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PREFECTURAL PRESS ANALYSIS, 20 June 1947

No. 148

Education

Prefectural papers have recently advocated the encouragement for "social education," which, many writers believe, may alleviate some of the administrative problems of educational reform through the promotion of community responsibility. "If social education is neglected," said HYUGA NICHINICHI (Miyasaki, 24 May), "education as a whole will become ineffective, even though other phases may be complete." ISE SHIMBUN (Tsu, 2 June) was specifically interested in "public hygiene and knowledge of preventive medicine," and felt that "the people's life will be improved through the diffusion and advancement of contemporary science and medical knowledge."

Prefectural meetings of social education research committees were reported by WAKAYAMA SHIMBUN (Wakayama, 1 June) and KYOTO NICH NICHI (Kyoto, 7 June). The latter was particularly interested in formation of parent-teacher associations -- "a close connection between the school, the home and society."



What the 4th means to us Americans!

Tomorrow in the many homes of United States will resound the banging of fire crackers. Multifarious fire works will brighten the nite air with a display of various colors and patterns to the delight of both children and adults of all ages.

The nation declares a holiday and in many of the cities there will undoubtedly be parades, gaiety, laughter and a time of rejoicing you ever stop to think why?

It is the birthday of our nation and democracy that we celebrate it so. The United States of America will be 171 years old tomorrow. Among the youngest in the family of nations but a leader in the world today.

The books of history are ~~chock~~ full of memorable accounts which eventually led to the independence from England. But it will be no interest to stand before you and ~~debate~~ <sup>speak</sup> about alot of historical facts that you already know <sup>about</sup> which took place ~~of~~ centuries ago.

However in order to impress you with the significance of the occasion permit me to refresh your memory with one of the more important events that led to the birth of our nation.

You recall originally how some of the people in England dissatisfied with their form of government and desiring religious freedom sought refuge in America. You have read in the annals of history how they ventured forth into unknown future facing untold hardships of wilderness and braving the onslaughts of the savage Indians to establish their home in the land of new freedom.

You remember how they establish their 13 colonies and how they formed their government through representative meetings and how the colonies were originally govern.



This is to say <sup>R</sup> firstly through local government, colonial government and then the Imperial government of England. //

English Crown

Because the English crown continually attempted to maintain control of her colonies by <sup>by</sup> ~~subjugating~~ <sup>壓迫</sup> them to various taxes without representation, the colonies finally revolted which resulted in the American revolution. //

Washington

There are many notable events made by men whose name are hung in the hall of fame today. // Some of the leading ones are George Washington, <sup>George Washington</sup> Commander in Chief of the American Army (who through dogged resistance with an army of untrained men) brought the war against the British to a successful end. // He was, (as you know), later elected as the first president of the United States and known today as the father of our country. // Benjamin

Franklin

Franklin <sup>deserves</sup> mentioning. // He was one man (that served the colonies in number of ways) Franklin was a man of unusual intelligence, curiosity and common sense. // Among some of the things (which are associated with Franklin) are the founding of Univ. of Penn. // he also started the lending library and by proving his theory right that lighting and electricity was the same thing he won a name for himself even outside of America. // Besides his other qualities he had a way with people and could get them to do things he wanted them to. // So in 1776 he was sent abroad to the government of France to persuade them to help the colonies against France's old enemies. // By successfully obtaining France's aid the colonies were finally able to win. //

Fleet

John Paul Jones

At the very out set of war, the colonist realized that they needed fighting ships. // England was then the queen of the seas and had armed ships which traveled all over the oceans of the world. // John Paul Jones was a man who knew a great deal about ships. He knew what kinds sailed well, the approximate cost to build and who could best build. // Consequently he was



was given command of the leader of the fleet. Under his command the American seamen chased and attacked British ships and prevent supplies from reaching the British forces in America.

Allies' help  
La Fayette

The revolution against England was not all won by Americans. Some of the allies, (who came to aid the colonies are the french noble man La Fayette.) He was given a rank of major General because one of Washington most helpful friends. // A German noble name baron de Kulb also fought until he met his death during the battle of Camden 1780.

Baron de Kulb  
Von Steuben

A Prussian officer named Von Steuben, helped Washington at Valley Forge. He help train the soldiers and made a five army out of a ragged group. // To make it easier for the soldiers to learn he prepared the book which he called the "regulation for order and discipline for the troops of United State." This blue book, as it is known, became the military Bible of the American Army.

Casimir Pulaski

A firey Pole name Casimir Pulaski having proved that he was able to sincere was placed in commands of the cavalay. // Later in battle after battles Pulaskis' boldness to fire carried his men forward. Like de Kulb he died in battle.

Women  
Molly Pitcher

Men were not the sole heirs to victory. Some of the women patriots recorded on the pages of history are Molly Pitcher (who derived her name from carrying a pitcher of water back and forth across the battle fields to give water to the fighting men in heat. // She later took the side by her husband when he collapsed by his cannon with exhaustion. All through the battle in her skirt and simple white neck peice she kept firing the cannon at the enemy.

Lydia Darrah

Lydia Darrah, a quaker aided the colonists in a special way. // By risking her life she obtain information which saved a battle for Washington.



4

American Flag  
Betsy Ross

The first American flag was made and designed by a woman Betsy Ross. Our present flag (as you know) has 13 stripes to remind us of the 13 colonies that won our freedom and 48 stars which denotes every states in the Union.

1780 IRH Pkt

There are many other men and women whose names ~~that~~ appear on the honor roll <sup>THAT</sup> deserves mentioning <sup>who</sup> ~~that~~ are directly or indirectly responsible for help winning the independence from England. But lack of time prohibits me from mentioning them.

to # idea  
↓  
近 3 分

Prior to the war (which finally ended by a treaty in Paris) the leaders of the colonies were making a revolution not only against old rule but against old ideas (which has kept the people of the world in misery). For a hundred of years, the people in all countries had to live at the mercy of kings and lords (who almost had complete power). The poor had no right to justice or fair treatment or even demand enough to live. They had no right even to think (as they wished for) they must think as they were told to think. The Lords believed that the powers were given them because they were better men and the condition of the people, the welfare of the people and the happiness of the people were not important.

Poor  
King Lord.

July  
4 1776  
Declaration

So on July 4 1776 a paper writtern by Thomas Jefferson and presented by his committee to the Continental Congress was more than a declaration of independence from England. With simple dignity it proclaimed that all men are created equal. It declared that all men have a right to life, liberty and a pursuit of happiness. It said that a government was set up for the benefit of the people and that when a government destroyed the liberty of its people, the people had a right to change or destroy the government.

Tomorrow morning in tribute to the great men and women of the past, 25th Division Military personnel will parade down lighting Blvd. In the afternoon the guns will roar in salute to the people who laid down the



5

foundation for our freedom which we are enjoying today.

Americans are freedom loving people | this could be typified by men like Patrick Henry whose immortal words "Give me Liberty or give me Death" are still echoing down the corridors of time.   
 不滅の言葉 自由の愛 愛国心

As the last man in the parade passes by you/and/as the last roar of the guns die in the distance | please pause and join with us in respect to great men and women who <sup>founded</sup> ~~funded~~ the United States.

It is because the Americans despised bondage and autocracy that you people are today enjoying the fruits of freedom and democracy today.   
 自由 民主

It is my hope and prayer that you the citizens of Japan will learn to guard and cherish your <sup>new found</sup> freedom | like the people have in the United States. Thank you   
 自由



Creation and Management of the Community Hall  
by Monbusho

1. What is the community hall?

What is most important for the present Japanese is to cultivate the habit of thinking for himself, acting in cooperation with fellow citizens of good culture, and establishing peacetime industry. Education plays a most important role in this. Our education is widely spread all over the country but it is only to teach children. Everyone men, women, young, and old must learn from now on. The public hall is the place where all kinds of people come together to talk, discuss, and become acquainted with one another. It may be called an institute that combines the school library, museum, people's forum, assembly hall, and training classes of all kinds. It serves as the headquarters for youths' and women's organizations. These halls must be erected by the people themselves and run by them, not by orders of the government.

2. How to run it.

1. It must be a place of interest as well as of educational use and it must be provided with facilities for learning and amusement.

2. It must be a place of social intercourse and must be run as a place for enjoyment.

3. It must be a place of education and industry and all the people must join in its management.

4. There must be no difference between the young or old, male or female. All must feel free in expressing their views.

5. It must be the meeting place of town and country. Lectures by the wise must be heard there. It must be a place where folks can tell their views and ideas and where all the people of the land will become friendly towards each other.

6. The public hall belongs to all but the young people are expected to take the most active part in the community life.

7. The public hall is the basis upon which the prosperity of the community is laid and it must be run to meet the need of the community. There must not be any totalitarian, formal, and anti-democratic practices used in running it.

3. Creation and Management.

1. The community must make plans to build its public hall.

2. It is hard to erect new buildings at present. If existing buildings are available, it is hoped the people will make use of them.

3. Each town or village will have one public hall and it is



also hoped that there will be several branches.

4. The public hall will be owned by each village or town.

4. Maintenance and Management.

1. The public hall must be self supporting but if, in the beginning, funds are short, existing organizations such as Nogyokai (Farmer's Assn) can loan the necessary money but it can not have any special privileges for doing so.

2. If a town or village can not afford to keep the public hall, a special organization can be asked to run it.

3. There shall be a committee to run it. Among the 3 to 8 members in the committee it is desirable to have a school teacher and a woman.

4. The committee shall be responsible for running and keeping up of the public hall.

5. The head of the public hall shall be chosen by the committee and be appointed by the mayor. He can stay in office for a year and may repeat the term if so desired by the community.

6. There shall be a clerk in the public hall. The clerk is called Shuji. The mayor will appoint the clerk. The clerk can be a part time worker.

7. It is desired to have university students or other learned people living in the community to help assist the community work of the public hall.

5. What makes the community hall.

1. A community hall should have an education section, a library, an industry section, an assembly section, a physical training section, a social welfare section, a health section, etc.

2. A community hall should have class rooms, lecture rooms, library, sample rooms, work rooms, enjoyment rooms, drawing rooms, and playgrounds. School facilities can be used for this purpose.

3. The following equipment should be installed, projector, magic lantern, radio sets, machines for making flour, etc., electric apparatus, and repairing tools.

6. What the community hall can do.

1. Educational section. There should be the following classes:  
a. adult classes and b. mothers' classes.

2. Adult classes; current topics, civilian common sense, and social ethics, and scientific education.

3. Mothers' classes; current topics, civilian common sense, social ethics, domestic science, economy, child rearing, family hygiene, and sewing.

4. It is best to put 2 classes together and have coeducation.

5. There should be research classes, discussions, and social gatherings.

6. The Shuji shall have these classes regularly but there should also be lectures given by special speakers.



7. Once a month there shall be a general meeting of the education section.

8. There shall also be a library section, an industry section, an assembly section, and various other sections.

9. It is desirable for the community hall to have close connection with these organizations: 30 organizations mentioned.

7. Way to create a public hall.

Create the feeling of desiring to have a community hall. Hold a community assembly and form a preparation committee which will discuss and carry out plans for important matters such as raising funds.

