- to fulfill the mission implied by his visit.

Perhaps more than most other peoples, the Japanese are extraordinarily affected in what they do by the psychology of optimism or despair. And the desirable results of the reorientation program will have been largely nullified, at least temporarily, in any student who may return to Japan convinced that his most ardent efforts are doomed to failure. The possibility that such attitudes exist is indicated in the following quotation from the second-semester report of one of the students who will attend the conference:

"I can believe in the American people. They are a great nation. I respect, love, and thank the American people. But recently I have come to doubt (I'm sorry but I want to be frank) the American policy toward Japan, which have made me feel quite unstable about our future . . . Japanese people must have a hope for their future, to protect themselves from Communism and to continue an effort to make Japan a peace-contributing country. I, as an educator, must have a hope for our future. Limited future does not encourage the Japanese educators' effort toward their duty and mission of democratic education."

It is important to probe these attitudes because (a) they are an integral part of the measurement we are making of success or failure; and (b) because knowledge of the origins of any negative attitudes in this area should be of great help in showing us how to combat the formation of such attitudes. (Incidentally, the statement quoted above illustrates one of the primary reasons for conducting attitude analysis by the methods we are employing here. The quotation represents, at best, a moderately accurate expression of an attitude and gives us no hint as to why the student developed this attitude).

F. STUDENT'S UNDERSTANDING AND GRASP OF FUNDAMENTAL DEMOCRATIC PRINCIPLES

This section, of course, is the heart of the whole matter. It has been placed as the last of the general areas to be discussed, and is also the last subject covered in the questionnaire, for two reasons: (1) by the time this area has been specifically reached, many clues to the answers we are seeking will already have emerged, and the interviewer will be better equipped to probe the matter; (2) rapport between the interviewer and the subject should be well established by the time this area is reached.

It will be noted that this section of the questionnaire, unlike the others, contains questions worded as they might actually be asked of the student. It is not mandatory that the questions be asked precisely as they are worded, but they are thought to be suitable as they stand, for the purpose for which they are intended. This purpose is to bring out responses which will clearly indicate how fully the student has grasped the fundamentals of democracy. These questions do not, of course, cover the whole matter in themselves. However, they are provocative questions which, when skilfully

followed up, should permit the student's attitude to lie clearly revealed.

Responses to these questions and the supplementary ones which will be produced in the pursuit of each answer, coupled with information gathered in the rest of the interview, should permit a precise and accurate assessment by the interviewer of the extent to which the student has learned the core principle of the supremacy and inviolability of the individual.

G. SUPPLEMENTARY SECTION ON SPECIFIC SUGGESTIONS FOR ORIENTATION SESSION

Each student arriving in America for the next school term will go through a three-to-six-weeks orientation session at some college center in the United States. The purpose of these sessions will be to equip and prepare the students for the year to come.

We already have a number of indications that considerable amounts of the school year are wasted by students in simple adjustments which they could have made sooner if they had been properly prepared for the situations they would encounter. Apparently, these adjustment periods differ in time from a week or so to several months, depending on a variety of circumstances. It also seems distinctly probable that some of the general reorientation objectives are never achieved in the case of certain students; and that such failures might have been averted by means of an orientation program geared closely to the objectives of the entire program.

The purpose of this section of the interviewer's report is thus to note down specific measures which could be taken in orientation sessions to more successful general reorientation. These reports should deal with situations as they are demonstrated in the cases of the individual students concerned; and, as is true throughout the report, conclusions and observations must be supported by specific illustrations and quotations.

THE QUESTIONNAIRE AND INTERVIEWING TECHNIQUES

One of the numerous ways in which our present methods of attitude analysis differ from the more conventional approaches is that the questionnaire addresses its queries to the interviewer and not to the interviewee. The questionnaire used here is also the interviewer's report form.

The questionnaire also has another purpose. Together with the preceding part of the "Introduction", which discusses the attitudinal areas to be explored, the questionnaire is a guide to the subject matter of the interviews. For obvious reasons, all persons who will act as interviewers should thoroughly familiarize themselves with the questionnaire before they attempt any interviewing. And since it will be most undesirable, as a general thing, to refer to the questionnaire during the course of the interview, it would be well to prepare some extremely condensed notes, on one sheet of paper, which will recall all parts of the form to your mind, and at which you can glance as the conversation proceeds.

The following points should be kept firmly in mind, and must be thoroughly understood:

1. The questions asked in the questionnaire are addressed to you. It is your job to obtain enough information to answer them. An exception to this statement is the section on the student's understanding of democracy, in which specific questions for the interviewee are suggested, as explained above. It may be necessary for you to ask a dozen questions in order to get the information for answering a given one on the questionnaire; another question may be answered, however, without the necessity of your asking any at all. Precisely what questions you will ask, and precisely how you will phrase them, will depend on the flow of the conversation, the loquacity or

reticence of the student, his language ability and your own skill at unearthing basic attitudes and at achieving rapport.

