CIE GHQ SCAP
INSTITUTE FOR EDUCATIONAL LEADERSHIP

File No. S-45

8 December 1948

SOCIAL FOUNDATIONS
THE SCHOOL AND THE COMMUNITY
Lecture 2
Kinsman Okada

I. THE PLACE OF THE SCHOOL AS A SOCIAL FORCE IN THE COMMUNITY IN GENERAL

A. The Rural Area

1. Rural people are extremely individualistic, conservative, suggestible, thrifty, and suspicious of outsiders.

2. Social institutions of rural areas are based on sentiment and tradition rather than on reflection and efficiency.

3. Of special interest to prospective teachers is the growing discontent of rural young people.

4. School should be a social center and afford the recreation for youth.

B. The Small City

1. Population is not only moving to towns and cities, but also it is concentrating in or near the larger urban community.

2. The small city is the recipient of varied influences from the metropolis, dominative the region, and in turn, it influences adjacent hamlets, villages and towns.

3. Loyalty to the city as a whole tends to be replaced by loyalty to one of its many parts.

4. In contrast to rural schools, schools in a small city are better staffed and equipped, have longer terms, and higher ratio of attendance.

5. The school must become the place where pupils go to learn a way of life and offer community services such as adult education.

C. The Great Metropolis

1. Cities attain metropolitan status because of nearness to raw materials, markets, labor supply, and sources of power.

2. Urban people show a wider range of variety in interest and achievement. They are more mobile, realistic, and conduct is guided more by fashion, personal code and law.

3. The metropolis is not always regarded as a community. The average dweller makes no pretence of understanding urban life as an organic whole.

4. It is the educational responsibility to build up in the metropolis the schools to satisfy child needs and educate them to participate in social activities.

II. THE PLACE OF THE SCHOOL AS A SOCIAL FORCE IN THE JAPANESE COMMUNITY

A. There are several types of communities in Japan.

1. Village: Unit of rural life in Japan is not an administrative

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village but a division of such village, which is called Ô-aza (large division). It was a village on the Tokugawa Era, and represents a natural village. Unity of Ôaza is religiously symbolized by Shinto Shrine Cult. Ôaza is divided into several Koaza (small divisions), which are composed of several neighborhoods (kumi). Japanese village is often covered by the network of kinship groups.

2. Town: Town life is rather an extension of rural life, as it has such neighborhoods, shrine cult, and kinship system as are similar to those of the village.

3. City: It is one of the characteristics of the Japanese society that there is no such difference in industrial and political development between city and village as we can observe in Europe.. Our city life contains so many rural characteristics that the commercial and industrial system there has often been based on kinship or pseudo-kinship system (Oyabun-kobun system).

4. National Community: Japan has long been unified racially and culturally, but her culture is not yet completely harmonized with the European and American culture. She has adopted political and economic institutions of Europe, but has not yet fully understood their spirits.

III. SCHOOLS' CONTRIBUTION TO THE COMMUNITY

The community has remained quite indifferent to school. It is due to the excessive centralism of political institutions and culture. People should be more interested in school; and school should be a service center of the community. More bridges must be spun between school and community. (For example, ten bridges suggested by Mr. Olsen, in his School and Community.)

CIE GHQ SCAP
INSTITUTE FOR EDUCATIONAL LEADERSHIP

File No. S-46 SOCIAL FOUNDATIONS 9 December 1948
THE SCHOOL AND THE NATION
Lecture 3
Kinsman Okada

I. PROBLEMS WHICH ARE AN OUTGROWTH OF COMMUNITY LIFE

Community life is always carried on by people for the fulfillment of their basic needs. Where these social processes are not functioning satisfactorily, that fact is indicated by the existence in the community of resulting social problems. It is essential that we comprehend the social processes at work, and also recognize those problems which emerge from their failure.

C. Olsen's "School and Community" presents that the community processes which make up the ongoing life of the community directly reflect the basic human needs. And it presents social problems which occur from inadequate functioning of them.

Community Processes	Community Problems
1. Utilizing natural environment...	Faulty use of land, waste of natural resources.
2. Appreciating the past.....	Ancestor worship and cultural imperialism.
3. Adjusting to people	Personality conflicts, racial, national, and class hostility.
4. Exchanging ideas	Sterotyped thinking and action, evil propaganda.
5. Making a living	Unemployment, poverty and insecurity, exploitation of labor, capital-labor conflict, waste of natural resources, inadequate production.
6. Sharing the citizenship	Public indifference, political corruption and graft, crime, vice, delinquency
7. Maintaining health and safety ..	Physical unfitness, mental unfitness, slums.
8. Improving family life	Marital discord and divorce, neglected children, consumer exploitation.
9. Securing education	Illiteracy, waste of intellectual resources.
10. Meeting religious needs	Superstitution, bigotry and intolerance.
11. Enjoying beauty.....	Community ugliness.
12. Engaging in recreation	Waste or poor use of leisure time, exploitation by commercial agencies.

Such are the 12 fundamental social processes which go on in some form or other in every community, large or small, urban or rural, near or remote, historic or contemporary.

II. THE SCHOOL AS AN AGENCY OF SOCIETY IN DEALING WITH THESE PROBLEMS

A. Distinctive Features of Western Culture

The interaction between basic social groups (family, village, city and race) and functional social groups (economic groups, political groups, educational groups, etc.) determines the movements of each community. But social functions, especially economic, political, intellectual functions cannot be confined within small communities, but have a tendency to go far and to become national and international. The Japanese nation is suffering from the contradictions of an old basic social system with social functions which have international characteristics.

Teachers should call attention of pupils to that fact and help them understand the spiritual backgrounds of European social functions which our nation, since the Meiji Era, has been making every effort to absorb.

Social functions are dependent on each other and make as a whole the culture of an age, for example, modern European culture, old Asiatic culture, etc. Modern European and American culture have a unique spiritual basis. It is Christianity and Democracy.

Democracy is not only a political principle, but a spiritual attitude rooted in a Christian culture.

B. <u>The Place of the Administrator in Implementing Democracy</u>

1. The whole school contributes to curriculum development.

a. The homeroom or class teacher is central in curriculum development.

b. A specialist is needed so that learners and teachers may secure broader insight into their problems.

2. School and community contribute to curriculum development.

a. School and community help each other to understand the learner.

b. School, home, and community plan supplementing and enriching programs.

c. Youth and adult work together on community problems.

d. Community and school together evaluate the educational program.

3. Administrators lead in a democratic curriculum.

a. Relationship between teachers and administrators must be democratic.

b. Administrators must provide for cooperative planning.

c. The effective development of a curriculum depends upon sound methods of evaluation.

CIE GHQ SCAP
INSTITUTE FOR EDUCATIONAL LEADERSHIP

File No. S-47 10 December 1948

THE SCHOOL AND SOCIAL RESEARCH
Lecture No. 4
Kinsman Okada

I. Situations calling for growth in ability to deal with environmental factors and forces. We see individual and group situations of everyday living calling for 3 kinds of growth: Growth in (a) individual capacities; (b) social participation and (c) ability to deal with environmental factors and forces. As to the last, curriculum planning may be classified into these 3 areas

A. Natural phenomena
   1. Dealing with the physical
   2. Dealing with the biological
   3. Using physio-chemical forces

B. Technological resources
   1. Utilization and
   2. Establishing new research not necessarily applied

C. Economic, social, political structure and forces
   1. Earning a living
   2. Securing goods and services
   3. Providing for social welfare
   4. Moulding public opinion
   5. Participation in local and national government

II. Ten bridges between the school and the community, suggested by Olsen, provide specific ways of adapting the school to the community.

A. Utilizing documentary materials, which
   1. Provide enteresting teaching materials
   2. Promote development of the scientific attitude
   3. Stimulate needed perspective
   4. Permit intelligent solution of community problems

B. Providing for audio-visual aids that
   1. Furnish vivid experiences
   2. Present a simplified view of complex data
   3. Personalize geographically distant scenes and events
   4. Make the past real
   5. Economize time

C. Bringing in resource visitors, who
   1. Give vital and realistic experiences
   2. Create better understanding
   3. Promote social experiences
   4. Provide opportunity for developing social skills
   5. Allow adults to learn thru their own experience

D. Having interviews that
   1. Give students a personalized view of community living
   2. Provide experience on meeting people

E. Developing a general field study program which
   1. Discover the resources of the community
   2. Evaluates the suitability of these resources
   3. Analyzes these resources educationally
   4. Recards the information gathered
   5. Correlates resources with the school curriculum

F. Making surveys which include these factors and patterns:
   1. Community structure
   2. Community setting
   3. Community processes
   4. Community time period
   5. Community agencies

G. Making field studies that:
   1. Stimulate imagination and learning interests.
   2. Expand horizons and objectively study controversial issues.
   3. Teach the act of livings with others.
   4. Treat students and teachers as complete personalities.

H. Inaugurating school camping that has four chief purposes:
   1. Recreational - "Have fun"
   2. Health - " Develop strength"
   3. Work Service - " Help people"
   4. School Camp - "Outdoor living"

I. Providing for service projects of 3 categories:
   1. Civic improvement projects
   2. Consumer welfare projects
   3. Scientific thinking projects

J. Guaranteeing successful work experiences planned to:
   1. Develop a sound philosophy.
   2. Arrange work opportunities.
   3. Adapt the school schedule accordingly.

III. Analysis of community problems and some practical means for such analysis.

There is the need for finding some specific issues that must be attacked by educational leaders. Community analysis or a social survey is a term used to describe a method of dealing with the community so that worthwhile solutions may be arrived at. Some suggested ways of providing processes are here outlined.

A. Theodore Brameld in his "Design for America" drew up a hypothetical plan for cooperative thinking for community buildings: It is here adapted:
   1. Motivation and orientation
      Tests.....Discussion.....Questionnaires.....Visitations.....Organizing sub-groups
   2. Dealing with various areas of human intersts
      Finding, guiding, questions
      Studying relationships to other areas
   3. Finding tentative proposals
   4. Dealing with areas as including
      (a) Economics, (b) politics, (c) art, (d)science, (e) education, (f) human relations.

B. Aver and Ewbank in their "Handbook for Discussion Leaders" explain the importance of leadership and evaluation of accomplishments:
   1. Getting underway
   2. Finding the role of various leaders
   3. Measuring accomplishments.

C. Warner and Low in their "The Social System of the Modern Factory", present a method of social analysis which modern society, in its complicated structure, can well adapt. The report is too lengthy to give here. The full report of that research study dealing with the story of a strike reveals the necessity of beginning with problems as the source for inquiry, and then drawing upon many persons and institutions for assistance.

NOTE: The first part of this lecture was delivered by Mr. Okada. The second and third parts were planned and given by K.A. Kinsman.

CIE GHQ SCAP
INSTITUTE FOR EDUCATIONAL LEADERSHIP

File No. S-48 13-22 Decemb r 1948

WORK OF THE TEACHER CONSULTANT

Peckham Otake

The last two weeks of the Institute for Secondary School Teacher Consultants were planned as a workshop. Problems that the new consultant would meet were studied and plans were made to meet these problems in the field. Early in December a committee composed of six students, Dr. Hollingshead of CIE, Mr. Otake and Mr. Peckham met in a series of conferences to plan the work. Mr. Otake designed a questionnaire that was submitted to the students two weeks before the work was to be started. Students were asked to answer the question: "What do you think are the three most important services teachers wish to have from teacher consultants?" The answers to those questions were considered a starting point.

The plan was to have this student committee act as resource people all through the workshop. Once the problems were defined the class was to break up into three groups and to work out solutions for themselves and report back to the large group. Committee members were also to prepare lectures on the various methods that consultants use, and if the need for these lectures was evident, then they were to be given to the large group. In this way, the lectures would be given as part of the solution of problems. The last day was to be taken up by summary reports of the three groups and by statements by Mr. Otake and Mr. Peckham on the challenge of this new work of the consultant in the schools. The committee also planned to center the work around the needs of one prefecture. This would tend to give the work unity. Nara was chosen and men from Nara prepared reports about their prefecture that would supply background, both general and as to the educational status. Then the committee reviewed the questions and the answers that the class members had turned in, it was decided that certain general problems would be listed and that the class should have an opportunity to bring further problems before the class orally.

On the first day, 13 December, the workshop began with an explanation of the methods to be used. Because all the members felt that one of the first jobs that they would have upon returning to their prefectures would be to give an explanation of the new work of the consultant, all the class set about writing a fifteen minute oral report that could be given to groups in their prefectural office. This would contain the philosophy of the job, and some of the relationships that would occur in the typical office and in the field. The groups broke up into individual workers and prepared their statements. Some of them were read in the small groups and the best ones were read in a meeting of the entire group in the afternoon.

On the second day the group chose to study the prefecture Nara, and reports were made by the committee members who had prepared their material; maps were studied and statistics about the schools of the prefecture were studied. On the third day the problems were listed on the blackboard and classified. The groups were then allowed to choose the problem area they wished to work in. Group one chose curriculum, group two guidance and group three miscellaneous. The groups then met separately and planned the program for the prefecture for the coming year in the fields chosen. The fourth and fifth days were spent in this study. On Friday the afternoon periods were used to carry on this study of the morning. On the sixth day we had reports on the methods that seemed most useful. These were: group discussion technique, bulletins for teachers, in-service training and institute organization.

