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Description of contents

- (1) Box no. 3068
- (2) Folder title/number: (4)  
Reports to & from SCAP

(3) Date: Jan. 1949

(4) Subject:

Classification	Type of record
810	e

(5) Item description and comment:

(6) Reproduction:  Yes  No

(7) Film no.

Sheet no.

(Compiled by *National Diet Library*)



I CORPS CONFERENCE MATERIAL

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(451)

REPRODUCED FROM THE NATIONAL ARCHIVES



\* IMPORTANT

8 January 1949  
I Corps  
Conference Material  
5-8 Jan 49 F  
By Dr. A. K. Loomis, CI&E, SCAP

BOARD AND THE SECRETARIAT

There are two main functions of the Secretariat,

- (1) Education to be performed in a required "Guidance-Section," giving assistance and advice to schools through Teacher Consultants and
- (2) Administration and Business to be performed in a "Research Section."

The Board of Education Law specifically requires that there shall be a guidance section. The Board of Education has as its responsibility all the business connected with operating schools except two areas: Accounting and Construction of buildings. The latter is primarily carried out by the Construction Bureau of the Mayor's or Governor's office, but some of the planning is properly the responsibility of the Secretariat. Also a minimum of accounting is necessary in the Secretariat to exercise budget control and to provide necessary data for preparation of the budget.

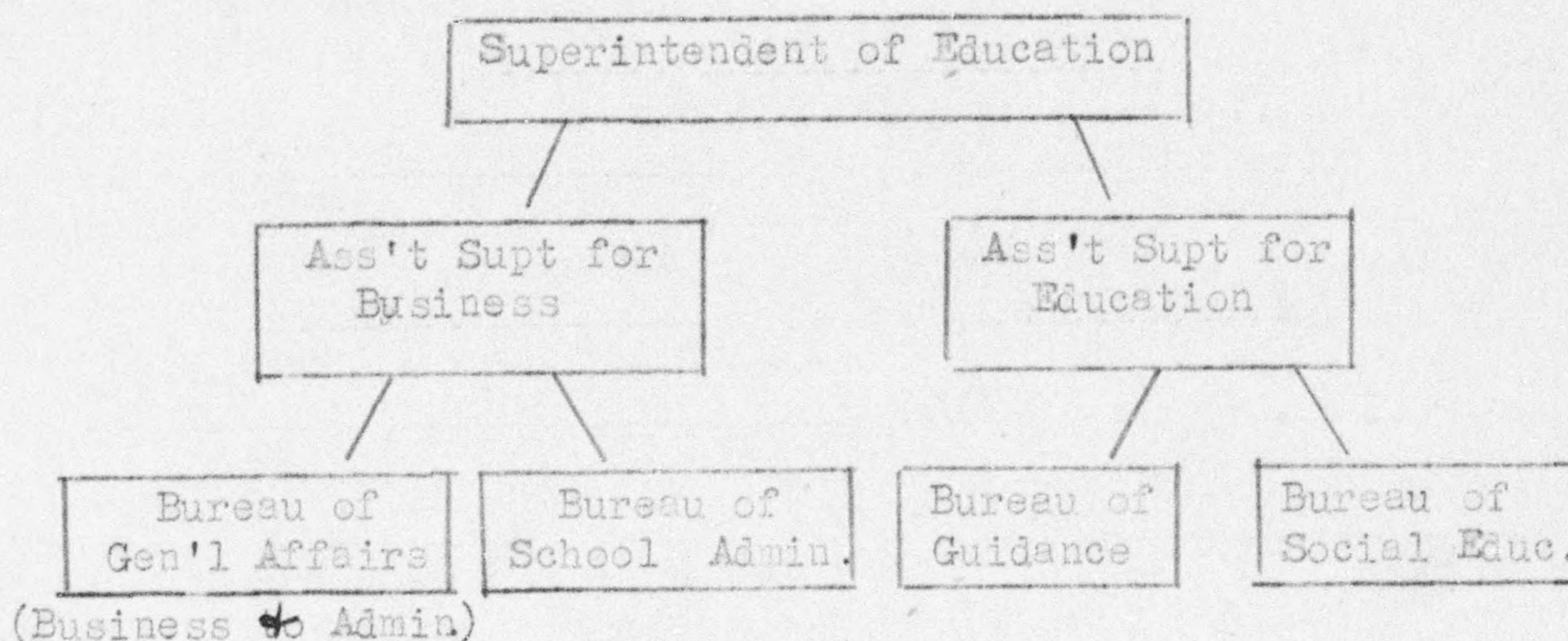
"Research" to the Japanese means almost anything but what we mean by research. It does not mean a research bureau. It belongs under business because it is essentially concerned with the administration of the schools; i. e., keeping of records, statistics, etc.