8. How to lead a community hall.



PUBLICATIONS ANALYSIS, 13 June 1947

No. 105

The Constitution and Its Meaning

During the period of preparation for the actual inauguration of the new Constitution -- following its enactment and promulgation -- Japanese magazine writing shows a new trend toward constructive study and interpretation of the charter's principles. There is evaluation of the practical rather than the academic significance of its provisions -- in contrast to the previous tendency toward critical comment on minor but controversial aspects of the document (Publications Analysis No. 90). There are frequent articles which attempt to explain and popularize the democratic principles of the Constitution and insure the people's understanding. The parliamentary system is discussed, and the nation urged to realize the true meaning of democracy and to observe and practice its methods. Much of the comment concerns the position of the Emperor, and there is a variety of interpretations of the passage which defines his status -- but all are agreed that his powers are limited to the symbolic and the ceremonial.

The Meaning of the Constitution

The Constitution is explained in numerous articles and editorials, and its importance is impressed upon the people. A TOYO KEIZAI SHIMPO writer hails the promulgation of the Constitution, and says that one of the most important points of the new charter is that sovereignty is placed in the hands of the people. The supreme organ for the enforcement of the national rights is the Diet, and the Cabinet is to be held responsible to the Diet in its use of administrative power. Thus, the Emperor becomes the symbol of the nation and holds his position through the will of the people, the writer explains. "This great change is not forced upon us by outsiders. This is thought to be the gate -- democratic revolution -- through which Japan must pass in order to become a modern nation."

A similar presentation is that by Hyozekan Hasegawa, "On the New Constitution," in FIJIN NO TOMO. The Constitution is of such a nature, he declares, that it is expected to be the means of establishing a completely new, democratic concept of life, as well as a new legal system. Quoting the preamble passage which renounces war, Hasegawa asserts that the aim of the Japanese is to create a government of such high standards that it will not need to resort to war. The people themselves, he urges, must "desire peace for all time" and "be fully conscious of the high ideals controlling human relationship now stirring mankind. This consciousness will affect not only the State as a whole, but also the individual in his private life, Hasegawa predicts. He quotes those articles which detail the basic freedoms and human rights established by the Constitution and urges that the Japanese do their best to develop senses of individual morality and scientific knowledge, in order that they may enjoy the "fundamental human rights." Hasegawa concludes by observing that the Constitution "offers more teachings on our life than provisions" regulation it, and that "we must correctly appreciate the new Constitution and try to guide our lives by it."

Zennosuke Nakagawa writes of "Individual Dignity" in FUJEN KURABO. "The new Constitution proclaims the dignity of the individual and establishes the



essential equality of the sexes. Building our community upon respect for and development of the individual personality furnishes a starting point for a democratic society," Nakagawa declares. The new civil law affords equal rights for all individuals and abolishes the family system. However, he believes that economic conditions will prevent complete realization of the abolition of the family system, for the elder brother -- even though he does not receive the complete inheritance -- will often be forced to support and maintain younger members of the family, as before. The writer calls for the strong support of public opinion to assist in breaking away from the rigid family system. "It is time now that all persons should be respected as individuals, and those who are weak in their independence must be supported by the cooperation of relatives."

The "real meaning" of the Constitution's renunciation of war is discussed in SOZO by Seichi Sasaki. After explaining Article IX, the writer gives his view that it was written into the Constitution (1) in accordance with the strong human desire that war must be avoided, and (2) to sweep away the mistaken belief that the Japanese are a warlike people. As far as the first point is concerned, he declares, the action of a single nation can accomplish little; cooperative action by all the nations is required. Sasaki feels that the second reason is an important one, and that the belief is widely held that the renunciation of war will help to hasten the peace treaty and bring favorable treatment of Japan. If the Japanese people wish to contribute to world peace, he says, the only way is through membership in the United Nations, even though they can contribute no armed support. "On the one hand, we have established a law renouncing war. On the other, we should negotiate directly or indirectly to join the United Nations -- even without possessing the means of offering cooperative sanctions -- by receiving special dispensation."

#### The Parliamentary System

Although he believes there are still some uncertainties in the text of the new Constitution, Masamichi Royama declares in *SHUO KORO* that the time for scholastic interpretation of its provisions is past; discussion now should concern its practical application and "should be centered on the Diet, which is established as 'the highest organ of State power'." Japanese and some foreign observers, he says, see a danger that the strong powers possessed by the Lower House might make possible a single party dictatorship -- against which even the authority of the Throne might be helpless. Royama, concerned with means of preventing this, feels that there must be created "a new idea of representation by the people, for the people, and of the people." Elected members, he maintains "are representative only of partial interests, such as a district, profession or class." In the Diet, these members must join together to form a united representation. "Although the Emperor is the symbol of unification, the Diet is the place where the actual unification takes place. Article 43: 'Both Houses shall consist of elected members, representative of all the people,' is the substance of the representative system." Royama says. The most important aspect of the structure is held to be "the system of responsibility by trust. Concerning this the preface of the Constitution states: 'Government is a sacred trust -- the authority for which is derived from the people, the powers of which are exercised by the people's representative.'" Realization of these points, asserts *KANZEN* Royama, completes the concept of representative government, and can be achieved through education in fundamental political principles.



Diet organization and functioning must be improved, Royama continues, in order to give full scope to the idea of representative government; it must be not merely an independent and willful organization, but one which reflects the thought of the people. The Speaker must be kept strong and impartial, able to control the arbitrary actions of the majority and protect the minority, he insists. Responsible standing committees and investigating bodies must be set up. The same conditions must be applied to the House of Councillors as to the Lower house, Royama declares; for here, too, the elected members are representative of all the people, though selected by a different method than those in the House of Representatives.

Royama exchanges views with Yasuzo Suzuki in a TOYO KEIZAI SHIMPO dialogue in which Suzuki considers the text of the Constitution, while Royama discusses its application. Suzuki finds three important principles in the new charters: sovereignty of the people's will, creation of a peaceful nation, and establishment of the Diet as the highest organ of power. There actually are no new elements in the Constitution, he states, although it represents a tremendous innovation as far as Japan is concerned. Royama then argues that the House of Representatives is given an overbalance of strength and cites four points to illustrate his contention; his reasoning here seems to be based on a free interpretation of the Constitution, and does not entirely jibe with the written text. He refers to (1) Lower House "appointment and dismissal of the Prime Minister and approval of the State Ministers" and (2) to "prior consideration of legislative bills, budget and treaties," and declares that (3) "the Cabinet is responsible to the Diet" for management of administrative power, and (4) "the Diet is entitled to reexamine the Supreme Court's examination of the Constitution. . . . In this point," Royama believes, "the predominance of the House of Representatives is recognized."

In order to counter this power of the Lower House, Royama advises that the House of Councillors must be chosen most carefully, and considers that the selection of Councillors may be the determining factor in the success of parliamentary politics in Japan. The exact relationship between the Cabinet and the Diet is not concretely specified, in Royama's opinion, and he thinks it is possible that the strength of the Diet may weaken the administrative power of the Cabinet. He wonders how the Diet may be able to check high-handed measures by the majority party and give expression to minority views. Suzuki feels that the general public has an innate distrust of the workings of parliamentary politics, and hopes that political machinations will be reduced; and he believes it imperative that the people have assurance that even minority opinions will be given expression and consideration.

"The Significance of the House of Councillors" is given thorough coverage by Yuchi Kori in a SHUKAN ASAHI article which explains the raison d'etre of the Upper House and its relationship with the House of Representatives. "The Diet shall consist of two Houses," Kori quotes. "The reason for the existence of two Houses is that there may be thorough examination of all measures." While the lower body "obviously" has greater power, he says, the House of Councillors must serve as a means of restricting this power within reasonable limits. After expounding on the electoral system and the functions of the Upper House, Kori concludes: "I emphasize the significance of the House of Councillors and hope that every Japanese will have a positive interest in it for the sake of the democratization of Japan."



### The Influence of the Constitution

Kyo Tsuneto, president of Osaka Commercial College, considers "The Revolutionary Character of the Amended Constitution" in JIRON, and says that "the most characteristic feature of the new Constitution is the sovereignty-in-the-people principle." In this shift from the Tenno system, "the amended Constitution has a revolutionary character," Tsuneto declares. "This fundamental reform of the Tenno system was carried out by the freely-expressed will of the people, something which never before has been known in our history. \* \* \* Although it cannot be said that the national thought has changed thoroughly since the promulgation of the new Constitution, it is obvious that the national thought has begun to change. \* \* \* With the complete revision of our ideas, successful reform of the Tenno system is to be expected." Revolutionary change in jurisprudence and sociology are noted by Tsuneto, who states: "The amendment of the Constitution is an important matter not only in our political history, but also in the political history of the world." He is glad that the reform has been executed peacefully, but cautions that "we must bear in mind the countless human lives lost and the numerous cultural treasures destroyed which lie behind this peaceful revolution." Renunciation of war requires that Japan work for membership in the United Nations, Tsuneto asserts.

Another essay on the meaning and spirit of the new charter is offered in JIKKI. "The Constitution is supported by two pillars of thought -- pacificism and democracy," writer author Sadaji Yabe. Japan's new pacificism is not felt to be something negative, forced upon her by defeat, but the first constructive step in a new peaceful era, by means of which Japan can fall "into the vanguard of a new world history." Democracy, Yabe continues, is a form of government, but -- since democratization of government also entails democratization of family and civil life -- he finds that democracy can be called a way of life, as well. Freedom and equality are the two constituents of democracy, he continues; but without control, these forces would lead to lawlessness; subordinate to the principle of insurance of basic rights, they come into harmony. Finally Yabe calls attention to the necessity for "a community of law and order. \* \* \* The freedom of democracy is freedom with (the laws of) the nation. \* \* \* Democracy does not imply disregarding and weakening the national life, but consists of every person, in conditions of freedom and equality, contributing to a healthy national life."

The purpose of the Constitution is to eliminate feudal absolutism and create a democratic atmosphere and morality, according to Yasuzo Suzuki, reappearing in HIKARI. Japan must create "such ethics as already have been realized in modern times in countries where Christian civilization has governed." He finds the most important points in the new Constitution to be the sovereignty of the people and the renunciation of war, and he defines the Diet as "an institution through which the people are to exercise their will." He elaborates that there are no longer shimin (subjects) but jinmin (the people); that equality is proclaimed and discrimination forbidden, and that basic rights of workers are recognized and rights of education provided. Nevertheless, Suzuki feels that the Constitution does not go quite far enough into socialism, and regrets that the rights of workers and a system of controls over capital are not specified in greater detail and with more radical provisions. "It is impossible to exterminate the basis for aggressive war without setting up strict control over



monopolistic capital and parasitic landlords," he concludes.

Social critic Ko Nakanishi, writing a "Review of Reviews" in ZENJI, attacks several "juridical" magazine articles written last fall about the Constitution, and comments that in general "the Constitution issue is handled very roughly by respectable magazines. They refuse true criticism. If the editors believe that such treatment will contribute to public enlightenment, it only shows their ignorance."