In the report on group discussion techniques it was stressed that the leader should study his group; should be friendly and show common interest with the group members. The leader should seek to have the group accept a common goal; this was the most important single step in the process. There should be a general acceptance within the group that each individual can contribute to the discussion, and that members should feel their part as a responsibility. Truth is with the people in general, and not with one leader. The decisions of the group must be respected by all the participants, but the majority must always be willing to listen to the minority. Group discussions require a great deal of planning and it is wise to have the type of summary made that points the way to further work and actions if that is called for.

The next report was on bulletins for teachers. The student reported that when he returned to his prefecture, he was going to make a collection of all the recently prepared bulletins that were sent from the prefectural office and those prepared in schools as well. Then he was going to have a committee of teachers study these bulletins and see just which ones were helpful and why. He then discussed what made good bulletins. The written word tended to give everyone a more common body of knowledge than the spoken words. Bulletins can be exchanged and read more rapidly than a speech can be made. He then gave the types of bulletins and the criteria for a good bulletin.

1. They should aim to solve a certain problem.

2. Too many problems should not be covered in the same bulletin.

3. We should cover problems that are of concern to teachers.

4. They should be vivid and interesting.

5. There should be short paragraphs and the formal should be attractive and have illustrations if possible.

6. The style should be simple and examples used of a concrete nature.

In the report on institutes, the main points were:

1. The institute should be planned to take up the problems of concern to teachers.

2. It should be planned so as to have periods of rest and relaxation.

3. There should be opportunity for large groups to participate.

4. There should be variety in the methods used to present information.

5. Good notes should be taken and summaries made.

6. One or two outside speakers could be used, but the main part of the program should be carried on by the people closest to the local problems.

On the last day the groups came together to report on their plans. Group A reported on setting up the prefectural office for good work with teachers. The consultant was described as one who should report directly to the superintendent; he should have the cooperation of all of the departments and offer his cooperation. He should advise the superintendent on matters of instruction and teaching methods. He should also be the curriculum expert in the office. It is desirable that the chief consultant be a professionally trained person.

Group A also reported on an in-service training program that would be set up in the prefecture. The report gave the ideal organization for this type of program -- using various normal school leaders as well as selected teachers and principals from all levels of the school system. Certain members should be women.

Title: In Service Training

18th. Oct. 1949

In-Service-Training for
Municipal Teacher consultants

1. Held at Aijitsu Primary School.
on 18th Oct. 13.00 — 16.00

2. No. of attendants: 26
mun. Teacher consultants 25
" Chief supervisor 1

3. Had a discussion with them undermentioned items:

a) How should teacher consultants be?

b) How to guide principals?

4. The meeting was very good, and they pleased very much. The requested us to have this kind of meeting, at least, one two times monthly.

Mr. Baba
H. Yamamoto

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Edu. in Service Training

Report of Achievement Test Conference

Date: 3 Sept 1949

Place: Kozu Senior High School

Sponsore: Prefectural School Board Secretariat

Participants: 2 or 3 teachers of Science, Mathematics, National Language and Social Study from Junior High Schools in each Gun and City totaling 85

Lecturer: Prof. Yabuki of Liberal Arts Univ.

This was the first meeting of this kind. Prefectural School Board Secretariat has been considering to have simultaneus achievement test for every school starting from Junior High. Before this, the attached Junior High School of the 1st Normal College now is Liberal Arts University took up this problem and has already practized achievement tests on about 40 junior high schools 1st year. Result of this test is coming out. General opinion was that questions were little too difficult. Secretariat wants to remedy this, organizing committee from the whole prefecture.

It seems that this plan is very good to have some standard measurement of students achievement. But this should not be limited to junior high schools only. Senior high schools and primary schools must have too. The second and third meetings will be held shortly.

OSAKA CIVIL AFFAIRS TEAM
Civil Education Section
APO 25

SUBJECT: Report of Training Conferences for Month of

TO: Education Officer
Osaka Civil Affairs Team

1. During this period the following conferences were held.

Subject	Place	No. of Meetings	People Attending	Purpose

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OCAT, subj: Report of Training Conferences for Month of

2. At this time, the following conferences are known to be scheduled for next month.

Subject	Place	No. of Meetings	Purpose

Supt. of Schools

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Supt. of Schools

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C.E. OFFICER

Referred to Education Division.

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THE

INSTITUTE

FOR

EDUCATIONAL LEADERSHIP

General Headquarters
Supreme Commander for the Allied Powers
Civil Information and Education Section
Education Division

TOKYO
March 1949

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FOREWORD

The Institute for Educational Leadership, under the joint sponsorship of the Japanese Ministry of Education and the Education Division, Civil Information and Education Section, Supreme Commander for the Allied Powers, was planned to meet a very real need in the field of Japanese education. The Japanese school system, for many decades highly centralized and highly regimented, has moved rapidly toward decentralization and local responsibility since the beginning of the Occupation. But trained leadership at the local level was almost entirely lacking. Institutions of higher learning were not as yet offering courses in educational administration, although such courses were in the planning stage. To meet the immediate need it was decided to offer two short courses for educational leaders. The difficulties for the trainees were many, as might be anticipated in a war-ravaged country. Food, billeting, even meeting places presented problems. The Japanese, however, attacked these problems with commendable energy and the results, while not perfect, were at least acceptable. The Japanese instructors, despite the fact that participation in the Institute added to their already heavy schedules, displayed a competence and enthusiasm which speaks well for the future of Japanese education. On the American side, the recruitment of American instructors presented a formidable task; nevertheless, an outstanding group of educators responded and their contributions to the Institute were of inestimable value. The Japanese trainees were selected carefully; they worked diligently under difficult conditions. Although it is still too early to measure the results of their training, the enthusiasm they displayed during the Institute and after is very encouraging and the influence which they have already exerted on their respective communities is marked. Those who contributed to the success of the Institute, both Japanese and American, are so numerous that it is not practicable to name them in this foreword. This is as it should be, for it indicates that the project was a cooperative one in every sense of the word, and that all who participated--instructors, trainees, committeemen, etc., were so much a part of the Institute that to name

one would necessitate the naming of all. It is hoped that the same spirit will be demonstrated in the sessions of the Institute planned for the coming year, resulting in a cadre of Japanese educational leaders who can carry on until the professional education courses now getting under way in Japanese universities can take over the responsibility for training the educational leaders of Japan.

D. R. NUGENT
Lt. Col., USMC,
Chief, C I E Section

Chapter I

THE PROBLEM

I. THE JAPANESE EDUCATIONAL SYSTEM BEFORE THE OCCUPATION

Prior to the end of the war the control of education in Japan was highly centralized. Practically all of the schools in Japan were under the control, either direct or indirect, of the national Ministry of Education (Mombusho). With respect to their establishment, these schools were: government schools established by the national government; public schools established by prefectures, cities, wards, towns or villages; and private schools established by non-governmental agencies.

With the exception of a few schools under the control of other ministries, the government schools were controlled directly by the Ministry of Education, while the public and private schools were partly under the control of the Ministry of Education and partly under the prefectural and local governments or private organizations. Private schools had some degree of independence within the framework of rather detailed governmental regulations.

The Ministry of Education was given powers and responsibilities which made it very important in the educational and cultural life of the country. In addition to being responsible for the organization and general control of the educational system, it was charged with matters relating to art, science, literature and religion. It was the central organization through which the rulers of Japan exercised effective control over what the people should study, read, see, and believe. The ramifications of this control extended directly or indirectly but very effectively to the smallest villages. Its policies, for the most part, were made effective through Imperial or Cabinet ordinances rather than by specific laws.

Prefectural governors had general administrative control over all governmental affairs in their respective districts. Each had a Chief of the Division of Educational Affairs on his staff who had responsibility for all educational matters. Attached to the Division were school inspectors and sub-inspectors, directors of physical culture and training, school hygiene officers, architects, and directors of social education.

Mayors of cities and towns and the headmen of villages were the executive heads of these autonomous public bodies but they were not government officials. According to the provisions of national laws and ordinances, however, they dealt with the national administrative affairs regarding elementary schools and exercised control over them. The mayors of cities, moreover, had the authority to make recommendations to prefectural governors for the appointment of the principals and teachers of elementary schools. Cities and towns had deputy mayors and villages had assistant headmen; also they had ward headmen and school committees, all of which assisted the mayors and headmen in the discharge of their school duties.

Principals of schools functioned as interpreters of regulations from higher authority. They also served as inspectors to see that all teachers complied with the regulations. Faculty meetings were held primarily to give instructions to the teachers and to discuss means of complying. Maintenance of discipline, control of thought in accordance with regulations, and instruction of students in facts essential to passing examinations for admission to higher schools were the primary concerns of principals.

All schools were supposed to be inspected at least once each year by inspectors from either the prefectural division of education or from the Ministry of Education. Inspectors could order changes in the school program, carry out inspections of the students, and give instruction relative to Ministry policies. Inspectors were required to have at least two years' educational experience.

Six years of elementary education were compulsory in Japan until 1941, when it was raised legally to eight years. However, the eight-year plan was never enforced due to the war.

Before and during the war there were four types of secondary schools in Japan: the middle schools for boys only, offering a five-year college or university preparatory course; the girls' high schools, offering a five-year course similar to the middle schools, but somewhat lower in educational standards; the vocational schools offering five-year courses for training in specific technical fields that required more training than was offered by the elementary and continuation schools; and youth schools, part-

time vocational continuation schools extending over seven years. All schools, but particularly the latter, were made a vehicle for government ultranationalistic and militaristic propaganda during the war period.

Japan had developed five types of educational institutions above the secondary level: universities, higher schools, university preparatory schools, colleges and teacher training institutions. Entry into the latter four types of institutions was based upon completion of the six-year elementary schools and the five-year middle schools or parallel girls' high school, while entry into a university required graduation from a university preparatory or higher school.

Little or no professional work was offered in educational administration and supervision at the university level because it was felt that due to the high degree of centralization of the Japanese school system such specialization was not warranted.

Youth organizations had been highly centralized and government-dominated since 1922. In 1941 a completely government-controlled association, which included all young men and young women as well as boys and girls, was created, and was utilized effectively by the military and other branches of the government in military preparations. In June 1945 this organization was abolished and the highly organized Youth Corps was activated but never really started functioning due to the end of hostilities. Leadership in all these organizations constituted only the receiving and carrying out of orders, with little or no initiative being permitted.

II. EDUCATIONAL REORGANIZATION AND DECENTRALIZATION

1. U. S. Education Mission Report

The U.S. Education Mission to Japan, consisting of 27 representatives of American education spent the month of March 1946 in Japan consulting with officers of the Education Division, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, with a committee of Japanese educators appointed by the Minister of Education and with other representatives

of the schools and of various walks of life in Japan. Following are its recommendations for the decentralization of the Japanese school system:

"The principle is accepted that, for the purposes of democratic education, control of the schools should be widely dispersed rather than highly centralized as at present.....The Ministry of Education, under the proposals of the Mission, would have important duties to perform in providing technical aid and professional counsel to the schools, but its direct control over local schools would be greatly curtailed."

"In order to provide for greater participation by the people at local and prefectural levels.....it is proposed to create educational agencies elected by popular vote, at both local and prefectural levels. Such agencies would be granted considerable power in the approval of schools, the licensing of teachers, the selection of textbooks -- power now centralized in the Ministry of Education."

2. Japanese Educational Reform Council

As an outgrowth of the Japanese Education Committee which was set up to work with the U.S. Education Mission, the Japanese Education Reform Council (JERC) was established by Imperial Ordinance on 9 August 1946, under the jurisdiction of the Prime Minister, to study and make recommendations on educational matters.

On 27 December 1946, after much deliberation, the JERC made its recommendations to the Prime Minister regarding reform of educational administration, with special stress on the following points:

a) Correction of traditional bureaucratic standardization and formalism

b) Consideration of public opinion regarding education

c) Securing of independence of education and decentralization of educational administration

d) Establishment of a close relationship among schools of all levels, and between school education and social education

e) Emphasis on the study of education and on education research

f) Reorganization of educational finance

As a means of accomplishing the above, the Council recommended that "In each village, town, city, and prefecture an education committee composed of members elected from among citizens should be organized to make decisions concerning education. Each education committee should elect an education president (tentative title -- duties same as those of superintendents of schools in the U.S.) as the person responsible for carrying out the recommendations of the education committee. As a rule, this education committee should have charge of both formal school administration and social education within its area of jurisdiction. The committee should also concern itself with such matters as establishment, abolition, and operation of schools; content of education; personnel administration; and educational finance. As it has close relationship with the local civil administration, especially concerning local finance, every consideration should be given to carrying out its responsibilities in harmonious relationship with the local civil administration."

3. FEC Directive

Directive, Serial No. 74, prepared by the U.S. Department of State to implement the policy adopted by the Far Eastern Commission, 27 March 1947, for guidance of the Supreme Commander for the Allied Powers, states:

"The Japanese Government should exercise such control over the educational system as will ensure the achievement of the objectives of the Occupation, particularly the reforms called for by this policy decision. Subject to the foregoing, and to maintenance of standards prescribed by the government, the responsibility for the local administration of educational establishments should in due time be decentralized. Japanese parents and citizens should be encouraged to feel a sense of individual responsibility for the achievements of the objectives set out in Paragraph 1. Where practicable, they should be associated with the control, development, and work of the schools and other educational institutions."