2. The order in which the attitudinal areas are listed, and the order in which the questions are asked within each area, is not intended to control the order in which these topics are explored in the interview. At most, this arrangement follows a generally logical and probable course of a conversation. It is highly desirable that the student talk as much as possible and that you talk as little as possible; and if you can encourage the conversation so as to get what you are after without digging for it, so much the better. It is also clear that the areas, and the questions within areas, overlap to a certain extent. In discussing one matter, you will frequently gather the information for which to answer one or more other questions.

3. In outlining the areas to be explored, and the questions within each area, we have endeavored to be as comprehensive as possible, and to suggest a wide range of significant attitudinal fields. However, it would be foolish to suppose that we have anticipated all the significant attitudes which exist. It is one of the primary purposes of this procedure to discover new attitudes whose existence we have not suspected. Accomplishment of this purpose requires that interviewers be somewhat like detectives, that they be able to recognize clues to new attitudes when they hear them, and be able to track those clues down, so that their importance and origins lie revealed.

4. There are many things we must know about an attitude which a student reveals. We must (a) be sure it is a genuine attitude and not a passing, superficial opinion; (b) we must know how important it is in terms of the

student's general reorientation; (c) we must know exactly what caused the attitude to be formed. In terms of interviewing, this means that each of the matters must be probed until you have reached the bottom of it. In terms of reporting, it means that all the steps in this process must be written out as if, after each statement that is made about the matter, the question "why?" is asked. To take a hypothetical example, suppose you are dealing with the subject in Area "B" which is suggested by the question, would the general reorientation of this student have been more successful if he had maintained a different balance between his studies and his other activities?" Suppose that the student has told you that he worked in school on a psychology project -- a lengthy and complicated experiment on animal learning which involved working with white rats, and that he presented a paper on the results before the Psychological Society of Southwestern North Dakota. This fact should be a clue to pursue the possibility that his work may have kept him in a laboratory a large part of the time, when he might otherwise have been observing and absorbing things American. So you ask him how he enjoyed his social and non-scholastic life on the campus. He answers that he liked what he had of it very well. He and his American roommates had wonderful bull-sessions on three occasions, naming the dates, but that he was generally taken up so much with his rats and other studies that he could not afford the luxury of bull-sessions more often. (You note that the three occasions made such an impression that he remembers the precise dates). He also says that he went out to dinner with American friends a couple of times, but had to turn down a large number of other invitations. You ask him if he wouldn't have liked to give more time to such things, and he answers: "Oh, yes. I often said to

myself 'there are laboratories and rats in Japan, but when I return to Kyto I will never again have the opportunity to talk until 3 A.M: all kinds of matters with my American friends who explain so many things to me about the American life.'" You then ask him how it happened that he loaded himself up with such a heavy burden of school work. He answers that when he left Japan he thought his mission in America was to make a great academic mark; that when he reached his college, the president and his advisor both encouraged him to take a full schedule of courses, and indicated that he might be able to get a degree if he did so and if he was able to say on through the summer session.

Later on, you ask questions designed to reveal his understanding of democracy, and find that he has specific gaps in his fundamental comprehension, and that he has failed to relate correctly what he has observed to the core concepts of the democratic process.

From the foregoing hypothetical case, it is clear that in answer to the question, "would the general reorientation of this student have been more successful if he had maintained a different balance between studies and other activities?" cannot simply be "yes, he should have taken a lighter load of course work." Such an answer would, of course, be true: but it would not tell us anything very useful about the significance of the matter, nor the origins of the different attitudes involved. The answer must contain a complete story with illustrations of specific facts and, where possible, quotations.

5. Because the point is so important and so fundamental, it scarcely needs to be stressed that interviewers must rigorously avoid any slanting of the conversation which is likely to produce slanted answers. It is all

too easy to slip into the error of almost unconsciously encouraging an interviewee to give the answer you expect.

It must be always borne in mind that we are attempting here to discover attitudes, not implant them.

6. The success of these interviews will, in large measure, depend upon the amount of ease and friendliness which you can establish with the student. There is no sense in trying to disguise the fact that we are seeking information; but there must be absolutely no air of the inquisition about the interviews, and the student must understand that the reason for the interview is to give us the information needed to improve the student program, and achieve greater success among the students who are still to come. The interviews should always be as much like an informal, friendly conversation as possible; and the place where, as well as the circumstances under which, the interview takes place should contribute to this friendly, informal approach.