"Guidance Bureau": The whole program of the teacher consultant will fit here. The prefectural Secretariat and the prefectural Board will be mainly concerned with the guidance of all schools except prefectural schools; with operation, and guidance of prefectural schools.



Tokyo-to Secretariat

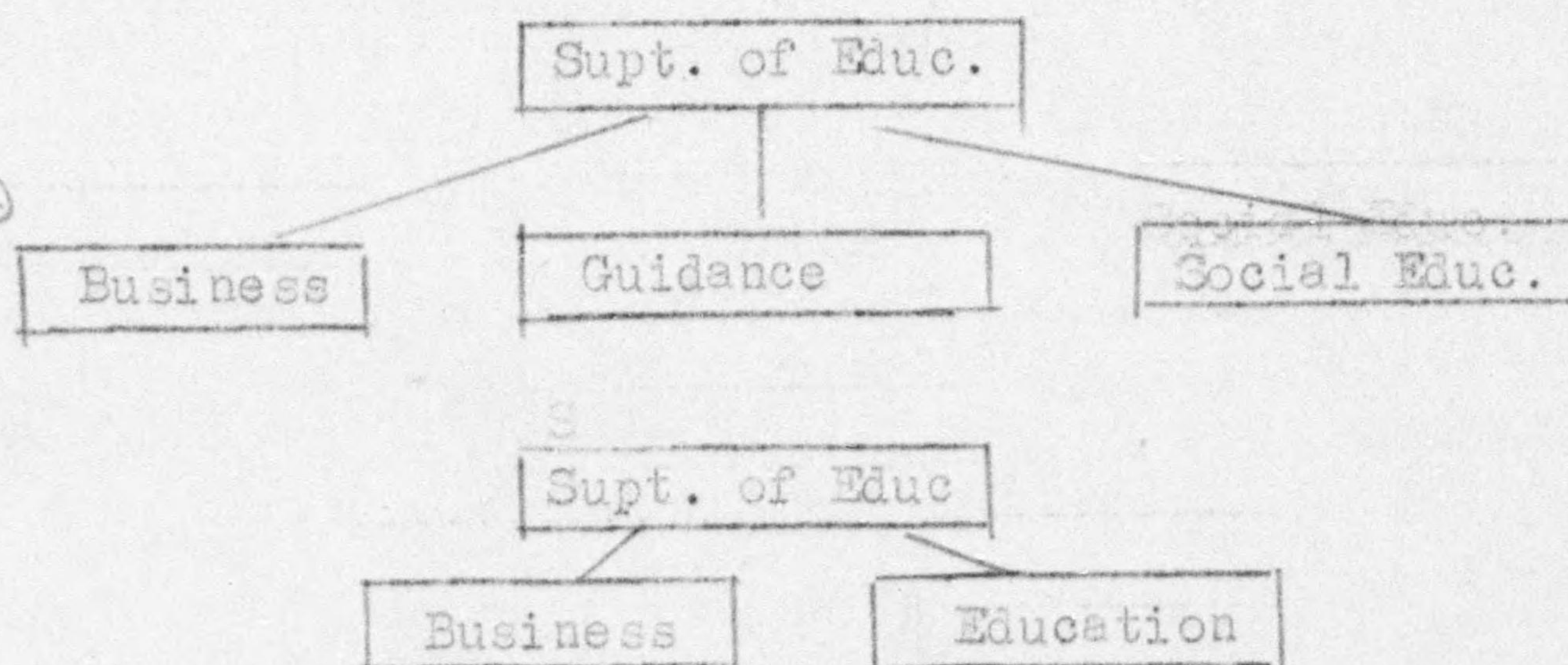
*hide  
line  
to  
Tombura*



Physical Education should no longer be a bureau, but should be included partly under the Bureau of Guidance (for Physical Education in Schools) and the Bureau of Social Education (for community athletics, playground, etc.) This is in spite of the ministry advice to have a Physical Education Bureau.