4. Fundamental Law of Education

As a result of the Japanese Education Reform Council's recommendations to the Prime Minister, a "Fundamental Law of Education" was drafted and passed by the Diet 31 March 1947. As to educational administration, Article X states: "Education shall not be subject to improper control, but it shall be directly responsible to the whole people. School administration shall, on the basis of this realization, aim at the adjustment and establishment of the various conditions required for the pursuit of the aim of education."

5. Board of Education Law

The Board of Education Law was passed by the Diet on 5 July 1948 and promulgated by the Cabinet on 15 July 1948. This law provided for the establishment of prefectural and local boards of education and, under its terms, boards were to be established in the 46 prefectures (including Osaka-fu, Kyoto-fu and Tokyo-to), and the cities of Yokohama, Kyoto, Osaka, Nagoya, and Kobe by 1 November 1948, and in other cities, towns, and villages by 1 November 1950. The law aims at attaining "the primary objectives of education by establishing boards of education", which would administer education "based upon the equitable popular will..... befitting actual local conditions, with the realization that education should be conducted without submitting to undue control", and should be "responsible to the entire people." Boards are responsible for the administration of education, which had hitherto been controlled by prefectural and local officials rather than by public bodies. Higher educational institutions and private schools do not fall under the jurisdiction of boards of education.

Superintendents of Education are appointed by the boards for terms of four years to administer all educational affairs for which the boards are responsible, subject to the guidance and control of the board. The Minister of Education has no administrative or operational control over prefectural or local boards, and prefectural boards have no administrative or operational control over local boards.

Forty-six cities, towns and villages in addition to the 46 prefectures and five major cities, elected boards of education 5 October 1948.

III. THE NEED FOR TRAINED EDUCATIONAL LEADERSHIP

With the development of the board of education idea, there developed a profession entirely new to Japan for which there was no qualified personnel, and it was realized by both SCAP and the Ministry of Education that able leadership must be provided. Therefore, it was decided that some type of intensive training would be appropriate for superintendents of education.

Boards of education would also have to provide professional assistance and guidance to schools. This brought up another problem -- the role and training of teacher consultants as advisors to teachers and principals.

Looking to the future, and the time when teacher-training institutions, colleges and universities would prepare personnel for such positions as superintendents and teacher consultants in their regular courses, education faculty professors and university administrators were included in the program.

In view of the importance of youth and adult organizations and their close connection with education, it was deemed advisable to train representatives of such organizations for the role they might play in the reorganized and decentralized educational system.

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Chapter II

THE PLANNING

I. JOINT SCAP-MINISTRY OF EDUCATION PLANNING FOR AN INSTITUTE FOR EDUCATIONAL LEADERSHIP

Appropriations were available for the employment of "visiting experts"; SCAP considered that they could be used more advantageously in an intensive training program rather than individually. The Ministry of Education was informed that if such a training program could be worked out, SCAP would provide the necessary American personnel.

The possibility of obtaining qualified Japanese personnel for an intensive training program, who had a background in school administration and were fluent in English, was studied by the Ministry of Education. It was found that the number of educators who could speak English fluently were very few, but that there were many available who had the necessary background and ability to read and translate English into Japanese, to complement the American personnel.

The next step was securing an able director for the program, and YANO, Tsuraki, was persuaded to accept the directorship. Mr. YANO (age 62), member of the JERC, had had a long and varied career in teaching and educational administration over a period of forty years. The Director's functions were to: a) obtain the services of qualified Japanese administrators and professors; b) make arrangements for housing, food and transportation for Japanese trainees; c) help plan and set up details for the training program, such as scheduling of classes, registration of trainees, etc; d) help in determining the basis for selection of trainees; e) provide assistance in the construction and administration of a written examination to be used as a partial basis for the selection of trainees; and, f) assist in such other matters as necessary for the successful administration of the program.

On 5 August the Ministry of Education appointed, upon the recommendation of Chairman YANO, an advisory committee to take charge of the preliminary plans for the Institute for Educational Leadership (IFEL):

ISHIYAMA, Shuhei	Professor, Tokyo Bunrika Univ.
FUJIMOTO, Kotaro	Dir., Tokyo Women's Higher Normal
KAIGO, Tokiomi	Professor, Tokyo University
KINOSHITA, Kazuo	Dir., Tokyo 1st Normal School
KODAMA, Sei	Prof., Nihon Women's College
MUNAKATA, Seiya	Professor, Tokyo Bunrika Univ.
MUTAI, Risaku	" " " "
NOMURA, Buei	Supervisor, Ministry of Education
OKABE, Yataro	Professor, Tokyo University
TAKAGI, Teiji	" " "
UEMURA, Fukuko	" " "
YAMAMOTO, Toshio	Lecturer, Keio University
YANO, Tsuraki (Chairman)	Member, JERC

At the same time, the Ministry geared itself for carrying out the plans of the Advisory Committee in the program of the Institute by forming an Executive Board. This Board was divided into three divisions: General Affairs Division; Lecture Course Division; and Accommodation Division.

The General Affairs Division handled such matters as liaison, accounting, reception of lecturers, and matters not under the jurisdiction of other divisions.

The Lecture Course Division worked out methods for selection of lecturers and participants; planning and execution of lecture courses; and recreation for participants.

The Accommodation Division dealt with securing suitable sites and preparations for their use; lodging, supplies and transportation for participants; preparation of books and other educational materials for the courses; and sanitation.

By 13 August preliminary plans had been made and the Ministry of Education notified all prefectures of such plans (Hatsu-cho No. 102) as follows:

"In inaugurating the new educational system which in principle aims at the democratization and decentralization of education, it seems to be of urgent necessity to train personnel and leaders who should have full understanding of the ideas and methods of the new educational program and acquire the techniques in performing their duties. For this purpose, the Preliminary Committee of the Lecture Course for the Training of Superintendents and others has

recently been set up in the Ministry of Education, and the general programs as shown below are being set up:

1. Lecture Course for Superintendents
2. Lecture Course for Teacher Consultants
3. Lecture Course for Youth Leaders
4. Lecture Course for University Administrators
5. Lecture Course for Education Faculty Professors"

"Therefore, every prefectural governor is requested to familiarize himself with the qualifications and methods of selection of participants and to inform all persons concerned, within his jurisdiction, of the nature of the program as described herein. Decisions on all phases of the program have not yet been made. However, in order to prepare for this program this preliminary information is being provided. Details concerning the program will be sent in due time as soon as they are determined."

"We wish to emphasize that the satisfactory completion of the superintendent's course will satisfy credential requirements for the position of superintendent, and that the course for the teacher consultants will be considered of value in meeting the requirements for the teacher consultant's credential."

A detailed program of courses for superintendents and teacher consultants was worked out, having as its aim:

"In preparation for the operation of the Board of Education Law, the Lecture Course, in order to train prospective superintendents and teacher consultants, aims at giving the fundamental education concerning the essential matters necessary for performing the duties of superintendents and teacher consultants and at the same time at acquiring the necessary techniques in the leadership of the local educational program."

Tentative dates for two sessions of twelve weeks each were set as follows:

1st Session: September 27 to December 18, 1948
2nd Session: January 10 to March 31, 1949

Prefectural education offices were notified also of the tentative outline of subjects to be covered in the training courses:

Superintendents

Sociological foundations of education
Educational psychology
School administration and organization
School building
School finance
Supervision in elementary schools
Supervision in secondary schools
Evaluation and educational research
Personnel administration
Principles of secondary education
Guidance in secondary schools
Principles of elementary education
Guidance and development of elementary school pupils
Use of library

Teacher Consultants (Elementary Schools)

Sociological foundations of education
Psychology of childhood
Elementary school curriculum and methods
Principles of elementary education
Guidance and development of elementary school pupils
Use of library

Teacher Consultants (Secondary Schools)

Sociological foundations of education
Psychology of adolescence
Secondary school curriculum and methods
Principles of secondary education
Guidance in secondary schools
Supervision in secondary schools
Use of library

Plans were made also for a national and seven regional conferences for Youth Leaders (Hatsu-sha No. 224, 20 Aug 48):

Region	Date	Period	Place
National Level	Oct. 1-Oct. 12	12 days	Tokyo
Local Level			
Hokkaido	Oct. 18-Oct. 24	7 days	Sapporo
Tohoku	Oct. 27-Nov. 2	"	Sendai
Kanto	Nov. 9-Nov. 15	"	Tokyo
Chubu	Nov. 17-Nov. 23	"	Nagoya
Kinki	Nov. 26-Dec. 2	"	Kyoto
Chugoku & Shikoku	Dec. 4-Dec. 10	"	Kure
Kyushu	Dec. 12-Dec. 18	"	Fukuoka

Aim of the Youth Leaders' Conferences was expressed as follows:

"Upon dissolution of the Japan Youth Associations, the youth movement in Japan has reached a turning point. Either the way will be paved for the extension of autonomous activities of Japanese youth, or lack of leadership will result in an increase of juvenile delinquency in the country.

"In order to realize the spirit of the new Constitution and establish a truly democratic society, we think it essential for Japanese youth to be guided by leaders who are specially trained under well-planned programs. To obtain this object, we intend to provide opportunity for youth education leaders to study the new education and to get training from American youth education authorities who are expected to arrive here before long."

Plans were completed also for a 12-week institute for professors of education to be held 27 September to 18 December 1948 at Tokyo First Normal School, having as its purpose: a) to give consideration to the general reorganization of professional teacher education courses in the new system of higher education; b) to plan an adequate professional curriculum for the future preparation of superintendents and teacher consultants in their own institutions; and c) to study and improve the contents of individual courses in educational psychology, educational sociology, supervision, evaluation, educational research, elementary education, secondary education, guidance, use of library

and audio-visual aids, etc.. It was determined that approximately seventy professors of education from normal schools and teacher-training institutions could be accommodated.

Due to the inability to recruit qualified American personnel for the section of the Institute devoted to the problems confronting university administrators in time for the first session, it was decided to postpone the planning and program for this section until February and March 1949.

With the completion of plans for the Institute, Dr. Paul Webb, Director, announced "The Institute for Educational Leadership" in a press conference held 22 Sept 48:

"On 5 October the citizens of Japan will go to the polls to elect for the first time their own Boards of Education. It will be the function of these boards to represent the communities from which they are elected and to shape the policies of the schools within the laws passed by the Diet and Assembly action.

"Being laymen, however, it will not be within the province of these boards to administer the schools themselves, for such work involves professional and technical skill. It will be an obligation of these boards of representative citizens to seek the advice and counsel of competent professional educational leadership to the end that sound educational policies may be devised.

"To meet this need, the Board of Education Law, recently passed by the National Diet, not only provides for the establishment of elected boards of education, but establishes a new professional position in the school system of Japan -- that of the school superintendent. Conceived as an educator of broad experience and sound administrative skill, the superintendent will have the responsibility of advising and counselling the board of education on its efforts to establish educational policy and will bear the responsibility for administering those policies in the operation of the schools. In short, it will be his function to advise the board of education on matters predominantly professional and to administer the schools for the board according to the law and the policies established. No more important position will exist in the Japanese educational system.

"To furnish the new boards of education with candidates from which they can select superintendents to administer their schools, the Ministry of Education has established the Institute for Educational Leadership which will provide two intensive courses of lectures and conferences over a period of twenty-four weeks beginning early in October. Each course will last for twelve weeks. The courses are designed to develop a corps of trained and experienced leaders who will understand the purpose of the new education in Japan and who will be provided with an understanding of the professional techniques necessary to carry out that educational program.

"All prefectures in Japan will be represented in the Institute. Applicants are being examined, evaluated, and selected by prefectural committees operating under regulations and procedures prescribed by the Ministry of Education. Only those persons who have had training and experience as teachers or education administrators and who satisfactorily pass a qualifying examination will be certified to attend the Institute.

"In addition to courses designed to fit prospective superintendents for their new responsibilities, courses will be offered for the training of a group of professional teacher-consultants whose task it will be to help teachers to gain new insight into the aims of education in a democratic country and to acquire skill in achieving those aims. The teacher-consultants will replace the former school inspectors who served more as 'thought police' than as highly trained educators devoted to the improvement of teaching.

"The Institute will also provide a program of training for those intending to take positions of leadership in promoting constructive youth movements, Parent-Teacher Associations and Citizens' Public Halls. Opportunity also will be furnished to professors of education from teachers' colleges and universities and for university administrators to become better informed on the new program of education in Japan so that they can provide in their own institutions programs for the training of professional educational personnel.