### The Emperor

Difference of opinion concerning the exact position of the Emperor still exists, and continues to furnish the basis for argument over whether the national policy has been altered. Tatsukichi Minobe, writing in SOZO, acknowledged that the Emperor is still the "monarch" of Japan. Since the sovereign power resides with the people, it obviously no longer belongs to the Emperor, Minobe states. As the most authoritative statement of national policy, he refers to the code of the old Supreme Court, which declared that the Emperor reigned over the country and superintended the sovereign power. Since the sovereign power now belongs to the people, Minobe considers it correct to say that there has been a change in the national structure. It is merely a play on words to say that because there is no change in the spiritual relationship between Emperor and people, no change in the national policy has occurred, he asserts. And, because the Potsdam Declaration, accepted by the Japanese, contained nothing that required a reduction of the sovereign power of the Emperor, it can only be said that the change in his position was effected by the Japanese themselves, he asserts.

Although the Emperor has lost his authority over the people, he is still a monarch as far as symbolic position is concerned. "The Emperor cannot be considered a monarch when judged in relation to the national administrative system, but he is a monarch in respect to the national manners and the receiving of foreign officials. And he possesses a noble position which the people do not have. The principle that all the people are equal under the law is not applied to the Emperor. He succeeds to the noble position by reason of his family line. Everyone is forbidden to debase the dignity of the Emperor, just as under the old Constitution."

"How has the Emperor's Position Changed?" asks Makoto Hori in FUJIN GAGO. In the old Constitution, he answers, the Tenno possessed sovereignty and the supreme command of Army and Navy, but now he is merely a "symbol of the State and of the unity of the people." He has no political or legal power, and performs only certain specified acts "in matters of state on behalf of the people," subject to the advice and approval of the Cabinet. Although limited to strictly formal functions, Hori still fears it possible that the Tenno system may become subject to abuse, and feels that it ultimately should be abolished. He praises the new Constitution, however, because "it is very progressive at Japan's present stage, where the majority of the people still support the Tenno system."



EDUCATION

The difficulties of administering the lower middle schools under the new "6-3-3" system continued to interest prefectural papers, which surveyed the progress shown during the two months since the opening of spring term. Various opinions were given as to the source of responsibility for correcting the situation: the national or prefectural government; the teachers, or parents guardians and local groups. ISE SHIMBUN (Tsu, Miye, 16 June), reporting on the shortage of buildings, equipment, teachers and textbooks in that area, felt that the "teachers have nothing to do with the problems. The people, society at large and the Government authorities should deal with them, because the question of education is closely connected with our social culture and daily life." The writer reported a four-day public visiting period at one of the combined primary and middle schools, and hoped that such an experiment would "stimulate the common people to have more concern for education."

Three prefectural papers, GODO SHIMBUN (Okayama, 19 June), YUKAN SHIN TOKAI (Nagoya, 15 June) and OSAKA ASAHI (Nagoya, 15 June) considered the responsibility of the recently amalgamated Japan Teachers' Union to promote the successful administration of the education reform program. "Teachers' unions have an important mission other than improving the economic life of their members," said GODO SHIMBUN, while SHIN YUKAN TOKAI believed that "teachers' union members should realize that they are not producers of goods, but have as their mission the cultivation of human beings." Claiming that teachers' union groups have been too pessimistic about the reconstruction of middle schools, OSAKA ASAHI urged them to clarify the aims of the reform plan to the general public, in order to obtain support for needed rehabilitation measures.



EDUCATION

The appropriateness of teacher participation in union movement as opposed to self-sacrificial dedication to the profession, have been debated frequently by prefectural writers. Lately there has been an apparent tendency to support the activities of teachers' unions, and a number of journals welcomed the amalgamation of such groups into the Japan Teachers' Union. According to KOKUSAI SHIMBUN (Osaka, 12 June), this organization now comprises 500,000 members--representing ten percent of the membership in workers' organizations in Japan. Charging that "the catastrophe of Japan was the result of an educational catastrophe and of the spiritlessness and powerlessness of the teachers," the writer hoped that the newly formed union would carry out its mission and provide "the key to decide the Japanese ability to accomplish the reconstruction of their country.

TOYAMA SHIMBUN (Takaoka, 10 June) viewed the union as indication of the need for a changed outlook on the part of Japanese teachers, who were considered "old-fashioned" in comparison with the new educational systems which they have been called upon to administer. And, in the opinion of KOBE SHIMBUN (Kobe, 10 June), "the future of cultural Japan depends upon the successful development of the Japan Teachers' Union." Claiming that participation in union demonstration had resulted in wide public sympathy, the writer maintained that the results were proof of the practicality of union tactics.

Noting that the new Education Minister had advised the Teacher Union to follow "a steady path," NAGASAKI MINYU (Nagasaki, 10 June) took the statement as indication that the Minister was not opposed to union practices among teachers and speculated as to the possible effect of such a standpoint.



Education

The purge extension in educational fields was discussed by MAINICHI, TOKYO SHIMBUN and NIPPON KEIZAI, all of which felt that the revision of teachers' qualification standards recently issued by the Education Ministry will affect numerous teachers formerly cleared. "As a result of the revision," said NIPPON KEIZAI, "any teachers who have ever been leaders of bodies of ultra-nationalism, brute force and secret patriotic groups will come under the new purge law." According to MAINICHI, "this extension of the purge will have a wide effect upon local teachers, because many of them served as branch leaders of young Men's Imperial Rule Assistance Associations, Reservists' Associations, etc." The writer added that teachers coming under the new purge regulations will also be excluded from responsible civic offices in their respective villages and towns.

Education

Five Tokyo papers (MAINICHI, TOKYO SHIMBUN, ASAHI, NIPPON KEIZAI and JIJI SHIMPO) carried prominent second-page stories concerning educational reforms expected to be instituted with the opening of the new school terms on 1 April. These reforms, based on suggestions made by the American Education Mission which visited Japan last year, include a nine-year system of compulsory education, new types of intelligence tests to be used for admission to higher schools and colleges, and equal opportunities for both sexes in all educational fields. ASAHI and YOMIURI both reported last Saturday's meeting of the Education Reform Council (set up by Imperial Ordinance to assist with a plans). According to the former journal, the nine-year compulsory education plan is already in use in certain rural communities, and if establishment of the entire program is further delayed, "fearful confusion will break out." Charging that the other "Cabinet Ministers have apparently never heard of the 6-3-3 System" (the division of preparatory courses into six years of primary school, three of lower and three of upper middle school), the article reported that the head of the Education Reform Council will call on the Prime Minister and the Finance and Home ministers to demand funds for the new plan.

The intelligence tests to be used as a basis of admission to higher schools received detailed comment in JIJI SHIMPO. "The new examination method based upon the American system cannot be explained simply," said the writer, "but remembering things by heart is of no concern, and the tests for the pupils' inborn reasoning faculties are much valued." ASAHI stressed that widening the application basis for admission to higher schools will include graduates of girls' middle schools. YOMIURI explained that entrance tests for higher schools will also be open to students of youth schools, but prophesied that actual admission will be difficult because of the large number of students released by the dissolution of military schools and the additional "anticipated mass applications of repatriates." In Monday's edition, YOMIURI reported that, with the advent of the new education reforms, medical schools throughout the country are undergoing reinvestigation and several medical colleges will be raised to university status.



Education

Ways and means of carrying out the educational reform measures scheduled to go into effect with the opening of the new school term in April continued to concern the Tokyo press. SHIN YUKAN reported that the Education Ministry has not yet succeeded in obtaining enough paper to print the necessary text-books, and quoted Government officials as saying they will be unable to secure sufficient paper supplies without the aid of "public opinion," because much of the supply available is said to have been diverted to black-market channels in connection with newspaper publications. The problem of Japan's 114 normal schools in Japan was considered by YOMIURI, inasmuch as the schools do not fit into the frame-work of the new educational system, which calls for separate teacher training courses in the colleges and universities. The Educational Reform Council (set up by the Education Ministry to assist with the educational program based upon suggestions made by the American Education Mission) advocates discontinuing the current normal school system entirely, with the provision that students now enrolled be transferred to special college course to be inaugurated for this purpose. The writer stated that many of the normal school principals have protested to the Education Ministry, requesting that their institutions be promoted to "educational colleges."

The quality of teachers needed for the reconstruction of Japan was discussed by MAINICHI, which remarked upon the scarcity of primary and middle schoolteachers, and pointed out the difficulty of finding qualified college professors to replace those removed by the purge. "For the reconstruction of Japan the quality of the teachers is important," said the article, "and teachers having a good knowledge of democracy and an ardor for and a firm belief in education are wanted."

Education

The statement on Japanese educational reform issued by SCAP's Civil Information and Education Section (See Press Analysis No.380) received prominent coverage in the prefectural press. On 21 January, 30 papers gave front-page attention to the release.

The prefectural press has maintained a particular interest in educational reform since the Education Ministry's announcement last fall of certain scheduled changes. Papers have approved of education being made available to all classes, without emphasis on privileged groups, and other phases of the reform have also found widespread favor. Considerable concern, however, has been expressed over the lengthening of the period of compulsory education from six to nine years. The large number of war-damaged buildings, lack of equipment and a scarcity of teachers have been considered as serious handicaps to enlarging the enrollment of middle schools. "Though we can tolerate makeshift school houses, we cannot tolerate makeshift teachers," said NAGOYA TIMES (Nagoya, 14 January), pointing out that although "it is the function of junior high schools to educate the young generation on which the destiny of the country depends . . . at the present moment there is an acute scarcity of text-books, materials for teaching, school houses and teachers."



To carry out the new program it will be necessary to establish "several hundred middle schools and about 1,000 teachers," said SHIZUOKA SHIMBUN (Shizuoka, 15 January), which reported that Shizuoka prefecture has installed a number of "officials who will begin preparation of the new school system." AKITA SAKIGAKE (Akita, 15 January) believed that the first responsibility of the educational reform program should be the repair of primary schools as the "basic" foundation of the whole new system. But more optimism was displayed by CHUKYO SHIMBUN (Nagoya, 11 January), which characterized the new system as "epoch-making" and said that, even though it will take much time and effort for the changes to prove the character of the reforms, "we must realize that we will be unable to expect success without offering considerable sacrifices in treading the path set forth by the new system."

#### Education

ACivil Information and Education Section statement on Japanese education reform received prominent front-page coverage in six major Tokyo dailies, and was a second-page feature in three other. Interest in educational matters connected with the broad program scheduled to begin with the new school term on 1 April (Press Analysis No.379) was further emphasized by the inclusion -- in six journals -- of detailed articles on proposed classes in Romaji.

No direct editorial comment on the statement was immediately forthcoming, but DAI ICHI SHIMBUN devoted an editorial to the general subject of education. Tracing the history of feudalistic influences on Japan's educational policies, the paper stated that "a system devoid of falsehoods and filled with inspiration will be found only in progressive education which seeks scientific truths in nature." SHIN YUKAN criticized the Education Ministry for failure to provide "concrete instructions" for carrying out the nine-year compulsory education plan. Another article in the same paper quoted a Ministry official's explanation of the unavoidable delays in carrying out reform. One of these was said to be the unequal status of post-war schools -- which the Ministry is planning to correct by sending better teachers and additional equipment to schools with poor ratings. The same article referred to the paper shortage which is slowing the publication of new text-books.