7. From one point of view, it is highly desirable to take notes during the course of the interview -- mainly for the preservation of direct quotes. On the other hand, extensive note-taking can, under certain circumstances, discourage the interviewee from speaking frankly. There is no general rule about this, since each case will be different. In general, however, if the purpose of the interview is explained, if the student clearly understands that what he says will be confidential and can in no way be used against him, and if he is eager to co-operate, then the taking of notes can do little or no damage. Probably the note-taking should be introduced adroitly, after the interview has already started, with some such remark as "that's an important point you've just made. I'd

better write it down."

8. Wherever possible, the interviewer should write his report immediately after conclusion of the interview, while the tone and substance are fresh in his mind, and before the intrusion of a new case. Interviewers should make an effort to arrange the schedule so as to make this possible.

R E S T R I C T E D

QUESTIONNAIRE AND INTERVIEWER'S REPORT

R E S T R I C T E D

Name of student _____

College or university _____

Interviewer _____

Date of interview _____

A. STUDENT'S SCHOLASTIC AND PROFESSIONAL PROGRESS

1. What special field or fields of study have been most interesting to this student during his stay?

2. Do these fields of study correspond with the expectations he had when he left Japan?

3. Has the student gained professional knowledge or experience which he could not have gained in Japan?

4. Does the student believe that the scholastic and professional training he received here will help him advance faster in Japan? (a) As a result of actual knowledge and experience; (b) from the standpoint of prestige.

5. Does the student think the school he attended was adequate or inadequate for his professional purposes? (a) In regard to courses offered; (b) in regard to ability of faculty; (c) in regard to general academic standards?

B. ATTITUDES RESULTING FROM THE BALANCE BETWEEN ACADEMIC PURSUITS AND GENERAL REORIENTATION ACTIVITIES

6. Has the student stuck very close to his studies, or has he had plenty of time for social contacts and other non-study activities?

7. How wide is his circle of American acquaintances? Does he have any intimate friends? If so, are they schoolmates or non-school people? Has he sought out the Japanese population of his community (if any) or other Japanese students in his school? The nisei community? What sort of people are the ones he knows best?

8. What travelling has he done? What would he have liked to do that he did not do? What prevented him?

11. If the student has placed too much emphasis on studies, what are the primary reasons? Does he feel he would have been wasting his time -- from a personal standpoint -- otherwise? Or did he feel obliged to take on a heavy load to fulfill his side of the bargain?

12. On the other hand is there any indication that the relationship of studies to general reorientation may have been out of balance in the other direction -- that is, not enough emphasis on studies? If so, explain evidence and reasoning.

13. How helpful do you gather the student advisor was at the student's college? What can you infer about the advisor's assets or liabilities? How could the advisor have been helped to do a better job?

C. STUDENT'S EMOTIONAL RESPONSE TO AMERICA

15. Have individual Americans been kind, sympathetic, friendly, and helpful to this student? Are there any significant exceptions?

16. Has the student been treated in a more friendly or less friendly fashion than he expected to be?

17. If he has found a friendly reception here, what is his analysis of the reason for this friendliness? Does he feel it is genuine or patronizing?

20. What are some of the most pleasant experiences the student has had in this country? The most unpleasant?

21. What effects, if any, has the student's financial status and problems had on his emotional response to America?

22. In summary, how would you describe the student's emotional response in terms of the objectives of the exchange of persons program? How does the emotional response factor rank in importance with other factors affecting general reorientation?

25. Does the student feel that Japan still has anything to gain from the occupation (exclusive of security) or is Japan now prepared to proceed under its own steam?

26. Does the student feel that the presence of the occupation is hindering or helping Japan's development and recovery? How serious are any feelings of inferiority that Japanese people may have as a result of the continued presence of the occupation?

27. Does the student feel that the occupation authorities have dealt intelligently with problems requiring a deep understanding of Japan? Or has the occupation attempted to apply or impose concepts which fail to recognize basic facts about Japan?

28. In the student's view, what would be the ideal conditions of the peace treaty with Japan? Does he feel the treaty should be signed immediately, or delayed for some reason? What does he think are the chief problems which have thus far delayed the treaty?

31. What will be the main dangers confronting Japan in the next ten years?
What specific form will those dangers take?

32. Which way does the student feel the balance is shifting in the cold war -- toward the democracies or toward Russia?

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31. What will be the main dangers confronting Japan in the next ten years?
What specific form will those dangers take?

32. Which way does the student feel the balance is shifting in the cold
war -- toward the democracies or toward Russia?

33. Does the student believe a shooting war can be avoided? What will be Japan's role and Japan's fate if there is a hot war?

34. In summary, how optimistic does the student feel about Japan's chances to develop without interference of a major catastrophe of some sort? What affect do his attitudes in this respect have on his general re-orientation? Are those attitudes soundly and firmly based, or based on misinformation?

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