"We consider the establishment of the Institute for Educational Leadership as one of the most significant steps taken in Japanese education for the development of professionally trained personnel. Every assistance is being given the Ministry of Education by Occupation authorities in this project. The staff of Japanese educators who will provide the program of the Institute will be augmented by twenty American professors of education and school administration who are expected to arrive from the United States this week by plane to participate in the program. The program will be carried on cooperatively by the staff of American educators and the staff of Japanese educators. They will work together in the preparation of lectures and in the conduct of conferences and workshops. The American staff will be able to contribute, from their study and rich experience in administration of education, those principles and practices which have proved of value in the development of a system of education in a democratic nation and society. The Japanese staff, with their thorough understanding of the problems involved in the decentralization of education in Japan, and with their knowledge of the potentialities and limitations of the Japanese situation, will be able to guide and direct the instructional program so that the greatest benefit will accrue to those attending the Institute.

"You will recall the visit of the United States Education Mission in March 1946, and the creation of a Japanese Education Committee to work jointly with the Mission. This cooperative program resulted in a series of recommendations for basic directions in which Japanese education might move in making its contribution to the development of a reconstructed and democratic Japan. Now, once more, in a program designed to implement in a very practical way, some of the recommendations which evolved from the earlier cooperative effort, American and Japanese educators will join hands in a program to develop capable and responsible leaders to administer the educational program in Japan."

II. RECRUITMENT OF AMERICAN PERSONNEL

In order to recruit American personnel for the program, Dr. Arthur K. Loomis, Adviser, Educational Reorganization, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, was sent to the U.S. for the period 5 July-8 September 1948. Two-hundred thirty-five interviews were held during this time with 160 different persons, of whom 115 were prospects and 45 were administrative officers who had to approve leaves of absence. Recruitment was difficult due to the proximity of the time to the opening of the 1948-49 school year, when most educators were already committed and substitutes unobtainable; and, scarcity of educational personnel in the United States.

Despite these difficulties, the services of an outstanding group of American educators were obtained:

Ambrose, Edna V., Elementary Education
Staff Member, Work Shops in Elementary Education,
Cambridge, Mass.

Argo, A. Clarence, Principles of Secondary Education
Supt. of Schools, Sequoia Union High School,
Redwood City, Calif.

Baker, Homer, School Administration
Superintendent of Schools, Osborn, Ohio

Barnhart, Rebecca G., Educational Finance
Director, Special Services and Research
Battle Creek Public Schools, Battle Creek, Michigan

Briessmeister, Esther, Youth Organizations
YWCA Representative, Program Secretary,
Foreign Division Staff, New York, N. Y.

Daly, Francis, Educational Psychology
Director of Adjustment Services, Boston, Mass.

Eastlick, John T., Librarian
Assistant to the Director,
Denver Public Library, Denver, Colo.

Elmott, Mrs. Charlotte, Guidance in Elementary Schools
Psychological Consultant, City Schools,
Santa Barbara, Calif.

Fairweather, Jane, Libraries
Chief Army Librarian, Special Services,
General Headquarters, Far East Command

Flesher, Wm. Roy, Educational Research and Guidance
Professor of Education, Bureau of Educational
Research, Ohio State University, Columbus, Ohio

Hartford, Ellis, Teacher Education
Professor of Education, University of Kentucky,
Lexington, Kentucky.

Heck, Arch O., Personnel Administration
Professor of Education, Ohio State University,
Columbus, Ohio

Jersild, Arthur, Educational Psychology
Professor of Education, Teachers College,
Columbia University, New York City, N. Y.

Kinsman, K.A., Guidance in Secondary Schools
Coordinator of Teacher Training,
University of Southern California,
Los Angeles, Calif.

Lefler, Millard C., School Organization and Administration
Superintendent of Schools, Lincoln, Nebraska

Lewis, E.E., Teacher Training
Professor of School Administration,
Ohio State University, Columbus, Ohio

McCullough, Constance M., Elementary Curriculum and Methods
Professor of Education, San Francisco State College,
San Francisco, Calif.

Peckham, Earl K., Supervision in Secondary Schools
Director of Curriculum, Sequoia Union High School,
Redwood City, Calif.

Sullivan, Dorothea, Youth Organizations
Administrative Officer, National Catholic School for Social Service, Washington, D. C.

Van Dyke, George, University Administration
Business Manager, Syracuse University, Syracuse, N. Y.

Walters, Raymond, University Administration
President, University of Cincinnati, Cincinnati, Ohio.

III. JAPANESE STAFF FOR THE PROGRAM

Japanese specialists selected to work with American personnel in planning and conducting lectures on all phases of the Institute were as follows:

ANDO, Akio, Personnel Administration
Professor of Bunrika University

AOKI, Seishiro, Educational Psychology
Chief of Educational Material Research Section, Ministry of Education

HOSOYE, Toshio, Sociological Foundations of Education
Professor, Okazaki Higher Normal School

IGARASHI, Akira, Educational Finance
Staff of Education Training Institute

IGARASHI, Kiyoshi, General Planning of Institute for Education Faculty Professors
Professor, Tokyo First Normal School

ISAKA, Yukio, Psychology of Adolescence
Secretary of Ministry of Education, Textbook Bureau of Ministry of Education

ISHI, Sanjiro, Principles of Secondary Education
Professor, Tokyo Higher Normal School

ISHIYAMA, Shuhei, Principles of Elementary Education
Professor, Tokyo Bunrika University

KAIGO, Tokiomi, General Planning of Institute for Superintendents
Professor, Tokyo University

KATO, Muneatsu, Use of Library
Head, National Library

KODAMA, Sei, General Planning of Institute for Secondary School Teacher Consultants
Professor, Nihon Women's College

KOMIYAMA, Eiichi, Guidance and Evaluation of Secondary Schools
Secretary of Ministry of Education, Textbook Bureau of Ministry of Education

MAKINO, Tatsumi, Social Foundations of Education, Principles of Elementary Education
Professor, Tokyo Bunrika University

MASUDA, Koichi, Evaluation and Educational Research
Chief of Research Section, Research Bureau, Ministry of Education

MIKI, Yasumasa, Guidance of Development of Elementary School Pupils
Supervisor of Ministry of Education

MUNAKATA, Seiya, Educational Administration, General Planning of Institute for Superintendents
Professor, Tokyo Bunrika University

OGUSHI, Fujio, School Buildings
Technical Official of Ministry of Education, Construction Section of Educational Facilities Bureau, Ministry of Education

OTAKE, Kiyoshi, Duties of Teacher Consultants
Head of Yokohama Seibi Gakuen

SAKAMOTO, Ichiro, Use of Library
Professor, Tokyo First Normal School

SAWADA, Keisuke, Guidance
Professor, Tokyo Third Normal School

TAKEDA, Ichiro, Supervision of Elementary Schools
Supervisor of Ministry of Education

TOMINAGA, Tadashi, Supervision of Secondary Schools
Principal, Seigakuin Upper Secondary School

UMENE, Satoru, Secondary School Curriculum and Methods
Assistant Professor, Tokyo Bunrika University

USHIJIMA, Yoshitomo, Psychology of Adolescence
Professor, Tokyo Higher Women's Normal School

YAMAMOTO, Toshio, School Administration and Organization
Lecturer, Keio University

YODA, Shin, Educational Psychology, Psychology of Childhood
Professor, Tokyo Bunrika University

IV. RECRUITMENT OF THE STUDENT BODY

Final plans were made for the participation of 170 prospective superintendents of education, 182 elementary and 122 lower secondary teacher consultants for the first session, and the same number was anticipated for the second session (Hatsu-gaku No. 371, 17 August 1948).

The number to be trained was determined on the basis of one superintendent for each 100 schools and one teacher consultant for every 30,000 students.

Following are the qualifications for participants as set down by the Ministry of Education for superintendent and teacher consultant trainees:

Superintendents

1) Those who have held the post of school director longer than one year.

2) Those who have held the post of Shigakukan (inspector) or Shigaku (inspector) longer than one year.

3) Teachers or those who have held the post of first or second class government or public official longer than one year and who have engaged in educational activities.

4) Teachers or those who have held the post of third class government or public official longer than five years and have engaged in educational activities.

5) Clerical officials of city, town, village, or private schools, educational officials of a city, town or village, or, private school teachers -- who have served five years or more.

Teacher Consultants

1) Those who have served as teachers (and who possess teaching certificates) in elementary and lower secondary schools, as well as old secondary schools longer than five years.

2) Those who hold the post of inspector (Shigaku).

3) Those who have served as teachers in higher schools and colleges longer than three years.

Basis for selection of superintendents and teacher consultants was: a) Character Test; b) School Career; c) Thesis or published works; d) Health; and, e) Written examination. Prefectural Selection Committees, consisting of five members, were established under the supervision of the prefectural governor, to determine the eligibility of applicants according to the above.

Original plans called for the submission of all applications by 9 September 1948 and the examination to be given on 10 September throughout the country. However, due to administrative difficulties the deadline for applications was postponed to 19 September and the examination given on 20 September. The written examination consisted of problems regarding the Constitution, laws on education, the general program of courses of study, educational psychology, etc.

One national and seven regional courses for youth leaders were scheduled, with representation as follows:

Region	Reps. from Youth Orgs.	Reps. from Citizens' Public Halls	Reps. from Women's Organizations
Hokkaido	50	9	5
Tohoku	60	6	5
Kanto	85	8	5
Chubu	90	6	5
Kinki	70	7	5
Shikoku-Chugoku	75	9	5
Kyushu	72	7	5
Total	502	52	35

Seventy-five representatives of regional youth associations, labor union youth divisions, the Red Cross, youth cultural organizations, and other groups; 12 representatives of the YMCA, YWCA, Boy Scouts and Girl Scouts; 12 representatives of Citizens' Public Halls; and, 15 representatives of women's organizations were invited to the national institute.

Participants were selected by local recommending committees consisting of five members each as follows:

Representative of local youth association federation
Representative of local women's association federation
Representative of YMCA, Boy Scouts, juvenile or youth organization
Chairman of the local Social Education Committee
Local Social Education Chief

Participants in the Education Faculty Professors' Program were chosen from 31 selected normal schools and universities and colleges offering educational courses, and one each from the remaining 39 prefectural normal and youth normal schools.

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V. SPACE PROBLEM

The immediate problem was to secure the required classrooms, lecture rooms, libraries, dormitories, and office space needed for the accommodation of approximately 700 students and administrative staff of 69 persons. An estimate was made that 29,900 square feet of space would be needed. Suitable sites were investigated (even as far away as Kure), but none were found which were large enough to hold the Institute on one campus and which were available for use. Administratively, this would have been ideal. However, since this was impossible, it was decided as an alternative to find suitable accommodations for each of the groups in Tokyo. The problem here was to find adequate space for the five groups in a city whose housing, transportation, heating, light, etc., were already greatly overtaxed. With the cooperation of the Ministry of Education and schools interested in the program, sites were finally secured:

Superintendents' Group - Tokyo University
Teacher Consultants Group - Elementary - Tokyo First Normal School for Women
Teacher Consultants Group - Secondary - Tokyo Women's Higher Normal School
Education Faculty Professors' Group - Tokyo First Normal School for Men

VI. TRANSPORTATION

Due to the fact that three of the schools were three to five miles from the center of Tokyo and one seven miles, there was a problem of transportation for American personnel. Since they were billeted in downtown Tokyo, special bus service was established, and other transportation was provided for the administrative staff in order to facilitate the numerous details and requirements imposed by the scattered schools.

VII. BUDGETARY PROBLEMS

The IFEL Program in principle was fully recognized as being both a desirable and an indispensable factor to the reconstruction of Japanese education.

In view, however, of the overall situation in Japan and the absolute need for a balanced economy, it became evident that a compromise situation had to be found which would make it possible to carry out a balanced and effective program of educational leadership without prejudice to other vital national needs.

The budget agreed upon, although below the minimum amount originally recommended, made it possible, however, to fulfill in some measure the purposes of the original program.

Following is a breakdown of the approved budget:

Allowance and Fees		2,330,000
Miscellaneous allowance	1,806,000	
Fees	524,000	
Travelling Expenses		15,764,000
Ordinary travelling expenses	15,764,000	
Articles for Consumption		1,163,000
Stationery	348,000	
Fuel	287,000	
Consumption	30,000	
Food	498,000	
Service		3,017,000
Printing and binding	1,682,000	
Correspondence	98,000	
Transportation	30,000	
Repairing expenses	20,000	
Advertisement rate	40,000	
Rent and hire	61,000	
Copying	486,000	
Translation	450,000	
Contracted expenses	150,000	
Equipment		908,000
Equipment for business	908,000	
Total	¥ 23,182,000	23,182,000

VIII. FOOD AND HOUSING FOR STUDENT BODY

In a war-devastated and economically unstable country the problem of food and housing for the student body was great. Special rations were provided (in addition to regular rations) for the students, which involved approval by various SCAP and Japanese Government agencies.

Of the estimated 649 students for each session of the Institute, during the first session 345 were housed in dormitories, 150 in prefectural houses (buildings maintained by prefectures for official visits to the capital), 89 in friends' homes, and 65 in their own homes.

All students had lunch in the school dining rooms. The noon meals were served by the Student Board Federation, an organization which prepares some 70,000 meals per day for students in the Tokyo area. This organization took care of all the details of picking up rations, preparation, etc. Rations for morning and evening meals were delivered to the respective dormitories, prefectural houses or individual homes.