#### Education or Student Welfare?

Physical barriers to the progress of education have begun to concern prefectural papers, and -- since the beginning of the year -- there have been numerous articles stressing the necessity of improving the school children's diet and protesting against transportation difficulties which students must face with the curtailment of passenger trains. A recent statement from SCAP's Public Health and Welfare Section, concerning Japan's failure to lower her tuberculosis rate was the subject of editorial comment in KYOTO SHIMBUN (Kyoto, 12 January) and SAGA SHIMBUN (Saga, 12 January). The former journal pointed out that the present deteriorated physique of school children cannot be ascribed entirely to the "poverty of their dietary life during the war," because the Japanese have



long indulged in "lopsided" nutrition habits, with overemphasis on rice, and a neglect of fats and proteins, particularly those derived from animal foods. The article agreed with the recommendation that to improve the standard of national health it would be necessary to start with the school children, and also mentioned the need for improvement in school health and hygiene equipment, so that children may undergo regular physical examinations. SAGA SHIMBUN commended "the good offices of the Occupation Forces" for initiating the plan of supplying supplementary food to school children, and pointed out that milk and eggs do exist in large quantities in agricultural villages. "But the farmers regard it as a luxury to eat them daily, and prefer to sell them at high blackmarket prices rather than eating them to improve their health." The paper also suggested that agricultural communities "reinforce their facilities for cattle breeding and fish cultivation and try to free themselves from the dependence on overseas imports for staple foods."

The school transportation problem was considered by TOKUSHIMA MINPO (Tokushima, 11 January), which reported that -- on account of the Government prohibition against the use of student passes -- those returning to schools after the New Year holiday were faced with the necessity of standing in long lines to buy tickets at full prices, or walk to school or remain at home. The writer blamed the situation on the negligence of the teachers, who although they were aware in advance of the Government measure to suspend student passes, had nevertheless been "too busily engaged in launching movements for the payment of year-end salaries" to work out a solution of the student transportation problem. School authorities were also criticized by CHUBU KEIZAI (Nagoya, 12 January) which held that if the teachers had no countermeasures to propose for the cancellation of train passes, they should set to work on plans for reassigning pupils to schools in neighborhoods nearer their homes.

#### Education

A number of the prefectural papers expressed interest in the practical application of educational reforms scheduled to go into effect with the beginning of the new school term in April. Apparently the most controversial measure is the plan to extend compulsory education from six to nine years, thus, according to SHIN IWATE NIPPO (Morioka, 1 January), "giving full education to those young people who are symbolic of the New Japan, and are at their most critical age." The writer continued, "It is a matter of great regret that not only the inhabitants of the prefecture in general, but also those actively concerned with education are lacking in enthusiasm and interest in educational reform -- the most important question in the reconstruction of Japan." The writer gave a detailed survey of the number of new middle school buildings necessary for the operation of the nine-year compulsory system and pointed out that "this question so far has not been dealt with as more than a desk plan. \* \* \* Many of those who are concerned with education are talking about its democratization and pretending that they understand perfectly."

A detailed investigation by prefectural authorities as to how American educational ideas might be adapted for the education of Japan was advocated -- with the recommendation that "following a serious study of the question, the authorities should embark upon the guidance of school teachers in the prefecture."



The "slack attitude of the authorities" in carrying out a realization of the nine-year compulsory system was also cited by NOOBI SHIMBUN (Tajimi, Aichi, 9 January), which challenged the country to adopt American methods and put through reforms with "self-confidence," inasmuch as the plans were nominally accepted some months ago.

The proper training of teachers to execute the new program was discussed by CHUGOKU SHIMBUN (Hiroshima, 8 January), which outlined the plan for teacher training, involving the transfer of such courses from normal schools to universities and colleges. Social education with a certain amount of legal background is to figure prominently in the training courses, the article continued, in order that teachers will "embody world-wide knowledge and rich human sentiments," capable of producing better qualified students who "will be the real motive power in the construction of a new Japan."

Teachers, CHIBA SHIMUN (Chiba, 10 January) said, no longer regard their works as "a sacred profession," but are joining in the clamor for higher wages and better living conditions. "The two great problems now facing our educational world are the teachers' strike and the enforcement of the new educational system. Both are vitally connected with the democratization of our education." The greatest barrier to the teachers' strike explained the writer, "is that the general public does not recognize teachers as laborers similar to other working people, because their duty is not to produce goods but to build character." Hence, teachers are faced with "complexities and tactical difficulties" and the paper urged them to re-examine their strike policies.

#### Education

DAI ICHI SHIMBUN was editorially concerned with the project of extending compulsory education from six to nine years (Press Analyses Nos. 379 and 380), and feared that the plan would be "deadlocked" because of a scarcity of money and materials. The writer considered this "the same short-sighted view of life which drove the people into an absurd war with its resultant miseries." The Education Minister was blamed for lacking "political ability" and for acquiescing to suggestions for educational reforms without investigating their practicality. However, the article continued, other Government officials -- "old-school politicians" -- have done nothing to help the situation because they wish to see the Education Minister ousted. Citing some of the inadequacies prevailing in Tokyo primary schools -- "where three pupils have to sit on one stool and instruction is carried out on a two-shift basis" -- the journal insisted that "it is the responsibility of Government dignitaries . . . to recognize anew the real value of education and to take immediate steps for its reconstruction."

#### Education

The serious effect of the paper shortage on the progress of educational reform was considered by ASAHI, which reported that during January only 10 percent of the paper needed for new text books was made available to the Education Ministry. According to the article, an estimated 36,000,000 pounds of paper would be needed from January through March in order to produce the necessary text books for the beginning of the new school term in April, but only 1,500,000 pounds has been obtained thus far. An Education Ministry official was quoted as saying that authorities are still hopeful of securing the additional amount



before the end of March, but if unsuccessful, all teachers, at least, will be provided with "well-bound books" to meet the "demands of the new educational set-up."

#### Education

A student demonstration at the Imperial Palace plaza, where some 40,000 Tokyo college and university students marched with a brass band, was reported by major papers. Demands were made to the Education Ministry for the establishment of freedom in the schools, rehabilitation of damaged school buildings, and an "ultimatum" was issued requiring that "every political party and all the other Government offices concerned" furnish answers within one week.

The appointment as Education Minister of Professor Seichiro Takahashi was the focus of considerable press comment. ASAHI and NIPPON KEIZAI carried biographical sketches of Takahashi, the latter recalling that the Keio University economics professor had served on the Education Reform Council and quoted his statement that he will do his best to carry through the new reforms -- "even though there seems to be a problem of expenses in connection with the enforcement of the nine-year compulsory plan beginning on 1 April."



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Publications Analysis, 13 and 14 April 1947

No. 450

Education

Leading Tokyo journals carried front-page reports of the Far Eastern Commission's recent "directive regarding the revision of the Japanese educational system". Several papers included full translations of the directive which appeared to follow the same basic plan as announced in the SCAP release of 20 January 1947 (Press Analysis No. 380). A number of the basic educational principles outlined in the directive was also embodied in two laws recently passed by the Diet -- the Basic Education Law and the School Education Law (Press Analysis No. 440). The FEC directive, in its section on teaching personnel, mentions the importance of eliminating "teachers and other educational officials whose record shows them to have been pronounced exponents of ultra-nationalistic, militaristic or totalitarian ideas".

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Prefectural Press Analysis, 18 April 1947 No. 130

Education

Prefectural papers, while approving the educational reform program as in line with the democratization of Japan, continued to be concerned with the lack of qualified teaching personnel, and with the lowered scholastic standards of students bewildered by post-war changes and economic difficulties. "While democratic education and equality of educational opportunities are now advocated in Japanese circles," said ISHIKAWA SHIMBUN (Kanazawa, 23 March), "the poverty of student livelihood is becoming more and more aggravated because of soaring prices." Without the alleviation of this condition, the writer feared that colleges, universities and other higher institutions will be monopolized by the rich -- a development which would seriously obstruct the democratization of education in Japan. The writer recommended that "existing welfare facilities be modernized" to extend educational aid where most needed. According to NIIGATA NIPPO (Niigata, 28 March), the lowered level of scholarship is caused by students being forced to seek jobs while attending school. In addition to the question of livelihood, the writer felt that school work is suffering because of mental and spiritual discouragement due to postwar changes and reforms too rapid to be assimilated. "The only means of saving students from this crisis," concluded the article, "is a closer connection with the teachers, who must be able to put themselves in their pupils' places, and to furnish some measure of inspiration and encouragement."

Unless educators are "really qualified for the worthy work of guiding pupils' minds, changes in the educational system will amount to nothing," said ISE SHIMBUN (Tsu, 2 April), which urged a complete revolution in viewpoint, not only among students and teachers, but also among critics, artists, religionists, and politicians. "The most important factor in the educational reform program is the securing of teachers who understand the new education," said TOKUSHIMA SHIMBUN (Tokushima, 3 April), reporting the decision to establish 147 new middle schools, and pointing out that this will necessitate a complete reorganization of teaching personnel. "Unless improvement is made in personnel administration," concluded the article, "it will be impossible to establish democratic education in Japan."

A shortage of 1,000 teachers in Kagoshima prefecture was reported by MINAMI NIPPON SHIMBUN (Kagoshima, 4 April), which stated that authorities will try to fill the vacancies by employing teachers from former youth schools and also from among repatriates. The article said that a general lack of interest in the teaching profession was evidenced by the low enrollment in normal schools, and pointed out that -- with the education budget designated at only 3.4 percent of national expenditure -- it is impossible to provide adequate teachers' salaries without the help of alumni associations and parents' organizations.



Press Analysis, 16 April 1947 No. 452

Education

Four Tokyo newspapers carried articles on the conflict between teachers' unions and the Education Reform Committee (an organization within the Education Ministry). The apparent result of the conflict was the cementing of relations between the two major teachers' groups, the All Japan Council of Teachers' Unions and the Teachers' League. According to ASAHI, these organizations have issued a joint protest to the Education Ministry in regard to an allegedly "undemocratic desk plan" of the Education Reform Committee. MINPO explained that the Reform Committee is opposed to collective bargaining measures previously agreed upon between the unions and the Education Ministry, and feels that the question of teachers' rights will be amply covered by the new educational reform program. The unions, on the other hand, claimed in their statement, that the committee's program "contains elements harmful to educational democratization."

Prefectural Press Analysis, 23 April 1947 No. 131

Education

Shortage of classroom space and lack of capable instructors have been listed as chief factors in the delayed establishment of the new middle schools. Most prefectural writers expressed the opinion that authorities spend too little time and energy fulfilling the need for teachers and stressed the importance -- "especially in these times when youth is so confused" -- of selecting intellectual men of high ideals to "lead students in search of truth and beauty." YUKAN SHINTOKAI (Nagoya, 10 April) reported that teachers' unions in that area were greatly interested in appointment of principals and superintendents, and would doubtless be demanding electees "of a different type" in the future. The journal hoped officials would turn to men who could win the confidence of their pupils and "cause them to forget the physical poverty about them."

According to HOKKAI NICHINICHI (Asahigawa, 13 April), the provision for introducing co-education into the nation's public schools has resulted in an increase of registrations in private institutions. While acknowledging that lower academic standards and inferior instruction in Government schools might be "contributing" to the trend, the author maintained that people were as yet unprepared to accept the idea of both sexes attending the same classes. An editorial in OITA GODO (Oita, 13 April) advised students of co-educational schools that they must be prepared and willing to give up "privileges and special consideration" to which they had been entitled under a feudal code. It was thought that there would be little likelihood of girls being "cold-shouldered" at the universities; more to be feared, in the opinion of the writer, was the possibility of "spoiling them with too much attention."



Prefectural Press Analysis, 25 April 1947 No. 132

Education

A number of editorials during the 13-17 April period indicated concern over the inability of public middle schools to attract superior students, and complained that private schools have become more desirable in the eyes of the public than the tax-financed institutions. Writers argued that, if equipment, buildings and teachers in private schools should be superior to those of public institutions, the principle of equal opportunity for education could not apply, since the majority of students are not able to afford private education. ASAHI SHIMBUN (Osaka, 14 April) blamed community authorities for lack of enthusiasm in attempting to provide facilities for high-school education of the children of various localities, but NIPPONKAI SHIMBUN (Tattori, 13 April) feared that "the present Government plan to put the expense for education on impoverished local funds" would prevent realization of the objectives described. A TOYAMA SHIMBUN (Takaoka, 17 April) writer asserted that difficulties in finding good teachers for the new middle schools resulted in part from the fears of established teachers that they would lose prestige through connection with the public schools. Apart from the general trend were YAMAGATA SHIMBUN (Yamagata, 21 April) and CHUBU NIPPON (Nagoya, 11 April). The former, maintaining that the lack of political knowledge of students "borders almost on ignorance", urged increased political education as "necessary for citizenship in a democratic society", and suggested that now, during the election period, there exists an excellent opportunity for a beginning. Clarification of the present status of the Imperial rescript on education was sought by CHUBU NIPPON, which considered preservation of any part of it in the present period "more harmful than beneficial."



Ladies and Gentlemen:

SPEECH AT KISHINADA JONAI

In the short time that's allotted to me I would just like to  
leave several thoughts with you.

20 June 47

First of all I would like to commend the Jonai Primary School for taking the initiative and leadership in this try out school project. The progressive educational programs that the teachers have started here have given further impetus on the importance of democratic education not only locally, but its influence has had far reaching effects.

I would also like to congratulate the audience for putting aside a portion of their valuable and busy day for coming here to see what they could learn in the way of implementing their programs for democratizing their schools. To me this is great encouragement for it is a step in the right direction. The degree of interest that you the audience have manifested here this morning is shown by your attendance. This to me is a medium by which to measure the possibilities of progressive education in the future in the institutions of learning here in Osaka. And by looking over the crowd I would say the prospects are very good.

Democracy can thrive and grow only if the individuals are willing to assume the various responsibilities given them and are willing to work with their fellow man with the spirit of cooperativeness. Some of you may think that yours is but a humble and insignificant lot and may not fully realize the importance of your jobs.

6  
However, I do not think that there's a more important phase in the educational picture than the role which is currently played being



played by the teachers of the elementary school level. Elementary school education is the basis of all future education! The methods of teaching that you employ on a child at this formative period will have direct bearing on child as he graduates to higher institutions of learning <sup>and</sup> into his life work.

You, the teachers, are instrumental in moulding the child's personality, character, mind, his attitudes and views on life. Upon your shoulders rest the responsibility of educating students who will be leaders and policy makers of tomorrow's Japan. The degree of leadership, wisdom, and the standard of democracy in tomorrow's Japan will depend largely upon the initiative, originality, ingenuity, zeal and passion for education that you educators have today.

It behooves us therefore to work hard. No person should decide to teach unless he is resolved to learn. The ideal teacher is a part time student all his life in a continuation school from where he does not graduate.



April 10th, 1947.

## 1. Number of Municipal Junior High Schools according to the new school system.

A. Schools having independent school buildings	18
B. Schools housed in elementary school buildings	34
C. Total	52

Of the total twenty-five have branch schools, of which eight schools are using prefecture-owned buildings.

## 2. Number of the students and classes of the Municipal Junior High Schools.

Students 28,411

Classes 585

N.B. Eight schools are adopting two-shift system (thirty-four classes).



April 10th, 1947.

Municipal school buildings partly or wholly  
used by private or public organizations  
other than the Oseka Municipality.

	Used by both the city and tenants	Exclusively used by tenants (closed schools)	Total
Schools	12	11	23
Institutions similar to schools	3	-	3
Chinese or Korean organizations	21	-	21
Government or public offices	10	6	16
Business Companies, etc.	20	29	49
Total	66	46	112

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MUNICIPAL ELEMENTARY SCHOOLS  
ADOPTING TWO-SHIFT SYSTEM

On April 10th, 1947.

Non-damaged	Schools	Classes
	16	198
War damaged	27	242
Total	43	440

On June 1st, 1947.

Non-damaged	Schools	Classes
	14	164
War damaged	22	189
Total	36	353

Of the above schools those which are expected to return to the normal state by the end of March next year are as follows:

	Schools	Classes
None-damaged	2	34
War damaged	14	120
Total	16	154



Education

Communist infiltration into the nation's primary schools today was charged by SHIN YUKAN in an editorial which asserted that the radical party "has generally become active in the cultural field . . . in inverse proportion to its decreased activity on the political front." Declaring that Communist efforts "have recently been directed toward intellectuals in education and in the arts," the journal claimed that party tactics "center around primary school teachers, whose disciples are children unable to criticize." The writer acknowledged the lack of "a complete picture of nation-wide Communist influence in the schools, together with the number of teachers who have disguised party affiliation and the methods employed" -- but it was claimed that "the question has been raised by parents in several Tokyo districts." Voicing opposition to the Communist theory of class struggle, the paper warned that the principle "poses an important problem for parents when, in the interest of class struggle, hatred is inculcated in the hearts of their children. This practice, however slight in extent, cannot be ignored. The problem of a correct pedagogic concept within the schools has greater significance than immediate issues concerned with livelihood."

Education

The question of teachers qualified to administer the new educational reforms has frequently concerned the prefectural press, and some writers recently have expressed fear that certain instructors are misinterpreting the phrase "democratization of education" and are disseminating extreme ideologies in the classrooms. SAGA SHIMBUN (Saga, 24 May) reported the case of a teacher in the local Girls' High School who was required to resign by the Parents' Association because of advertising communism to the pupils. The writers charged that "the red movement" which failed in the abortive 1 February general strike was likely to shift emphasis from adults to children, and suggested that "a vigorous organization" lay behind the leftist tendencies of many teachers. A lack of knowledge concerning the meaning of democracy among the educators of Shiga prefecture was noted by YUKAN KYOTO (Kyoto, 13 May), which reported that a recent investigation revealed that almost half the teachers questioned did not remember the freedoms mentioned in the Potsdam Declaration. The writer deplored that the new "social education" courses were to be administered by such persons, and recommended that the authorities be "courageous enough to mobilize qualified instructors who could be classed as specialists to undertake the reeducation of Japanese teachers."

The participation of teachers in demonstrations was criticized by DAILY TOHOKU (Hachinoe, 21 May), which stated that -- no matter how strained their living conditions might be -- teachers should remember that the democratization of Japan depends on education and should not waste their students' "precious time" by participating in such activities. According to ISE SHIMBUN (Tsu, 16 May), "Most teachers have no definite knowledge of how a union works, and no satisfactory experience or training in such movements." The writer believed this to be due partly to a lack of zeal in studying sociology, politics and economics, and recommended that appropriate courses be introduced in the new social education program.

4



Decentralization of educational authority was discussed by TOO NIPPO (Aomori, 24 May), which advocated "a strong educational movement among the residents of cities, towns and willages" for this purpose. However, the writer felt that, during the "transitio period," the needed increase in funds should come from the national treasury -- in order to spare prefectural authorities the "dark anguish" of finding means to provide teachers and equipment. YAMAGATA SHIMBUN (Yamagata, 24 May) also urged support of education by local groups, and declared that local assemblymen who have no zeal for solving educational problems "should not remain in their posts even for a day."



*Bill for Yale*  
SCHOOL EDUCATION LAW BILL  
SCHOOL EDUCATION LAW.

## Chapter I. General Regulation.

Article I. The schools provided for in this law shall be primary schools, secondary schools, high schools, universities, schools for the blind, schools for the deaf, schools for the handicapped and kindergartens.

Article II. The State, prefectural and local public entities and incorporations provided for in a separate law alone can establish schools.

The "Government schools" in this law means the schools established by the State, the "public schools" the schools established by prefectural and local public entities, and the "private schools" the schools established by incorporations provided for in the separate law.

Article III. Those who want to establish schools shall do that in compliance with the school establishment standard of equipment, organization and others set up by the competent authorities according to the types of schools.

Article IV. The establishment and abolition of schools (including faculties of universities and their postgraduate schools) change of their establishers and other items to be decided by the competent authorities except for government schools and those schools which are established by agencies incurring the responsibility of establishing schools in compliance with this law, shall be subject to the approval of the competent authorities.

Article V. The establishers of schools shall manage the schools which they established and defray the expenses of the schools except for the cases specifically stipulated by laws or ordinances.

Article VI. Schools may collect tuition fees. As to compulsory education, however, in government and public primary schools and secondary schools, or schools for the blind, schools for the deaf and schools for the handicapped, which are equivalent to the above, no tuition fees shall be collected.

Matters regarding tuition fees and other expenses in government and public schools shall be decided by the competent authorities.

Article VII. Schools shall have principals and an adequate number of teachers.

Article VIII. Matters regarding certificates and other qualifications of principals and teachers shall be decided by the competent authorities.



Article IX. Those who come under any of the following items shall be excepted from becoming principals or teachers:

1. Those persons who have been adjudged incompetent, and quasi-incompetent persons.
2. Those persons who have been condemned to six years' imprisonment or a heavier punishment.
3. Those persons who were sentenced to penal servitude or imprisonment of less than six years and who have not completed the punishment or have not been acquitted of the punishment yet.
4. Those persons who were sentenced to the cancellation of their teachers' certificates mentioned in Article VIII, and who have not spent two years.
5. Those persons who have been recognized as unacceptable to any position in educational service by the Imperial Ordinance 263 of 1946.
6. Those persons who have been recognized as inferior in character and conduct.

Article X. Private schools shall appoint their principals and the appoint shall be reported to the competent authorities.

Article XI. Principals and Teachers of schools may punish their students, pupils and children, when they recognize it necessary in the light of education, in compliance with the regulations issued by the competent authorities. They shall not, however, inflict corporal punishment.

Article XII. Schools shall conduct physical examinations in order to increase the health of students, pupils and children as well as teachers and provide adequate facilities for their hygiene and protection.

Matters regarding physical examinations and facilities for hygiene and protection shall be decided by the competent authorities.

Article XIII. The competent authorities may order the closing of schools in any of the following cases:

1. In cases where they have intentionally violated the provisions of laws and ordinances.
2. In cases where they have acted against the instructions issued by the competent authorities in compliance with the provisions of laws and ordinances.
3. In cases where they have not conducted teaching for more than six months.



Article XIV. In cases where schools acted against the provisions of laws and ordinances or the regulations established by the competent authorities as to equipment, teaching and other items, the competent authorities may order changes of the items.