Chapter III

THE PROGRAM

The program of the Institute was a cooperative enterprise in which each staff (Japanese and American) made its particular contribution. From the American staff came vision, practical experience in democracy in education, ability to use and demonstrate democratic techniques, and facility in the organization of the instructional program. The Japanese staff kept the program tuned to the needs of the situation in Japan, presented it from the Japanese point of view, and provided materials related to the local scene. The Japanese staff delivered the great majority of the lectures, thereby saving much time and avoiding the difficulties inherent in the use of interpreters. To the American staff fell the responsibility for the guidance of the conferences and workshops.

I. PROGRAM FOR TEACHER CONSULTANTS, SUPERINTENDENTS AND PROFESSORS OF EDUCATION

In planning the lectures for these groups there was no attempt to duplicate the content of a course in educational administration or supervision, or to organize the conferences as one would a seminar for administrators or supervisors in the United States. Cognizance was taken of certain limitations in the situation. Practically none of the participants had had any previous training in educational administration or supervision. The length of the course, twelve weeks, was extremely short in terms of the objectives sought. Not much time could be devoted to the developing of a deep background knowledge of the subjects covered, when practical problems of great immediacy and importance were facing these men.

There was an attempt to give proper attention to the immediate and practical aspects of the problems of administrators and supervisors. But at the same time it was necessary to give some attention to the development of understanding and knowledge which, although not directly related to some specific problems of the present, would equip one with a basis for dealing with future problems in a more adequate professional manner.

The morning sessions of the Institute were given over to lectures and discussions in the areas indicated in the following pages. In general, the Japanese instructor would lecture for about two hours; one hour would be given over to questions and answers in which the American and Japanese lecturers jointly participated. In the afternoon sessions conference and workshop techniques were developed in helping to solve the problems which were of immediate concern to the students. Each group was free to plan its own activities. The function of the American instructor was to work with his group so as to give the most effective and practical help possible for the students to gain insight and understanding of the superintendent's or the teacher consultant's job.

Each group developed such special sub-committees or working units as seemed best suited to meet its particular needs. Thus, one group studied a wide range of practical questions in the course of its intensive study of the problems involved in the development of a tentative set of rules and regulations. The rules and regulations became much more than an end in themselves. They became the medium through which a wide range of understandings and insights necessary to a good school superintendent was developed and fostered.

As the Institute progressed the afternoon sessions took on more and more significance. Early reticence on the part of the students to speak up and express their views disappeared and discussion became more and more animated. Visitations to schools offered fine opportunity for the groups to study problems at first hand and observe to what extent sound educational practices were being carried out. Workshop groups took their study seriously and produced several reports which were considered sufficiently valuable by the group to warrant mimeographing for general distribution to all members of the Institute.

Teacher Consultants

The areas covered for the teacher consultants sections and the general nature of the presentation were as follows:

1. Principles of Elementary and Secondary Education - This series of lectures emphasized the importance of the development of a mature individual for a democratic society and the qualities which all teachers must foster if this is to be achieved. It considered the aims of education for a

democratic Japan, and stressed the need for evaluation of learning in terms of the child's experience and his ability.

2. The Work of the Teacher Consultant - The work of the teacher consultant contrasted clearly with that of the old school inspector. The work of the latter was to make certain that orders from above were executed, that thoughts were in the proper groove, and that disciplinary measures were effective in carrying out orders, while the teacher consultant should give aid to teachers in their work and stimulate them to grow professionally. Methods of assisting teachers in the classrooms, means for providing in-service training for teachers, plans for improving oneself as a teacher consultant were presented. It was urged that the place for the teacher consultant was in the field working with principals and teachers and with committees engaged in developing programs for curriculum improvement and working cooperatively with all members of the school staff was considered imperative.

3. Guidance and Evaluation - Emphasis in this section was upon the individual child, the importance of understanding him if he is to be taught effectively, and upon ways in which we may come to understand him better. Attention was given to the need for developing good relationships among the school, family, and the community agencies which work for the welfare of the children. Evaluation was described as the process of determining whether or not the pupils are actually developing into the kinds of citizens desirable in a democratic society.

4. Child Growth and Development - The nature of the child, how he grows, and his characteristics at different stages of growth were topics of this series of lectures. Emphasis was placed upon recognition by the school of a child's fundamental needs and interests.

5. Educational Psychology - This was a study of the psychology of adolescence and its relation to the work of the consultant. It covered the social and emotional development of the adolescent. The common problems faced by all adolescents formed the basis of the course. The importance of participation by the learner in the formation of goals was stressed. This was made the keynote of the democratic school of the new Japan. This new psychology was contrasted to that of the former one held by many Japanese educators who stressed the accumulation of facts.

6. Curriculum and Methods - This course dealt with the building of the curriculum by the teacher and the methods in carrying out this curriculum with emphasis on the part that consultants can play in guiding teachers toward improvement. The role of the teacher as a curriculum maker with other teachers and pupils was discussed; his part on committees in the school and region and his part in adapting the curriculum to the needs of the particular class he is teaching were presented. Methods of classroom procedure such as group discussion, dramatization, radio and recordings, and the effective use of textbooks and reference books were included.

7. Sociological Foundations of Education - This series of lectures was presented to give attention to the community as it exists in many parts of Japan -- the effect of the family structure upon the whole society, its social life, its economic relations, its religious practices. Suggestions were made as to methods which teachers might use to study the community and as to types of study which have already been made which would aid teachers in understanding their community, and, hence, their pupils and the problems of giving them a practical education. It was pointed out that many teachers might experience difficulty in providing a democratic education for children whose lives are surrounded by accepted hierarchies.

Superintendents

The areas covered for the superintendents section and the general nature of the presentation were as follows:

1. Problems of Modern Education - These lectures were intended to give the students basic orientation and an overview of the meaning of the superintendency in the new educational system in Japan. Particular stress was given to the concepts of democratization and decentralization of education. The basic difference between the educational bureaucrat and the professional-educator superintendent was examined.

2. School and Public Finance - These lectures stressed the fact that a good educational program is dependent upon a sound budgetary procedure; that when the control of education is decentralized the responsibility for securing adequate funds for education devolves upon the superintendent

and the local boards of education; and that there is need to keep the public constantly informed of the work and the needs of the schools through intelligent and well prepared reports.

3. School Administration and Organization - The nature of the relationship between the superintendent and the board of education and the functions of each was the source of great concern to the students. These lectures emphasized that the board should be composed of lay personnel, that it has power and authority only when acting as an organized unit in a regular or called meeting, that it is primarily a legislative body giving expression to its policy through its rules and regulations, that the superintendent of education is the executive officer of the board and is charged with the responsibility of administering the policies of the board, and that he is the person to whom the board should look for professional leadership, guidance, and advice. Attention was also given to the organization of the secretariat based upon a functional analysis of the duties of the superintendent's office.

4. Personnel Administration - Consideration was given to the basic principles underlying good public personnel administration. Attention was directed to the provisions of the Public Service Law and the Educator's Public Service Law which puts the selection of educational personnel upon a merit and professional basis.

5. Educational Psychology - Through these lectures attempt was made to give the prospective superintendents increased understanding of the psychological problems related to education. The various aspects of school functioning which have important bearing on the personal adjustment of the pupil were discussed, and proposals were outlined for the most effective handling of the problems involved.

6. Supervision and Curriculum Development - These lectures covered the same areas as those presented to the teacher consultant groups. Stress was laid upon the part which the superintendent should play in the promotion of curriculum development and the supervision of instruction in the elementary and secondary schools. The role of the teacher consultant was discussed and the need for adequate provision for teacher consultant services in the educational program was emphasized.

7. Evaluation and Educational Research - The nature and purpose of educational research was discussed. Effort was made to condition the prospective superintendents to assume a favorable attitude toward research, recognize the qualities needed in research workers and satisfactory research, be open-minded about findings of research, give their professional support to research groups and agencies, and encourage a forward looking attitude by their principals, teacher consultants and teachers regarding research in education.

8. Sociological Foundations of Education - This series of lectures was the same as that described above for the teacher consultants sections.

Professors of Education

The areas covered for the professors of education section were as follows:

Teacher Training and Principles of Education
Educational Psychology
Educational Sociology
Guidance and Evaluation
Educational Administration
Curriculum and Methods

In each of these areas the purpose was to give the group some concept of the nature of the materials which should go into a well-rounded course of study for school administrators and supervisors. The content was of the same general character as that given to the teacher consultants and superintendents sections.

II. PROGRAM FOR YOUTH LEADERS

The Youth Leaders Section, unlike the others, was organized and conducted as one national and seven regional institutes. The decentralized character of this Institute was necessary in order to attract large numbers of volunteer group leaders and officers who could not be expected to spend more than a brief period of time away from their work.

These institutes had as their purpose the following: 1) to provide some background in the history, purposes, philosophy and methods of youth work and adult education; 2) to acquaint leaders with the psychology of adolescence; 3) to give leaders some idea of the principles and practices of group work; 4) to develop skill in leading group discussion; 5) to develop skills in game and craft leadership; 6) to help clarify the relationships between government and private agencies in youth and adult education; 7) to develop skills in the selection and training of volunteer leaders; and, 8) to give the leaders a new sense of significance of youth work and adult education in a democracy.

At the opening session of each institute, following the introduction of the leaders and a statement of the purposes of the institute, groups were organized into several functional committees -- Library Committee, Program Committee, Housing Committee, and Recording Committee. The chairmen of these committees and others met daily as an overall planning group to evaluate the progress of the institute and to make necessary changes.

Morning sessions consisted of lectures on the following topics: 1) The Community in Which Youth Work is Conducted; 2) Group Work Principles and Methods; 3) Program Building in Youth Work; 4) Club Organization and Committee Work; 5) The Role of the Leader in Group Work; 6) Measuring the Results of Youth Work; and, 7) What To Do When You Get Home.

In the afternoon sessions, for the purpose of discussions and work groups, institutes were divided into three categories: 1) paid youth workers; 2) volunteer leaders of adults; and, 3) volunteer leaders of children.

During January, February and March several conferences and seminars on youth work were held throughout Japan in response to the requests from local and regional military government officers. The seminars, sponsored by the Osaka and Tokyo Schools of Social Work, were of two weeks' duration and were similar in content and procedure to those described above. Follow-up two-day conferences, sponsored by participants in the first session of the Institute, were held in thirteen prefectures and recorded an attendance of about 1,500.

III. PROGRAM FOR UNIVERSITY ADMINISTRATIVE OFFICERS

The university section of the Institute was organized so as to give opportunity for university administrators, business officers, and student guidance personnel an opportunity to meet together to discuss their common problems. Two-week sessions were organized for each of the three groups during the months of February and March and were participated in by representatives from approximately 120 institutions of higher education, about equally divided between government and private institutions.

The administrators group was made up of presidents or directors of the institutions which they represented or deans or other administrative officers designated by their respective institutional heads. In preparation for the program, the Ministry of Education circulated by mail a list of thirty topics suggested by the Civil Information and Education Section as suitable for consideration, and the administrators were asked to indicate which of these they preferred and also to suggest additional topics. As a result of their vote the following twelve topics were selected for major consideration: 1) The University and Citizenship; 2) University Administrative Organization; 3) Curriculum Organization and Content; 4) Semi-professional Education and Junior Colleges; 5) Guidance Programs in Higher Education; 6) Improvement of Teaching; 7) Improvement and Use of Libraries; 8) Research Methods and Graduate Schools; 9) Physical Education and Athletics; 10) Financial Methods and Problems; 11) Student Organizations; 12) Qualifications and Working Conditions of Professors.

Formal lectures in these areas were given by members of the staff and were followed by a discussion period. Conference groups, organized on the basis of types of institution represented, met in the first part of each afternoon to discuss the application of the morning lectures to their particular institutions. In the latter part of each afternoon special discussion groups were organized for the consideration of topics not covered by the morning lectures.

The programs for the university business officers and for student guidance personnel were conducted in a manner similar to that for the university administrators. The

topics selected for discussion by the business officers included: 1) Support of Public and Private Higher Education; 2) Financial Accounting and Reporting; 3) Purchasing and Stores; 4) College and University Budgets; 5) Business Office Personnel and Personnel Problems; 6) Athletics, Dormitories, Dining Halls, and Auxiliary Activities; 7) Buildings and Grounds Department; and, 8) Supplementary Functions of the Business Office.

In the conference for student guidance personnel the following topics were discussed: 1) The Student Guidance Program and Higher Education; 2) Administration and Methods; 3) Selection and Admission of Students; 4) Educational and Vocational Guidance; 5) Social Development of Students; 6) Provisions for Coeducation; 7) Student Government; 8) Extra-curricular Organizations; 9) Student Housing and Food Service; 10) Scholarships, Loans, and Part-time Employment of Students.

IV. LIBRARY FACILITIES

Approximately 100 copies each of 77 titles of American books were made available for the libraries of the Institute. These were supplemented by a few Japanese educational textbooks, copies of handbooks and other materials which had been prepared during the past three years by committees of Japanese educators working in cooperation with members of the Civil Information and Education Section.

These materials were organized and classified under the direction of the librarian on the American staff. In order to promote an understanding of modern library practices, a model library was established in one of the normal schools.