Article XV. Private schools shall make budgets for revenue and expenditure and report them to the competent authorities before the opening of every fiscal year, and shall settle accounts for both revenue and expenditure and report the settlement to the competent authorities within two months after the closing of every fiscal year.

Any important changes to be made in the budgets for revenue and expenditure shall be reported as well.

Article XVI. Those persons who employ children shall not prevent the said children from receiving compulsory education because of the employment.

#### Chapter II Primary School

Article XVII. The primary school shall aim at giving children elementary general education according to the development of their minds and bodies.

Article XVIII. In primary school education efforts shall be made to attain the principles mentioned in each of the following items in order to effect the aim stated in the foregoing article.

1. To cultivate a right understanding and the spirit of cooperation and independence in connection with relationship between human beings on the basis of children's experience in social life both in and outside the school.

2. To develop a proper understanding of the actual conditions and traditions both of children's native communities and of the country, and, further, to cultivate the spirit of international cooperation.

3. To cultivate a basic understanding and skills on food, clothing, housing, industries, etc. needed in everyday life.

4. To cultivate ability to understand and use correctly words and expressions of the Japanese language needed in everyday life.

5. To cultivate ability to understand and manage correctly mathematical relations needed in everyday life.

6. To cultivate ability to observe and dispose natural phenomena met with in everyday life in a scientific manner.

7. To cultivate a habit needed for a sound, safe and happy life and to effect a harmonious development of minds and bodies.

8. To cultivate a basic understanding and skills on music, fine arts, literature, etc. which make life bright and rich.



Article XIX. The course of the primary school shall cover six years.

Article XX. Matters concerning the curriculum of the primary school shall be decided by the competent authorities in compliance with the provisions of Articles XVII and XVIII.

Article XXI. The primary school shall use the textbooks approved or published by the competent authorities.

Books other than the above-mentioned textbooks and other teaching materials may be used if they are good and suitable.

Article XXII. The protectors (i.e. those persons who exercise parental authority over the children, or, in case there are no such persons, the guardians, or those persons who exercise the duties of guardians. The word is hereinafter to be used in this meaning) shall be obligated to send their children to the primary school or the school for the blind, the school for the deaf or the school for the handicapped, for the period from the beginning of that school year which is the first to begin on or after the following day of the children's attaining full six years of age to the end of that school year in which the children attain full twelve years of age.

Matters regarding the pressing for fulfilment of the obligation mentioned in the foregoing paragraph and other necessary matters regarding the obligation shall be decided by the competent authorities.

Article XXIII. As for the protectors of those children who are to be sent to school according to the provision of the foregoing article (Such children are hereinafter to be called the school age children) but who are acknowledged as being difficult to attend school because of their invalidity, imperfect growth or other unavoidable obstacles, the managing agency of the primary school established by a city, town or village may allow them to postpone the fulfilment of their obligation stipulated in the first paragraph of the foregoing article or exempt them from their obligation according to the regulations stipulated by the competent authorities after obtaining the approval of the competent authorities which exercise jurisdiction over the area of the prefecture regarding education (Such competent authorities are hereinafter to be called the prefectural competent authorities).

Article XXIV. The protectors of those school age children who live within such an area which is exempt from the responsibility of establishing primary schools according to the provision of Article XXIII shall be regarded as exempted from their obligations provided for in the first paragraph of Article XXII.

Article XXV. The city, town or village shall give necessary aids to the protectors of those school age children who are recognized to be difficult to attend school for financial reasons.

Article XXVI. The managing agency of the primary school established by a



city, town or village may suspend those children from attending school who are suffering from infectious diseases or feared to be in danger of suffering, or who are recognized as being so bad in their character and conducts that they may obstruct the education of other children.

Article XXVII. Those children who have not attained the age for entering the primary school shall not enter the school.

Article XXVIII. The primary school shall have a principal, teachers, nurse-teacher and business clerks. Under special circumstances, however, it may dispense with the business clerks.

The principal shall administer school affairs and supervise the personnel of the school.

The teachers shall take charge of the education of children.

The teacher-nurses shall take charge of nursing and protection of children.

The business clerks shall engage in the office works.

The assistant teachers shall assist the teachers in their duties.

Article XXIX. Each city, town or village shall establish primary schools sufficient for admitting the school age children living within its own boundary through the deliberation of its assembly.

Article XXX. In case some towns or villages recognize that it is impossible or improper for them to follow the provision of the foregoing article, they may organize a city-town-village school union or a town-village school union.

Article XXXI. In case some towns or village recognize that it is impossible or improper for them to follow the provisions of the foregoing two articles, they may, through the deliberation of their assemblies, commit the educational affairs of the whole or a part of their school age children to other cities, towns or villages, or a city-town-village school union, or a town-village school union instead of establishing primary schools.

Article XXXII. In case the prefectural competent authorities recognize that some towns or villages are unable to afford the expenses which they are to defray in following any of the provisions of the foregoing articles, the prefecture concerned shall, through the deliberation of its assembly, give necessary aids to the towns or villages.

Article XXXIII. In case the prefectural competent authorities recognize that, although there are such circumstances as are mentioned in Article XXXI,



which make it impossible or improper for town or village, or a city-town-village school union, or a town-village school union to follow the provisions of Articles XXIX and XXX for a part of its area, the provisions of Articles XXXI and XXXII cannot be followed, the competent authorities may exempt the town or village, or the city-town-village school union, or the town-village school union from the responsibility of establishing a primary school, so far as that part is concerned.

Article XXXIV. Public or private primary schools shall be under the jurisdiction of the prefectural competent authorities.

### Chapter III. Secondary School

Article XXXV. The secondary school shall aim at giving the pupils secondary general education according to the development of their minds and bodies on the basis of the education given at the Primary School.

Article XXXVI. In secondary school education efforts shall be made to attain the principles mentioned in each of the following items in order to realize the aim stated in the foregoing article.

1. To cultivate the qualities necessary as the members of a society and the State, securing the objectives of the primary school education more thoroughly.
2. To cultivate the fundamental knowledge and skill of the vocations required in the society, the attitude to respect laboring and the ability to select their future course according to their individuality.
3. To promote their social activities in and out of the school, to guide the sentiment rightly and to cultivate the fair judgment.

Article XXXVII. The course of the Secondary School shall cover three years.

Article XXXVIII. Matters concerning the subjects of the secondary school shall be decided by the competent authorities in accordance with the provisions of Articles XXXV and XXXVI.

Article XXXIX. The guardians shall be obligated to send their children to the secondary school, the school for the blind or the school for the deaf or the school for the handicapped from the beginning of that school year which is the first to begin on or after the following day of their finishing the course of the primary school to the end of that school year in which they attain full fifteen years of age.

The children whom the guardians are obligated to send to school according to the above provision shall be called school age pupils.

Article XL. The provisions of Article XXI, the second paragraph of Article XXII, Articles XXIII to XXVI and Articles XXVIII to XXXIV, shall apply to the secondary school.



## Chapter IV. High School

Article XLI. The high school shall aim at giving the students higher general education and technical education according to the development of their mind and bodies on the basis of the education given at the secondary school.

Article XLII. In high school education efforts shall be made to attain the principles in each of the following items in order to realize the aim stated in the foregoing article.

1. To cultivate the qualities necessary as the able members of the society and state, developing the results of the secondary school education.
2. To make them decide on the future course according to their individuality on the basis of their consciousness of the mission they are to carry out in the society, to cultivate the higher general culture and to make them skilled in technical arts.
3. To cultivate the broad and deep understanding and ability of sound judgment regarding the society and to attempt the establishment of their individuality.

Article XLIII. Matters concerning the courses and curricula of the high school shall be decided by the competent authorities in accordance with the provisions of the foregoing two articles.

Article XLIV. The high school may have the night course or the part-time course in addition to the regular one.

The high school may have only one the above mentioned courses without the regular one.

Article XLV. The high school may conduct the education by correspondence.

Matters necessary in connection with the correspondence education shall be decided by the competent authorities.

Article XLVI. The course of the high school shall cover three years. But in case of special technical education and in case of having the courses mentioned in the first paragraph of Article XLIV, the course may cover more than three years.

Article XLVII. Those who can enter the high school shall be those who have graduated from the secondary school or the equivalent school or those who have been recognized to have the scholastic attainments equal to them according to the provisions laid down by the competent authorities.

Article XLVIII. The high school may have the graduate course and the special courses. The graduate course of the high school shall aim at giving instructions on special matters to the more advanced degree to the graduates of the high school or the equivalent school or those recognized to have the scholastic attainments equal to them according to the provisions



laid down by the competent authorities and guiding them in their study. The course shall cover more than one year.

The special course of the high school shall aim at providing those mentioned in the foregoing article with special technical education to the simpler degree. The course shall cover more than one year.

Article XLIX. Necessary matters concerning the textbooks, entrance, withdrawal, transfer, etc. shall be decided by the competent authorities.

Article L. The high school shall have the director, teachers and business clerks.

Article LI. The provisions of the 2nd to 4th, 6th and 7th paragraphs of Article XXVIII and Article XXXIV shall also apply to the high school.

#### Chapter V University

Article LII. The university, as a center of learning, shall aim at teaching and studying higher learning and technical arts as well as giving broad general culture and developing the intellectual, moral and practical abilities.

Article LIII. The university, as a general rule shall provide for several faculties, but a university may be formed with only one faculty, if special need be.

Article LIV. The university may have the faculty giving instructions in the evening.

Article LV. The course of the university shall cover four years.

As to the faculties teaching and studying special professional matters or the faculties mentioned in the above article, however, the course may cover more than four years.

Article LVI. Those who can enter the university shall be those who have graduated from the high school or completed the twelve year schooling with the regular courses (including those who have completed the schooling equivalent to this, with the course other than the regular one) or those who have been recognized to have the scholastic attainments equal to the persons mentioned above under the provisions laid down by the competent authorities.

Article LVII. The university may have the graduate course and the special course.

The graduate course of the university shall aim at providing instructions on the special matters to more advanced degree to those who have graduated from the university or those recognized to have the scholastic attainments equal to them under the provisions laid down by the competent authorities and guiding them in their study. The course shall cover more than one year.



**Article LVIII.** The university shall have the president, professors, assistant professors, assistants and business clerks.

The university may have others in addition to those mentioned above.

The president shall govern all the affairs of the university and supervise all the staff of the university.

The professors shall give instructions to the students guiding them in their study and pursuing their own study.

The assistant professor shall assist the professors in their duties.

The assistants shall assist the professors and assistant professors in their duties.

**Article LIX.** The university shall have a faculty meeting to discuss and deliberate over important matters.

The faculty meeting may include the assistant professors and others in its organization.

**Article LX.** The competent authorities shall consult the University Creditation Committee in regard to the approval of the establishment of a university.

Matters concerning Gakushi shall be decided by the competent authorities.

**Article LXIV.** Public or Private Universities shall be under the jurisdiction of the Minister of Education.

**Article LXV.** The post-graduate school shall aim at teaching and studying the theory and practice of learning, mastering the secrets of it and, thus, contributing to the development of culture.

**Article LXVI.** As a general rule the post-graduate school shall have several post-graduate courses. Only one post-graduate course, however, may make the post-graduate school, if special need be.

**Article LXVII.** Those who can enter the post-graduate school shall be those persons provided for in the second paragraph of Article LVII.

**Article LXVIII.** Universities which have post-graduate schools may give Doctor and other degree according to the provisions laid down by the competent authorities.



In laying down provisions regarding the Doctor and other degrees the competent authorities shall consult the University Creditation Committee.

**Article LXIX.** The university may be provided with facilities for university extensions.

Necessary matters concerning university extensions shall be decided by the competent authorities.

**Article LXX.** The provisions of the sixth paragraph of Article XXVIII and Article XLV shall also apply to the university.

#### **Chapter VI. Education for the Handicapped.**

**Article LXXI.** The school for the blind, the school for the deaf and the school for the handicapped shall aim at giving education respectively to the blind, the deaf, and the mentally and physically handicapped such as the mentally or physically weak etc. on the same levels as the kindergarten, the primary school, the secondary school, or the high school, and, at the same time, giving necessary knowledge and skill to supplement their infirmities.

**Article LXXII.** The school for the blind, the school for the deaf and the school for the handicapped shall have the primary school and the secondary school sections. They may have only one of them, however, if special need be. The school for the blind, the school for the deaf, and the school for the handicapped may have the kindergarten and the high school sections.

**Article LXXIII.** Curricula and textbooks of the primary and the secondary sections, courses, curricula and textbooks of the high school section, and the content of education of the kindergarten section of the school for the blind, the school for the deaf, and the school for the handicapped shall be decided by the competent authorities in applying those of the primary school, the secondary school, the high school and the kindergarten.

**Article LXXIV.** The prefecture shall establish with the approval of its assembly, schools for the blind and schools for the deaf or schools for the handicapped sufficient to accommodate the blind, the deaf and the mentally and physically handicapped such as the mentally or physically weak etc., of school age children and pupils who live in the area under its jurisdiction.

**Article LXXV.** The primary school, the secondary school and the high school may provide special classes for the children and pupils who come under any of the following items:

1. Those who have abnormal characters.
2. Mentally weak.



3. The deaf and those who have difficulty in hearing.
4. The blind and the weak-sighted.
5. Those who have difficulty in speaking.
6. Other handicapped persons.
7. Those who have weak constitutions.

The schools mentioned in the foregoing paragraph may give education to those children and pupils who are under medical care by providing special classes or by dispatching teachers.

Article LXXVI. The provisions of Articles XIX, XXVII, XXVIII (including the cases to which this shall apply in Articles XL and LI), XXXIV, XXXVII to XLV, XLVIII L, Articles LXXX and LXXXI shall also apply correspondingly to the school for the blind, the school for the deaf and the school for the handicapped.

#### Chapter VII Kindergarten

Article LXXVII. The Kindergarten shall aim at bringing up young children and developing their minds and bodies providing suitable environment for them.

Article LXXVIII. In order to realize the aim in the foregoing article the Kindergarten shall endeavor to attain the objective in each of the following items:

1. To cultivate everyday habits necessary for a sound, safe and happy life and to effect a harmonious development of bodily function.

2. To make children experience in the Kindergarten a group-life and to cultivate willingness to take part in it as well as the germ of the spirit of co-operation and independence.

3. To cultivate the germ of the right understanding of and the right attitude towards the surrounding social life and happenings.

4. To guide the right usage of the language and foster an interest in fairy-tales and picture-books.

5. To cultivate an interest in expression of their own through music, dances, pictures and other means.

Article LXXIX. Matters concerning the content of education in the Kindergarten shall be decided by the competent authorities according to the provisions of the foregoing two articles.

Article LXXX. Those who can enter the Kindergarten shall be children from the age of full 3 years up to the age at which they are sent to the primary school.



Article LXXXI. The Kindergarten shall have a chief and teachers.

It may have others besides them.

The chief shall manage the affairs of the Kindergarten and supervise teachers and other staff.

Teachers shall take charge of nursing of children.

Article LXXXII. The provision of Article XXXIV shall also apply to the Kindergarten.

#### Chapter VIII. Miscellaneous Regulations

Article LXXXIII. Those institutions other than those mentioned in Article I which give education similar to school education shall be classified as miscellaneous schools.

Miscellaneous schools shall not assume the same name as the schools mentioned in Article I.

The provisions of Articles IV to VII, IX to XX, XIII, XIV, and XXXIV shall also apply to miscellaneous schools.

Necessary matters concerning miscellaneous schools besides the above shall be decided by the competent authorities.

Article LXXXIV. When the prefectural competent authorities have recognized any institution other than the schools or miscellaneous schools to be conducting miscellaneous school education, the authorities may inform the institution of its being recognized as such and make it comply with the provision of the foregoing article.

Article LXXXV. So far as school education is not interrupted, schools may have facilities annexed to them for social education or offer school facilities to be used for social education and other public purposes.

Article LXXXVI. In an area not in the political administrative system of town and village, the provisions of this law concerning the town and village and the town-village school union shall apply to the organizations similar to these.

In case there is any difficulty, however, in following the provisions of this law, the prefectural competent authorities may take special measures.

Article LXXXVII. The cities in this law shall include the wards of Tokyo Metropolis.

Article LXXXVIII. Besides those provided for in this law, matters needed



for carrying out this law into effect shall be decided by the competent authorities.

#### Chapter IX. Penal Regulations

Articles LXXXIX. If a person gets the closing order provided for in Article XIII (including the cases to which this shall apply in the third paragraph of Article LXXXIII), but does not obey it, he shall be punished with a penal servitude or imprisonment not longer than six months, or a fine not exceeding ten thousand yen.

Article XC. A violator of the law in Article XVI shall be fined three thousand yen or less.

Article XCI. If a person is reminded of his duty provided for in the first paragraph of Article XXII, or in the first paragraph of Article XXXIX, but does not do it, he shall be fined one thousand yen or less.

Article XCII. A violator of the provision of the 2nd paragraph of Article LXXXIII shall be fined five thousand yen or less.

#### SUPPLEMENTARY PROVISIONS

Article XCIII. This law shall come into force as from April 1, 1947. The date for enforcement, however, of the part regarding the obligation of protectors to send children to the school for the blind, the school for the deaf, the school for the handicapped provided for in the first paragraph of Article XXII, and in the first paragraph of Article XXXIX, and regarding the responsibility of establishing such schools provided for in Article LXXIV shall be stipulated by an Imperial Ordinance.

Article XCIV. The following laws and Imperial Ordinances shall be abolished:-

- a. National Subsidy Law for Public School Teachers' Long Service Allowances.
- b. National Subsidy Law for Salaries of Elementary School Teachers in Military Service.
- c. National Subsidy Law for Salaries of Youth School Teachers in Military Service.
- d. National Subsidy Law for Educational Expenses of Youth Schools.
- e. Elementary School Ordinance.
- f. Youth School Ordinance.



- g. Secondary School.
- h. College Ordinance.
- j. Higher School Ordinance.
- k. University Ordinance.
- l. School for the Blind and School for the Deaf and Dumb Ordinance.
- m. Kindergarten Ordinance.
- n. Private School Ordinance.
- o. Teacher Certification Ordinance.
- p. Degree Ordinance.

Article XCV. Partial amendment shall be made to the Law for Defrayment by the Treasury of Compulsory Education Expenditure:

Article I. One half is defrayed by the National Treasury of the Expenditure required by the Prefectures for the salaries, special additional grants, death grants, and travelling allowances provided for by the Imperial Ordinance for the teachers and officials (those excepted who are provided for by the Imperial Ordinance) engaged in compulsory education in public primary schools and secondary schools.

In Article II, "the Hokkaido Province expenditure and prefectures" reads "prefectures (To-Do-Fu-Ken)".

Article XCVI. The obligation of the guardians provided for in the first paragraph of Article XXXIX shall in 1947 be limited to the end of the school year whereto belongs the day when their children attain full thirteen years of age. The guardians obligation in and after 1948 provided for in the first paragraph of Article XXXIX shall be ordained by an Imperial Ordinance.

Article XCVII. Elementary schools, schools equal to the elementary school, schools similar to it and kindergartens under the former laws which exist at the time of the enforcement of this law shall be considered the primary schools and kindergartens established by the new law.

Article XCVIII. Schools under the former laws (the Elementary School Ordinance being excepted) which exist at the time of the enforcement of this law may continue their existence as schools under the former laws.



Schools under the foregoing paragraph may, according to the provisions laid down by the Minister of Education, become schools of other types under the former laws. Necessary matters regarding the schools under the foregoing two paragraphs shall be decided by the Minister of Education.

Article XCIX. As to matters regarding the validity, granting, etc. of teachers' certificates for the schools under the foregoing paragraph, former laws shall be followed, despite the provisions of Article XCIV, except for those matters to which the provisions laid down by the Minister of Education apply.

Article C. Necessary matters regarding the students of the schools under the former laws when they have become the schools under Article I shall be in accordance with the provisions laid down by the Minister of Education.

Article CI. Necessary matters regarding the qualifications of graduates of schools under the former laws shall be in accordance with the provisions laid down by the Education Minister.

Article CII. By "incorporations provided for in a separate law" shall be meant is for a temporary for a time being agricultural associations and other public bodies similar to them, or foundational juridical persons according to the Civil Law.

But, the establishers of schools for the blind, schools for the deaf, schools for the handicapped or kindergartens for of schools under the former laws existing at the time of the enforcement of this law, which are not foundational juridical persons according to the Civil Law, or whose establishers who are not foundational juridical persons according to the Civil Law, shall be for the time being not required to be foundational juridical persons according to the Civil Law.

Article CIII. Primary schools and Secondary schools may for the time being not have teacher-nurses, despite the provision of Article XXVIII (including cases to which this shall apply in Article XL).

Article CIV. Cities, towns, villages may, despite the provision of Article XXXI (including cases to which this shall apply in Article XV) for the time being entrust the educational affairs of the whole or part of school age children and pupils to the State, Prefectures or incorporations or private persons running private schools.

Private schools cannot take tuition fees for the compulsory education entrusted to them according to the provision of the

to



the foregoing paragraph.

**Article CV.** The secondary school may for the time being give education by correspondence to the children who have finished the lower course of the elementary school.

Necessary matters regarding the education under the foregoing paragraph shall be in accordance with the provisions laid down by the Minister of Education.

**Article CVI.** The competent authorities under the following Articles and paragraphs shall for the time being be the Minister of Education:

Article III; 2nd paragraph of Article VI; Article VIII; Article XI; 2nd paragraph of Article XII; Article XX; 1st paragraph of Article XXI; 2nd paragraph of Article XXII; Article XXXVIII; Article XLIII; Article XLV, Paragraph II; Article XLVII; Article XLVIII, Paragraph II; Article XLIX; Article LXXIII; Article LXXIX; 4th paragraph of Article LXXXIII, and Article LXXXVIII; and the competent authorities with power to stipulate under Articles IV and XXIII shall also be the Minister of Education.

But the Minister of Education may entrust the above powers to the competent authorities.

**Article CVII.** In this law, the managing agency of the city, town or village primary school shall for the time being be the Mayor, the headman of town or village; the prefectural competent authorities shall for the time being be the prefectural governor.

**Article CVIII.** The degrees under the former Degree Ordinance may, despite the provision of Article XCIV be given according to provisions of the former ordinance by the universities under Article XCVIII, except for those cases to which the provisions laid down by the Minister of Education apply.