V. SUMMARY OF INSTITUTE ATTENDANCE

The following is a summary of the total number of participants in the Institute for Educational Leadership:

	First Session	Second Session	Total
Elementary Consultants	172	176	348
Secondary Consultants	134	118	252
Superintendents	160	172	332
Professors of Education	72	80	152
Youth Leaders (National Two-Week Course)	75		75
Youth Leaders (Regional One-Week Course)	570		570
University Administrators (Two-Week Course)		120	120
University Business Officers (Two-Week Course)		129	129
Student Guidance Personnel (Two-Week Course)		131	131
Youth Leaders Seminar (Two Weeks)		91	91
Youth Leaders Follow-up Conferences (Two days - 13 prefectures)		1500	1500
	1183	2517	3700

No. of Participants at 12-week sessions	1084
No. of Participants at 2-week sessions	546
No. of Participants at 1-week sessions	570
No. of Participants at 2-day sessions	1500
	3700

Chapter IV

EVALUATION

In evaluating the work of the Institute consideration should be given to several factors which operated to limit its effectiveness. One of the greatest difficulties was that created by the language barrier. In order for members of the American staff to be of utmost service it was necessary that they be informed accurately of what the Japanese students were saying and that their own remarks be adequately and completely interpreted to the Japanese. Even under the best of conditions the values to be obtained from the spontaneous give and take of a good discussion group could easily be lost to one who must depend upon the services of an interpreter. For most of the program these difficulties were reduced to a minimum by the staff of interpreters procured by the Ministry of Education.

A second limiting factor was the almost complete lack of library resources in the Japanese language. This, of course, was to be expected as the purpose of the Institute was to train for leadership in fields new to the Japanese educational world, and in which there could be no literature. This was partially compensated for by a library of American books on education, but only a small number of the students could make much use of them and then only under the difficulties inherent in reading a foreign language in which they were not well prepared.

A third factor which conditioned the effectiveness of the Institute was the fact that the American staff were not sufficiently well oriented to the Japanese situation to be of the greatest value in aiding the participants in the solution of their problems. This again was partially compensated for by the ready adaptability of the members of the staff and the rapidity with which they came to have an insight into the cultural and educational patterns of the Japanese.

The conditions under which the trainees lived while attending the Institute must also have had a detrimental effect on the program. Those who resided within any reasonable distance of Tokyo spent many hours a day travelling to and fro on crowded trains, streetcars, and buses. Some few lived with friends and relatives in Tokyo and added to already overcrowded conditions. About half of

the students were housed in the dormitories of a nearby temple and at one of the normal schools. Here they were so crowded that they averaged less than one tatami (about 18 sqft.) per person. Although the Ministry of Education was instrumental in securing additional food rations for the group and supplemented their salaries with allowances, yet the problem of getting sufficient food was a difficult one and often meant week-end trips home to secure additional supplies. The crowded conditions would have made study in the evening most difficult, but this situation was further aggravated by the government's electricity conservation program which cut off the current for all Japanese dwellings every evening between 7:30 and 8:30.

Despite these limitations the overall results of the Institute program were definitely on the positive side. The participants themselves felt that the venture was well worth their time and that the experiences and knowledge gained more than offset the difficulties involved in securing them. During the last week of the Institute an evaluation inquiry was administered to each group in order to obtain suggestions for improvement of the next session of the Institute and also to get some measure of the extent to which the participants felt that the Institute had been of benefit to them. Some of the questions with the percentage of responses indicating "very much, "some", and "very little" are given below:

	Very Much	Some	Very Little
"To what extent do you think you now understand democracy in education?"			
Elementary teacher consultants	80.5	17.7	1.8
Secondary teacher consultants	78.0	21.2	.8
Administrators	79.2	20.1	.7
Normal School professors	92.5	7.5	.0
"To what extent do you understand the new Japanese laws concerning education?"			
Elementary teacher consultants	34.6	51.9	13.5
Secondary teacher consultants	26.5	58.1	15.4
Administrators	64.2	34.6	1.2
Normal school professors	56.7	38.8	4.5

	Very Much	Some	Very Little
"To what extent do you now see more clearly the problems of the new education in Japan?"			
Elementary teacher consultants	73.9	25.5	.6
Secondary teacher consultants	75.4	22.9	1.7
Administrators	87.3	11.4	1.3
Normal school professors	85.1	14.9	.0
"To what extent have you learned how to make the discussion method a way to solve professional problems of a group?"			
Elementary teacher consultants	54.9	40.2	4.9
Secondary teacher consultants	42.4	50.0	7.6
Administrators	41.1	52.5	6.4
Normal school professors	65.7	32.8	1.5
"To what extent do you think you have acquired the ability to use the principles and practices presented to your group?"			
Elementary teacher consultants	27.2	66.7	6.1
Secondary teacher consultants	22.4	75.9	1.7
Administrators	28.3	67.3	4.4
Normal school professors	40.3	56.7	3.0
"To what extent do you understand the difference between the former school inspector and the new teacher consultant?"			
Elementary teacher consultants	93.3	5.5	1.2
Secondary teacher consultants	86.4	12.7	.9
Administrators	93.7	5.7	.6
Normal school professors	66.7	31.8	1.5

	Very Much	Some	Very Little
"To what extent were you helped professionally by talking with Institute members from other schools or other prefectures?"			
Elementary teacher consultants	30.7	54.0	15.3
Secondary teacher consultants	49.2	43.2	7.6
Administrators	45.9	45.9	8.2
Normal school professors	67.1	25.4	7.5
"To what extent do you plan to continue professional relationships with other members of the Institute after the Institute closes?"			
Elementary teacher consultants	75.3	23.5	1.2
Secondary teacher consultants	78.8	21.2	.0
Administrators	77.4	18.8	3.8
Normal school professors	88.0	12.0	.0
"To what extent have you been stimulated to study further your own school problems?"			
Elementary teacher consultants	96.9	2.5	.6
Secondary teacher consultants	87.1	12.1	.8
Administrators	85.5	13.2	1.3
Normal school professors	91.0	9.0	.0
"To what extent has the Institute strengthened your confidence in yourself to do a competent and democratic professional job?"			
Elementary teacher consultants	43.0	53.3	3.7
Secondary teacher consultants	47.5	49.2	3.3
Administrators	69.8	28.9	1.3
Normal school professors	70.1	29.9	.0

	Very Much	Some	Very Little
"To what extent has the Institute been a help to you as preparation for your professional job?"			
Elementary teacher consultants	77.6	21.8	.6
Secondary teacher consultants	70.3	28.8	.9
Administrators	81.8	16.4	1.8
Normal school professors	85.1	14.9	.0

Representative of the attitudes expressed by many of the university presidents who attended the Institute were those who wrote as follows:

"This is a very brief word to tell you how much I appreciated all the trouble you took to put so much helpful information at our disposal. One feels that you really grasp the situation in Japan, and are doing a truly constructive job."

"Heartfelt thanks for such a conference. We benefitted a great deal from it."

"I assure you here that we are going to try our utmost to tide over the difficulties and bring about the great objectives of this epoch-making reformation program of the Japanese educational system by making the most effective use of the knowledge obtained in this Institute."

Members of the American staff in their last weekly reports of the Institute gave evaluations of the program. Representative expressions of the staff follow:

"The Institute has been a real success and while many changes can be made in the mechanical set-up or framework in which we operated, nothing could ever change the bonds of friendship and understanding and service which grew out of our twelve weeks together. In that lies the strength and value of the Institute."

"As this first session of the Institute ends, I want to express in the strongest possible terms my feeling of gratification and happiness concerning certain aspects of it. I refer particularly to the afternoon discussion group

work.....I believe that there is real hope of leadership for the future in the Japanese with whom we were brought into association through IFEL. I believe that as they go back to all parts of Japan many of them will carry with them enhanced possibilities for the expression of such leadership and drive toward doing so."

"It is true, as Colonel Nugent said at the closing exercises of the first session of IFEL, that proof of what has been achieved must be found in what the Japanese educators do when they go back to their jobs. But I believe that the response which the Japanese people already have made should be very gratifying to the persons who conceived, inaugurated, planned and directed the IFEL program. I write this final report of the first session with a feeling of having been privileged to participate in a highly important task....."

"I have a few miscellaneous final impressions. In spite of the frustrations that inevitably arise in work such as we have been doing, and in spite of shortcomings which are easy to see, the past three months have been the richest and most rewarding in my professional career. The benefit to myself is, of course, obvious, for I have learned a great deal. But the experience, in my judgment, represents something more than personal advantage. I have felt that I am one of a group of educators within IFEL and within the regular staff of CIE who, in the aggregate, are doing a fine and potentially epoch-making job. I have never worked with a group of educators with a higher average level of industry, or with more devoted service to the task at hand, or with more forthright realization of their limitations in dealing with a foreign culture through the barrier of a foreign tongue."

"While the long-term results cannot now be gauged, some of the immediate results are visible in the community at large and also within the more limited circle of IFEL. I think the students at the end showed a solidarity that went far beyond just a perfunctory sort of association. Throughout the session they have been eager to learn. From the beginning, but more and more noticeably as we reached the closing week or two, they have shown an interest in ideas and ideals which we as Americans deem to be most important. Increasingly, also, with the passage of time, they have shown a spirit of friendliness toward us that is something

more than ceremonial politeness. These are my impressions. What they signify in terms of future changes in Japanese education would be hard to tell. But if there is any possibility of change for the better it would be difficult to conceive of an intellectual atmosphere or an emotional climate that would be more conducive to such a change."

"This last week of the Institute.....has been a heart warming week which convinces me that some of our objectives at least have been reached.....I think there is little doubt but that they have a real sense of responsibility as a result of the Institute and that with even a little encouragement, they will go far."

In addition to the favorable reactions given by the participants and the staff members, the program also has received the commendations of military government civil education officers, staff members of the Education Division of Civil Information and Education Section, Supreme Commander for the Allied Powers, members of prefectural and local boards of education, and many others whose activities have brought them into contact with the program or its participants. The Institute can take much credit for the effective way in which newly-created boards of education early began the assumption of their duties. Many of these boards adopted rules and regulations which had been worked out by participants of the Institute and recommended by them for adoption by all boards of education. It is reported by military government civil education officers that the participants of the first session are now taking an active part in introducing democratic procedures at prefectural and local levels.

The Institute was effective in developing a realization that the decentralization and democratization of education means that the responsibility for what takes place in the schools rests with those who now have local control of the schools. Leadership in education must come from the people in cities, in the towns, and in the villages. No longer should they look to Tokyo for all the answers to their questions or for the solution to their problems. These must be thought out and worked out in the areas in which they occur. The Institute has furnished a nucleus of educators in each prefecture who have acquired this concept of local responsibility and will furnish the leadership to make it operative.

E I V

Role of Service Training

Sept 49

Educational Science Research Association was Established

Purpose: This association studies the method and principle of scientific survey and measurement which are the foundation of promoting educational effects, intends to stear the new education and to aim at its effective development and to promote children's happiness.

Activities: 1. Study meeting, lecture meeting.

2. Publishment of books and magazines.

3. Counceling of educational matters.

4. Acquiring information, visiting and other items necessary to attain the purposes of this association.

Membership: These who agree with the object of this society and pay fee. (Members are available distribution of organ paper, attending lectures and conveniences of guidance).

Fee: ¥500 ● year

Construction:

- (Research Dept - (Guidance (Test)
- (Research Dept - (Curriculum
- (Business Dept - (Accounts
- (Business Dept - (General Affairs

This establishing conference was held at Shuei P.S. yesterday from 4 P.M. and Mr. Tungley of Kinki Region gave speech on in-service traing and guidance. Baba participated, too.

Reported by E. Baba.

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File In Service Training '49

Materials for Monthly Report (September)

In-service Training. Baba

1. In-service training during this month was comparatively active. As reported last month 10 days training course for every grade teachers was completed at the beginning of last month and a reflecting and evaluating meeting for the course was held with representative 5 lecturers, 5 officials and 10 trainers for the ref/erences of next training.

2. Training courses according to teaching subjects including co-curricular activities were also held. Among them deans' training courses were most active and Minicipal Sr. H.S.'s department was best of all.

3. Training courses for educational techniques such as of achievement and intelligence quatient tests are prevailing. Since home-making and agricultural home project systems were introduced training for teachers in charge were held several times. Some schools derive to ask parents co-operation of the project taking advantage of P.T.A.'s general meeting.

4. Health and physical education has been encouraged in this prefecture. Training courses and study conferences for the curricular composition and selection of materials for health and physical education were taken up by prefectural and municipal leaders. But still further encouragement in this sphere especially in administrating structure and perpetuation of principles of physical exercises as education.

Sponsor \ School / No. of Times & Participants / Kind of Conference		Primary School		Junior High Sch.		Senior High Sch.		Special School		Officials	
		No. of Time	No. of Person	No. of Time	No. of Person	No. of Time	No. of Person	No. of Time	No. of Person	No. of Time	No. of Person
Pref. Sch. Board	Consultants ~~Course~~ Conf									5	82
"	Home Project					2	850				
"	Vocational Course			1	350						
"	In-service training Re Teachers Tran. Course							4	520		
"	Achievement Test Course			4	272	1	9				
Each City, Gun	Curriculum Course	3	101	6	120						
"	Every Kind of study Course	1	25	2	94	1	15				
"	Dean Conference	1	30	1	20						
"	Every Kind of training Conference	10	640	10	252	3	25				
"	Principals' Conference	6	114	5	61	1	3				
Total		21	910	29	1169	8	902	4	520	5	82

DECLASSIFIED

M-L9

5th. Sept. '49.