PATROL INSTITUTION

1. **Preface:** In scouting there are 3 aims. They are the Patrol, merit badge, and the advancement.
2. **The necessity of Patrol System:** It is an established fact that there is an instinct among boys to form groups.
3. **The size of Groups:** The size of groups vary with the age of the boys. For boys of Cub-age, it is 5 or 6, and for boys of Scout-age, it is 7 or 8. It has been noted that if the group is any larger than the above size, it eventually breaks up into smaller cliques. Therefore, for cub packs, the groups should consist of 5 or 6 boys and for patrols, it should consist of 7 or 8 boys. In rover-patrols, the group should be decreased to 4.
4. **Patrol as a Unit:** Patrol system utilizes the instinct of the boys to group and is a natural method for leading and training boys. Furthermore, this is the only good method of leading and teaching a group of boys. All activities are carried out with the patrol as a unit, including activities carried out by the troop.
5. **The troop:** It is advisable to have 5 patrols under guidance of one Scoutmaster. The Scoutmaster must utilize the Patrol Leader to control the patrol. Therefore, it is important that the Scoutmaster have control over his Patrol Leader.
6. **Patrol Leaders:** There is always a natural leader among a group of boys. If this leader has good character, his group will naturally be good but if the leader is a neighbourhood bully, his group will end up as a gang. The leader's influence among boys is very great and therefore Patrol Leaders should be chosen with care.
7. **Duties of the Patrol Leaders:** He will not only lead the boys in his patrol but will look after their welfare. He will always strive to be a model and should set an example for the rest to follow. He is the presiding chairman of his patrol meetings and he will attend all Patrol Leader's Meetings.
8. **Boys must be suited for the position of Patrol Leader:** Patrol Leaders should be boys with popularity, strength, and intelligence and should be one of the older members of his group. He should have an ability to control boys. The Scoutmasters should keep the Patrol Leader type of boys in mind even if they should not be elected by the group, and if a Patrol Leader type of boy is not present in a Patrol, efforts should be made to develop a leader in that Patrol.
9. **Method of choosing a Patrol Leader:** Patrol Leaders are elected by the Patrol members. However, the Scoutmaster should try to influence the members of the patrol without being obvious nor impeding self-government methods in order that a capable Patrol Leader is chosen.



10. Assistant Patrol Leaders: Assistant Patrol Leader's will also be elected. Even if the Patrol Leader's and Assistant Patrol Leaders opinions are not the same, they should co-operate which should help toward character building of co-operation.
11. Patrol Leader and his Assistant should be taught dignity and poise by the Scoutmaster since they are necessary in maintaining leadership and authority over a group.
12. Name of Patrol: If Patrols are named by numbers or alphabets, it gives the patrol a business-like or military sound. Therefore, patrols should be given a name of an animal or natural object. This name should be chosen by the patrol.
13. Patrol Call and Yell: Patrol calls and yells should be encouraged as chosen by the patrol.
14. Patrol Marks: It is suggested that each patrol have its own mark which can be used stationeries, circulars, and cards.



1. The following program is for the period of the first three months.
2. This meeting will be held either on wvery Sunday or every Saturday for two to two and a half hours.
3. If there are four Sundays in a month, it is suggested that the fourth Sunday be allotted for duties at home. This will depend on the Scoutmaster's decision.
4. In consideration for the Japanese children of today, concentration will be placed on patrol system in the first month. Scout Oath and Law begun on the second, and tenderfoot activities and introductions to woodcrafts will be started on the third month.
5. Games and song can be chosen by the Scoutmaster and he can select those which will fit the mood and environment. As for games, choice must be made with what is to be taught through games.
6. Variation in sugrects is necessary in meeting.
7. "Learning through experience" system in effective.
8. The programs for the meeting will be printed each time and at the end of the meeting, each Scout will take it home. It is advisable to have songs printed on the back of said program. These printed sheets can become the records for each Scout and may also be used as a report for their parents on the events of each meetings. These program will also make a good souvenir as well as beginning of song collection.

Tentative Program

1st week

1. Roll call
2. Talk on the Boy Scouts including (a) on the establishment of the troop and (b) on the Boy Scouts in general.
3. Inauguration of the troop. Patrol Leaders and seconds will be elected on the following meeting.
4. Song - "Hikari no Michi"
5. Salute and Scout hand shake and its meaning.
6. Games - telegraphic games Janke up.
7. Close the meeting with Scout salute.



**2nd week**

1. Rollicall
2. Salute
3. Song "Hikari no Michi"
4. Election of Patrol Leaders. Nomination of Patrol seconds will be left for the next meeting and should be considered by each Scout.
5. Talks on the spirits of Patrols and also on the mission of the Patrol Leaders.
6. Games - Mukade games and other games which will encourage the sense of cooperation.
7. Song "End of a Day"
8. Announcement of the Next meeting.
9. Close the meeting with Scout Salute.

**3rd week**

1. Call for order. Roll call of each Patrol.
2. Salute.
3. Inspection for cleanliness.
4. Song "Koge, Koge" in rounds.
5. Talks of patrol leader, patrol seconds and each member of the patrol, also talks on patrol meetings and good turn daily.
6. Games: "Boshitori" or "Otsukai" games which encourage actions.
7. Song "End of a Day."
8. Announcement of the next meeting.
9. Close the meeting with Scout Salute.

**4th week**

1. Call for order; roll call of each patrol, inspections of clothes; make sure that the "good turn daily" has been observed.
2. Salute.
3. Talk soon the Scout Oath and Salute.



4. Song "Okiro, Okiro" etc.
5. Game: "Okite gami"
6. Song practice "Iwao Buchiwari"
7. Announcements of the next meeting.
8. Close the meeting with Scout salute and end of day.

6th week

1. Call for order and roll call of each patrol.
2. Salute.
3. Talks on history of Japanese flag and regulations concerning flag raising and lowering.
4. Practice songs.
5. Games: Contest in drawing the flags allied nations.
6. Talks on "Okite"
7. Song: "Susume Kenji"
8. Announcement of the next meeting.
9. Close the meeting with Scout Salute and end of day.

9th week

1. Call to order, roll call of each patrol. Inspection for cleanliness.
2. Salute.
3. Song.
4. Okite, Scout Law.
5. Knot tying - reef knot, sheet bend, lowline.
6. Game: "Mori"
7. Song: "Yukaina Kenji"
8. Announcement of the next meeting.
9. Close the meeting with Scout Salute.



## 10th week

1. Call to order, roll call, inspection of personal belongings.
2. Salute.
3. Song.
4. Talk: Motto
5. Knot tying - half hitch, clove hitch, timber hitch. How to use an axe.
6. Game carrying wood fuel.
7. Song - Jamboree
8. Announcement of next meeting.
9. Close the meeting with a Scout salute.



I consider it a great honor and a privilege to come before a group such as this and talk to you on a subject concerning election.

Election as you all know covers a broad field and to go into it in detail would entail hours upon hours. This afternoon I would like to cover very briefly the historical phase of election and how election originated in the U.S.

However before going into the subject proper I would just like to say that Maj. Merritt had all intentions of coming here today, but due to unforeseen circumstances that required his presence, I was asked to speak in his stead.

This afternoon I feel very inadequate to fill his shoes, but I accepted to come here primarily because though I am an American by virtue of my birth, I am also of Japanese extraction. And being as such, I think that I could feel your problems more acutely and in a sense feel that the needs and issues before you are mine also.

It does my heart good to see a group such as this who have put aside a portion of their busy day to come here to learn something about an important phase of government. Which in another sense would be coming here to become better citizens.

It is of greatest importance that in a democratic country that the people of that country be good. Because if the government be corrupt, the people could serve to make it good. But if the government is good and the people corrupt the people could spoil a good government.

The great Roman orator, Cicero, once declared that the proudest boast that any man could make was that he is a citizen of the Roman Empire. Each of you here have a good reason to be a proud citizen of Japan because you have come here yearning to learn more about elections which in a democratic country is of paramount importance.

The privileges and rights of voting were bestowed upon you with the advent of peace. You were unbound from the shackles of militarism and permitted to pursue life, liberty and happiness over night. But the democratic freedom that the people in the U.S. are enjoying today is a result of over 300 years of trying experience. The audience, no doubt, is well informed regarding the history of the United States. However, in order for you to more fully appreciate this freedom, permit me to refresh your memory by briefing you on a portion of accounts that took place in the past.

You recall originally how a handful of people in England, desiring a greater freedom for livelihood and a greater freedom for worship according to the dictates of their own conscience, forsoke

Handwritten notes in Japanese: 宗教の自由, 命を犠牲に



their homes and beloved ones to sail for an unknown continent to face the hazards of wilderness and savages.

You also remember how some of the early settlers settled on the coast of New England and formed small compact communities known as towns. Each had its own church, residence and block house for defence against the Indians. The residents of each town met together in a town meeting to pass rules for their government and to elect local officers. Since the residence of each town decided the issue by votes in a town meeting, the government was a pure democracy. It was a government carried out by the people themselves.

The colonist that settled in the south, however, did not follow the same pattern as the New Englanders, but scattered all over a wide area. As the houses of the plantation were miles apart, it was impossible to manage local affairs by a town meeting. So these people established a County government. The powers of the government were not exercised directly by the people, but were entrusted to eight men who composed the county court.

Both the towns and county government were under control of the Colonial government and the 13 colonies were under the supreme authority of England. So the people in reality, lived under 3 forms of government. Firstly, the local. Secondly, the colonial. And lastly, the government of Great Britain.

Due to many asserted authority on the part of England, the Colonies finally revolted on the subject of taxation. On July 4, 1776, by the Declaration of Independence, they became free and independent states.

The people of present day in the U.S. are, like the early colonists, under 3 forms of government. The local, secondly the state, then the National government.

The National government concerns itself with matters of national level, such as mail, foreign relations, public land etc. The state manages affairs of state level, that is with education, contracts, punishment of crime, etc. The locals are in charge of affairs directly concerning the people, such as building and maintenance of roads, bridges, schools, etc.

The Constitution provides for a national government of 3 departments. They are namely the judiciary, legislative and the executive. Each of the various public officials are voted into their respective positions on the first Tuesday after the first Monday in November.

From the fore mentioned governmental structure, I can not emphasize enough the importance of a wise and intelligent vote when going to the polls. The voters must take the responsibility to



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inform themselves concerning the character of the candidates and have a clear picture for which principals they stand. One should always strive for the best candidate, regardless of the party. It is of little consequence whether the candidate is a liberal, a democrat, or a progressive. But it makes all the difference whether he is an honest man capable of his position.

With the promulgation of the new constitution, the government here in Japan has become similar to the U.S. In both countries the public officials are chosen <sup>by</sup> the direct will of the people.

In closing, the thought I would like to leave with you all is, that in Japan or in the U.S., the people who believe in good government and the enforcement of its laws, are in the majority. But on election day many do not take the trouble to go to the polls and vote. On the other hand, the voters who are trying to elect dishonest and incompetent candidates never fail to put their ballot in the box. By electing a good man in office you could help raise the standard of a country. So the rise or fall will depend on you, the people. It behooves the good citizen, therefore, to be certain to go to the polls and vote wisely.