A joint "Evaluation Meeting for the In-Service-Trainings which carried out Ten days in July"

1. Held at Aijitsu Primary School.
   on 5th. 13.30 — 17.00

2. No. of Attendants: Total 17.
   a) Municipal Supervisor Mr. Shigenari.
   b) " Vice " Mr. Hata
   c) " Teacher Consultants 4
   c) Representatives from Lecturers 2.
   d) " from teachers 7
   e) O.C.A.T. Mr. Baba & Yamamoto.

3) They evaluated about Programs, Lecturers, Contents of Trainings, Effectives of Discussions and Effective to the whole trainings.

4. As we already reported in July reports, last ten-days trainings ~~~~ were good. and a conclusions of to-day, also came to the same evaluation.

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5. Mr. Baba and I encouraged them and thanked for ~~that~~ their endeavours, and furthermore talked as under:

a) In-Service-Training for teachers has heavy weight as same as school reorganization.

b) Evaluation meeting is always necessary to any trainings, especially last trainings had concerning to teachers licenses, so that this meeting has important significance for the future.

c) Evaluation materials, i.e. concerning to the "Lecturers", "Lecture Places" etc, should keep in mind for the next plans.

H. Yamamoto

OMB Pc
Taka

'49

In-service Training Conference of
Primary School Teachers in Mishima-gun

Date: 22-24 August (Three Days)

Place: Kasugaoka Sr. H.S. in Ibaraki City

Lecturers: Mr. Yasui
Mr. Nishimoto
Mr. Tada
All from Osaka Liberal Arts Univ.

Significance:

1. Every year grade instead of teaching subject.
2. Symposium Discussion Method and Special Meeting for Evaluation.
3. Investigate dramatized teaching subjects Introduce films of American Education.

This kind of inservice training is the first trial in this prefecture and I was asked to see and give them some encouragement.

Baba

MR Pc

Ishaka
Yamamoto

Spot Checking on Inservice
Training for Teachers

Place: Tezukayama Gakuin School

Date: 10 August 1949

Subject: Educational Psychology

No. of Attendants: Jr. H.S. and Sr. H.S. Teachers - 863
Kindergarten Nurses - 231
1094

This course is for private school teachers which will continue up to the end of this month. 9 days of the whole course was devoted to the general fundamental subjects and the days remaining are to be for special subjects, I was informed. This day was the last day of the general subjects and educational psychology was given by Pref. Imada of Kwansei Gakuin College. A large lecture hall as large for Japanese school was overclowded by the said attendants and was heater very much. But audiences was quite earnest to catch what is told. I was asked to speak for them just few minutes, so I did.

Checked by E. Baba

DECLASSIFIED

MR

Private school Teachers Inservice Training Courses 3rd 4th and 5th Days.

These Courses go on as arranged, in intense heat, and lectures not easy to follow audience kept up it spirit.

For secondary School Teachers who occupied larger auditorium

1. Mr. Suzuki, child psychologist of Chuo-Jido-Sodan-Sho (central Children's affairs) gave talks on practise of Intelligence Test.
2. Mr. Mori, professor of Osaka U spoke 2 hours in the afternoon on curriculum.
3. Mr. Sawada prof. in Tokyo Normal on Guidance
4. Mr. Hayashi Osaka pref. teacher consultant on the Nature of the secondary school education.
5. and Mr. Tachibana on Study and guidance.

Moriguchi Yaeko
139 Jenai Moriguchi City
Setsuko Shidahara
Ikuei Jyosai graduate

Female 2.
Clerk male 1.

Students 80 Day 30
Night 50

Saijo System (metric)

5 rooms.
6 m
2 rms

2 or 3 rooms to be built
Next Spring.

Dumping ground right in
front of the school
Sewage poor.

DECLASSIFIED

In small auditorium 250
Kindergardeners met
1 Mr. Suzuki and
2. Mr. Ogawa on Kindergarten
teaching.
3 and Dr. TAKATANI on health
of kindergarten children.
4 Followed by Mr. TACHIBANA
on Education psychology

Mr. TACHIBANA will continue
his lectures all day Saturday.
Both the secondary sc. Teachers
and Kindergarteners will join
in to listen to him.

DECLASSIFIED E.O. 12065 Sec. 3.5 NLJ 93-1

Fuji Y. Takuin

50, Ichome Takemoto machi
Moriguchi City
Tomoye Uyeda

Teachers 2

40

Day 14
night 26

3 rooms

4 m
1 "

4 families live

permit July 1948

Singer System (metric)

DECLASSIFIED E.O. 12065 NARA DATE 11-18-92

O MB Pc 18

Private School Teachers
Inservice Training Courses

The general course came to an end on the 10 August with fall attendants and lecturers were as preveously arranged.

Mr. Sato	on School Financing
Dr. Otomo	I.Q. Evaluation
Mr. Imata	Child Guidance

From 11th the group study commenced. For commercial sc. teachers Mr. Fukui, prof. of Osaka Commercial Univ. and Dr. Nishihara also prof. of Osaka Comm. Univ. gave lectures in economics, and commercial laws to some 60 male teachers, among them were seen 2 or 3 female teachers all keen on taking notes.

Some lectures went on over 2 hours continously.

A group studying Home Making Science consisted of some 250 ladies.

Lecturers were

Mrs. Hatakoshi of Nara Higher Normal Sc.
Professor and Dr. Chachin of Osaka Domestic Science Research Institute. And prof. Miss Fujisawa of Nara Higher Normal School. Mrs. Kitamura of Nara H.N.S. was also a lecturer she spoke on Home Management.

On Monday 15th Mrs. Shimizu, also Nara H.N.S. teachers, was lecturing on Home project.

The striking features of thewe courses is all the participants and lecturers (except Dr. Chachin) are women, and in carrying on of all courses. They manafed much better than the male group which is only 1/4 size of the ladies' class.

For commercial teachers Dr. Kijima of Osaka Commercial Univ. gave lectures on the labor law. And Mr. Kimura gave a good long talk on the new method Book Keeping.

Socialized subjects and English will be followed from 18th and on.

DECLASSIFIED E.O. 12065 Sec. 3.5

MRO

In-service Training of Private School Teachers Lecture Meetings

Aug 1st 1949 is an epoch-making day in the history of private schools in Osaka Pref. For something unusual took place on this day.

At Tezukayama Institute the 2nd courses of lectures commenced with much improved method and better preparations.

The number of participants over 1200 proved to be most unusual. They packed the spacious lecture hall and overflowed into corridors and adjoining room. Applicants booked were only 1150 in number but actually counting they said there were more than 1200, how those over 50 participants sneaked in nobody could tell. But they discovered there were quite a few public school teachers among them. But what was so wanderfull about these meetings was the splendid spirit and the way the hearers paid attention to the carefully selected lecturers.

Inspiring Lectures

1. By Mr. Ono, former parliamentary vice-minister of education. His 2 hours continuous address was introductive in nature was followed.

2. By Dr. Suyekawa's 3 hours talks on <u>Life and Education</u> which kept the audience sitting and listening from 11.00 in the morning till 1500 in the afternoon in the warm and rather poorly ventilated room with only half an hour recess at lunch hour. Nobody left the room nor did anyone go to sleep and more than half the hearers kept taking notes.

   No wonder some public school teachers sneaked away from their own lectures held at different places and attended these for private school teachers.

   We expected the number would be less on the 2nd day. But, no, contrary to our expectation more shown up on Tuesday 2nd Aug. from early morning and heard.

3. Mr. Hayashi, teacher consultant, who in rue of Mr. Futakata, resigned superintendent, took up the subject of Education Laws from 9-11.

4. Dr. Takemura, a specialist in school hygiene kept the audience spell bound all through his 3 hours lectures. Usually this kind of lecture is a dull, sleepy thing for school teachers, especially on these warm days. But, as if they were inspired, they kept on taking notes until 1500.

Those who attended public school teachers lectures said half the audience left their room and the remaining half was asleep. I won't blame them. Oh, its too warm.

These lectures shall be continued until Aug. 31, as they are scheduled.

MJB - p 18

✓ Baba
✓ Otaka
✓ Yamamoto
✓ Hoshino
✓ Hashimoto
✓ Kano

Private School Teachers Inservice
Training Courses on
Monday 8th Aug

Miss Tada, Mrs. Hoshino & Mrs. Hashimoto and Oana visited the school where these lectures were held.

Shifts made among the lecturers, and Mr. Hamada. The newly appointed Pref. School Superintendent got ill and there was no one to give a lecture.

Oana was asked to fill the place of Mr. Hamada who was to talk on "the principles of new education". With such a short notice Oana, of course, could not do. But being asked to give anything. He spoke of the private school and religious teaching.

Then Mr. Okazaki, a pref. official gave 2 lectures on American school life.

In the afternoon Dr. Otomo spoke on Evaluation. It was an inspiring one and in the afternoon heat of mid-summer hearers were kept most interested until the end of his lecturer.

So far as private school teachers are concerned the orientation set up by the occupation forces is followed and is well on their way. And they can carry on without further guidance. Especially younger teachers are improving in their attitude towards their own learning.

Oana

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MR PC VP Yoda L8 Iyanaga Koka

Inservice Training Course

(City)

F. Tada

Place: Gojo Primary School, Tennoji-ku

Date: 1st Aug 1949

No. of Attendants: 352 (the majority are the teachers from Tennoji & Naniwa district)

Morning Program:

1. 4 teaching demonstrations with different subjects (2 Japanese languages, Arithmetic & Science). Each had something connected to the children's home works, during the vacation, planned to stimulate their concern.

2. Recreation: Dancing performances by the kindergarten children.

Afternoon Program:

A meeting criticising and discussing of the morning demonstrations. They set up committees in all the subject area in Pr.S. The committee chiefs (the principals from different schools), the 4 teachers who gave the demonstrations and one city ~~tender~~ teacher consultant took seats facing to the other attendants. The demonstrations were criticised and lots of problems were discussed among them. The principal of Gojo School became a chairman.

Remarks:

It was a successful meeting. They drew the tentative attention of all the audience. Many were gained through as well the demonstrations (for they were all skilful teachers) as thru the discussion. (I was asked to give a brief encouragement speech.)

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O

Returned to Mr. P.C. Yokota 18

Yabe

3rd Aug. 1949

In-Service-Training for principals of Sr. & Jr. High Sch. in the Prefecture.

1. Held at Pref. Shimizudani Sr. H.S.
   " on 3rd. Aug. 9.00 — 16.00

2. No. of attendants: 213 Jr. H.S. total 285
   72 Sr. H.S

3. In the morning was held a lecture as follows:
   by Mr. Ozawa, an advisor of the Asahi Press.
   "On the current thoughts"

It was a good lecture especially to the "democracy", compared with communism deep. his opinion gave a impression to the audiences.

4. In the afternoon as follows:
   by Mr. T. Hori, a section chief of literature the Asahi Press
   "On the Press code".

5. The training ~~for~~ to the principals of Sr. & Jr. H.S. in the prefecture was held two days (2 & 3rd). Both days ~~was~~ were good.

A. Yamamoto

DECLASSIFIED

O Returned yamamoto

MR PC
V Bota
Tokona

8

22 Aug 49

In-Service-Training for Primary Teachers
in Mishima-gun

1. Held at Pref. Kasugaoka Sr. H. Sch.

2. Hold from 22nd to 24th 9.00-16.00

3. Under the auspices of "The New Education Research Institution" of Mishima-gun.

4. No. of Attendants:

142 Teachers (Males - 84
Females - 58

5. Lecturers are teachers of attached

Primary School to the teachers college.

Mr. Yasui
Mr. Nishimoto
Mr. Tada

6. To-day, 22nd, at first all attendants assembled in the auditorium and had an opening ceremony, after that they departed into three groups according to the year grades as follows:

1 & 2 grade - lecturer Mr. Tada
3 & 4 grade - " Mr. Nishimoto
5 & 6 grade - " Mr. Yasui

7. In each room the lecture took a speach about "Guidance" according to the yearth grade.

8. After lunch, a symposium discussion was held in each room, concerning "Guidance" which they heard in the morning.

a. This training course was planned differing from former training, i.e. it airmed to "Guide according to yearth grade" rather than "subject center guidance".

b. A discussion carried out by the symposium method, in the afternoon, was a new program, but were seldom expressed their opinions.

c. This training course was held spontaneously by the teachers, in this point, it was a good plan, but teachers were not briskness.

Yamamoto

~~Return to Mine~~

In-Service Training for Principals & Teachers of Jr. & Sr. H. schools.

21st July 1949

1. Held at Pref. Otemae Sr. H.S
   " on 21st July 10.00 — 16.30

2. No. of attendants:
   Principal & 755 — Teachers of Sr. H.S.
   188 — " Teachers of Jr. H.S.
   Officers of Pref. supervision.
   Mr. Baba
   Mr. Yamamoto } O.C.A.T.

3. Attended teachers were divided into some no. of groups according to the subjects as follows:
   a) Japanese Language { Sr 334 / Jr 85
   b) Home-Making ..... { Sr 84 / Jr. 78
   c) Vocational Courses { Sr 337 / Jr 25

4. Mr. Mori, an assistant professor of the National Osaka Uni. took a lecture whole morning under the title
   a "The aim and Principle in the Secondary School"
   " A desirable character in the Secondary School"

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5. In the afternoon, he continued his lecture till 14.30.

6. Each group of teachers entered each definite room and took a discussion under the title of "How should be to pursuit this aim?" and "With what method be obtain these desirable characters?"

7. The training was a successful one, all attendants were very enthusiasm, but as they were so many that the auditorium was felt very small, and ~~the lecturer~~ the words or phrases which the lecturer ~~took~~ used ~~were~~ were sometimes difficult to understand.

W. Yamamoto

PC

'49

Summer Course Private School Teachers
Inservice Training

At Tezukayama

(A) J. & S. High Schools - Aug 1-6, 8-10

Subjects	Lecturers
Life & Education (3 hours)	Dr. Suyekawa
Basic Principals of New Ed. (3 hours)	Mr. T. Kumura
Ed. Laws (2 hours)	Mr. Futakata
Ed. in private schools (2 hours)	Mr. K. Ono
Importance of High Sc. Ed. (4 hours)	Mr. Hayashi
School Health (3 hours)	Dr. Takemura
Principals of Curriculum (2 hours)	Mr. Shimohodo
School Management (2 hours)	Mr. Sato
Basic Ideas 21 hours	
Guidance in Learning (4 hours)	Mr. Nogami
Growth of Children (4 hours)	Mr. Imata
Problems in I.Q. Test (3 hours)	Mr. Suzuki
Evaluation (4 hours)	Dr. Otomo
Guidance & Evaluation (4 hours)	Mr. Sawada
Education Psychology (2 hours)	Mr. Tachibana

21 hours Ed. Psychology

Aug 11-13, 15-17

A.	Economics in Commerce (5 hours)	Mr. Fukui
B.	Commercial Laws (4 hours)	Dr. Nishihara
C.	Labor Laws & Contral Laws (3 hrs)	Dr. Mizushima
D.	Book-keeping (5 hours)	Mr. Kimura
E.	Commercial Science (5 hours)	Prof. Hirai

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F. Administration (5 hours)

G. Management — Mr. Muramoto

Above mentioned lecturers are highest authorities in their special lines and supposed to be competent teachers

Home Making Science

A. Food (3 hours) — Mrs. Hatakoshi

B. Housing (6 hours) — Mrs. Kitamura

C. Home Project (5 hours) — Mrs. Shimizu

D. Cooking (3 hours) — Mrs. Hasegawa

These lady lecturers are all professors at Nara Higher Normal School.

E. Dress Making (3 hours) — Mrs. Fiyesawa

F. Dyeing, Washing & Materials (3 hrs) — Mr. Miura

G. Foundamentals in Life Economics (4) — Dr. Chachin

H. Child Rearing (3 hours) — Miss Takatani

Aug 18-20, 22-24

A. Aim of Socialized Subjects (5 hrs) — Mr. Katsuta

B. Guidance in Socials (5 hours) — ditto

C. Curriculum Making in Socials (3 hrs) — ditto

D. Study in Current Topics (2 hours) — Mr. Nakamura

E. Human Geography (5 hours) — Mr. Tanaka

F. World History (5 hours) — Mr. Hara

G. National History (5 hours) — Mr. Uozumi

30 hours in all including discussion period.

A. How to use English Tests (4 hrs) — Prof. Sumida

B. English pronouncing (3 hours) — " Yoshioka

C. Introduction to English Poety (3) — " Takatomo

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D. High Sc. English (5 hours) Mr. Uyeda

E. English & American English (2 hrs) Dr. Yamada

F. Practical English (3 hours) Mr. Shibata

G. Back-ground of English (4 hours) Mr. Nakamura

H. English Study (3 hours) Dr. Otsuka

I. On English (3 hours) Mr. Anderson of Kinki CAR

Aug 25-27, 29-31

A. Japanese, Letters & Grammer (4 hrs) Mr. Kieda

B. Outline of Literature (3 hours) Dr. Dazai

C. Classical Literature (3 hours) Dr. Sawagata

D. Use of New Text Books (4 hours) Mr. Ishimori

E. New Way Japanese Teaching (3 hrs) Mr. Endo

F. The Meiji Era Literature (3 hours) Mr. Kojima

G. New Way Composition (3 hours) Mr. Hattori

H. Present Day Literature (4 hours) Mr. Yasuda

I. New Way Chinese Classics Teaching (3 hours) Mr. Takama

J. Literature & Education (2 hours) Prin. Hirabayashi

- - - - - - - - -

A. How to Teach Physics (5 hours) Dr. Fushimi

B. Problems in Chemistry Teaching (5) Dr. Kobayashi

C. Scope & Progress in Geology (5 hrs) Dr. Otani

D. Practical Guidance in Chemistry Teaching (5 hours) Dr. Oda

E. (10) hours to be given to students activity in science study by the members of Osaka High School Research Association.

(B) <u>Kindergarteners</u>

Will participate (21) hour courses.

1st courses Aug. 1-10

Health Guidance (4 hours)	Dr. Takatani
Child Problems (4 hours)	Mr. Tamura

MB

Pc → Boba
Otake
✓ Kyomen to
✓ Hoshino
✓ Noshimoto

The Ten Day In-Service Training Course.

The Ten Day In-Service Training Course began for prefectural Jr. H. & Sr. H. school teachers yesterday July 21, 1949.

Conference Place.	Jr. H. S. teachers	Sr. H. S. teachers	Total
Kozu Sr H. S.			
Social Studies	150	340	490
Physical Education	100	150	250
Yuhigaoka Sr. H. S.			
English	97	150	247
Mathematics	75	267	342
Science	90	149	239
Odemae Sr. H. S.			
Japanese	85	334	419
Home-Making	78	84	162
Vocational Course	25	337	362
	700	1811	2511

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Return to your Office.

Pc (N)
Baba
Ebata
Hoshimoto
Hoshino

22nd July '49. Osaka

In-Service-Training for teachers of Sr. & Jr. H. Sch.

1. Held at Koza Sr. H. S.
   " on 22nd July 10.00—16.30
2. No. of attendants: total 724
   No. of Teachers of Sr. H. 545
   No. of Teachers of Jr. H 176
   No. of Nurses of Pri 3
3. The training was held undermentioned subjects:

		No. of teachers
a. Social Study	Sr. H.	202
	Jr. H.	103
b. Arts	Sr. H.	121
	Jr. H.	41
c Physics	Sr. H.	218
	Jr. H.	29
d. Nurse	Sr. Jr. & Pr.	10
	total	724

4. Mr. Endo, a professor of ~~Psychology~~ psychology of Doshisha University lectured whole morning about
   " The aim of the new education psychology"
   " The character of the students in Secondary sch".
   " By what principle the students should be guided!"
5. In the afternoon, the same lecturer continued his lecture until 16.30

6. From 15.00 — 16.30, Mr. Hara had a speach about " Law of teacher's licichei"

7. After all lectures finished all teacher departed 14 groups and discussed in each room.

Impressions:

1. More than half a day, all teachers were obliged to hear lectures sitting in the auditorium, so that not a few of them were falling into sleep.

2. Some of them ~~were~~ complained against ~~the~~ prefecture at their no good programs.

H. Yamamoto

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C.E. OFFICER

RC

Baba
Otoki
yoroshii
Yoda
F. T.

In-Service Training Workshops
for
Elementary School Teachers, Principals
and Teacher Consultants

1. Objectives

To improve classroom instruction in the elementary schools.
To furnish teacher consultants with techniques in in-service training of teachers.
To help define the place and responsibility of the elementary school principal in the instruction program of the elementary school.

2. Place, time, number of delegates

Place (Pref)	Term	Attendants
Saitama	From June 20 to June 24	about 300
Nagano	From July 11 to July 16	about 260
Hokkaido	From July 25 to July 29	about 200
Fukushima	From Sept. 12 to Sept. 16	about 270
Nara	From Oct. 24 to Oct. 28	about 260
Tokushima	From Oct. 31 to Nov. 4	about 200
Shimane	From Nov. 14 to Nov. 18	about 230
Kumamoto	From Dec. 12 to Dec. 16	about 260

3. Explanation of program: Afternoon group meetings

These meetings have been planned jointly by the Ministry of Education and CIE. Every effort has been made to make the meetings practical. There will be no lectures. The programs will consist of the development of units and teaching materials, observation of films and slides, and planned field trips.

These workshops will be made very valuable through the cooperation and help of the CE Office from the teams. The help of the Education Officers from the prefectures where the workshops are to be held is especially necessary in cooperating with the Japanese officials in:

Selecting the location for the workshops
Selecting the demonstration teachers

It would help if the Regional Officers would assist in selecting the Teacher Consultants who are to take charge of the Evaluation periods.

We hope that many Education Officers will be able to attend one of the workshops.

1949

IN-SERVICE TRAINING IN OSAKA PREFECTURE (~~USE~~)

On January 6 from 9 am. we held a conference at Shuei Primary school how to operate in-service training of license gathering prefectural and municipal officials in charge of in-service training, principals of 3 normal schools and a representative of teachers union. Mr. Anderson and I gave some suggestions concerning this matter, after that Mr. Kojima, prefectural official in charge of in-service training showed his plan of this year. Mr. Yamamoto, representative of teachers union added his hope to give attendants of in-service training trip expense. They discussed most earnestly how to practise the training course effectively.

Time was fixed from Jan. 16 to the end of March, every Wednesdays, spending 4 hs. every day, totaling 50 hs; 10 for laws and regulations concerning education, 10 for educational psychology, 20 for study guidance and 10 for actual study.

Lecturers are to be selected mainly from those who attended the central training course which held at Tokyo last year.

Attendants to the in-service training are primary school

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teachers and newly employed Junior High school teachers since August of 1948.

Places are to be divided into ~~55~~ 46 places instead to combine in two or three central places because of economizing trip expenses.

Starting Jan. 16 the trainings are going on every Wednesday.

Names of places are as follows.

I. Kitakawachi Gun.

1. Tonoyama 1st Primary School in Hirakata City.
2. Sango P. S. in Moriguchi City
3. Shijo P. S.
4. Neyagawa-Nishi P. S. in Neyagawa City.

II. Toyono Gun

1. Kimi P. S. in Nishinose Village
2. Toyo P. S.
3. 2nd. normal School in Ikeda City
4. Oike P. S. and Naka-Teshima P. S.

III. Sakai City

1. Nishiki P. S. and other 4 P. S.

IV. Mishima Gun

1. Suita 1st. P. S.

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2. Zobatsuki P.S.

3. Kasugaoka S.H.S.

V. Fuse City

1. Fuse Public Hall

VI Naka-kawachi Gun

1. Tamagawa P.S.

2. Hiraoka-higashi P.S.

3. Oto P.S.

4. Nawate P.S.

5. Kata-shimo P.S.

6. Shokawa P.S.

7. Tatsumi P.S.

8. Kaibara P.S.

9. Kami P.S.

10. Sanmoto P.S.

11. Naka-takayasu P.S.

12. Minami-takayasu P.S.

13. Iwasaki P.S.

14. Ega P.S.

15. Yada P.S.

16. Nagayoshi P.S.

17. Kunoe P.S.

18. Miyake P. S.

19. Matsubara P. S.

20. Amami P. S.

VII. Minami-kawachi Gun.

1. Furuichi P. S.

2. Shindo P. S.

3. Nagano P. S.

4. Kuroyama P. S.

VIII. Senhoku Gun

1. Takaishi P. S.

2. Minami-ikeda P. S.

3. Kuze P. S.

IX. Sennan Gun

1. Chonan P. S.

2. Tami P. S.

3. Tomowa P. S.

4. Minami-kamori P. S. in Kishiwada City

5. Kaizuka-kita P. S.

6. Izumisano 2nd. P. S. in Izumisano City

Supposed number of attendants totaling 600 and ¥450.00 will be supported by prefectural office.

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Tokio EIS Education Section Tours

Curriculum Study Meeting of the Public Part-time & Night Schools

12th May 1949
At Minami U.S.S.

1000 1005	Greeting	Mr. Bando Superintendent of the Osaka Mun.
1005 1025	The Aim of this meeting	Mr. Baba CIE, Osaka Mil Govt Team
1025 1155	The Curriculums & Schedule of my school	Mr. Principal of U.S.S.
1155 1200	Discussion	Chairman Mr.
	- (Recreation) - Lunch	
1310 1320		Mr. P. S. Anderson Chief Officer, CIE, Osaka Mil Govt Team
1320 1330		Mr. R. Anderson Chief Officer, CIE, Kinki Mil Govt Reg.
1330 1430	Speech	Dr. G. H. McClellan CE Division, I Corps, M.G.
1430 1500	Answers to questions	Chairman Mr.
1500 1510	- Rest -	
1510 1540	Problem of Hours in the Unit System	Mr. Yamamoto CIE, Osaka Mil Govt Team
1540 1610	How to record hours that students learned?	Teachers' consultants of Osaka Mun.