In Smaller Kens  
only 2 or 3 Bureaus

*Kita  
Kagawa*





### Questions from the Floor

- Q: What about having assistant superintendents?  
✓ A: Unnecessary to have assistant superintendent.  
Q: In Osaka we consider the bureau chief as an assistant to the Superintendent?  
✓ A: That is very good. Then you can eliminate the setting up of another level.  
Q: How many Boards of Education should there be?  
A: According to the law as it now stands, in November 1950, we will have more than 10,000 Boards of Education unless something is done to head it off. A more reasonable number for the Japanese might very well be: Prefectural Bds - 46, City Boards (population of 30,000 or over) - 230 cities, Gun Boards - 625 approx., Ward Boards - 23 for Tokyo-to; Total 924.  
Q: What are the dangers of having many boards?  
A: The Japanese will pay more to the Boards of Education and less for schools. ¥3,000 may be paid now with Ministry of Education permission for basic living and 1500 Yen for travelling expense. Gives authority to pay additional fees out of local funds.

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### Budget and Finance

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(?) Relationship between national funds for education and local funds for education. The end of the inflationary spiral may now be in sight; so in budget making Military Government should now demand an adequate total budget, with no dependence in supplementary budgets. Budgets should show clearly the source of all revenues. We may anticipate in the next session of the Diet (in June) the adoption of a new national budget which will be completely realistic.

good \*  
Taxation Reform: The Prime Minister has just now appointed a Cabinet Committee on taxation reform. The program in SCAP for taxation reform which was carried until a few months ago by one lone person in the governmental structure, is now being carried by a group of 15 people who will be working on the side of SCAP with a view to tax reform. We can really anticipate for the first time under the Occupation an educational tax reform so now is the time to cut out at Ken level dependence on contributions from PTAs, and provide expenses to meet revenues.

### National and Local Finance

What should be the relationship between national support of education and local support of education? It is necessary in Japan to supplement local support with national support. 60% of government revenue for 1949 will come from the income tax. Every Japanese insists this is national money; it is impossible to have an additional tax especially earmarked for education. Sales taxes are bad taxes as revenue raisers: they are based on a people's need, not on ability to pay.



Local Distribution Tax Law is a term you will run ~~into~~ many times. Reference: Gazette, Extra No. 1, July 7, 1948, which contains Taxation and Finance Law, pages 128 - 135.

Distribution Tax consists of 33.14% of the income tax. The corporation income tax is the distribution tax. This year it will be 23%. The formula is complicated but they have used it successfully since 1931. Distribution is according to local need. The system of earmarking distribution is unsound because it has to be met year by year.

Tuitions for Upper Secondary Schools Present distribution tax law specifies that the Ken must pay one half of the teacher's salary of primary and lower secondary schools. 40% of the costs of upper secondary school are provided by tuition. This is one point which is a vital weakness in the whole structure. The total cost of operating upper secondary schools should be nationally paid so that tuition can be abolished. However, the Ministry of Education is not in a position to consider this yet. For the 1950 budget year, we hope to make the upper secondary a free tuition school.

#### Private School

\* Art 4 of B/E Law says the Board of Education shall have no control over private schools. Ministry of Education in September issued an interpretation of the law which stated that they should come under the jurisdiction of the prefectural Governor.

Q: Is there going to be set up under the Governor a school and University secretariat?

A: In the making in the next Diet there will be a Private Schools Law which will define very clearly the Governor's responsibility, and will leave the rest up to the private schools accreditation association. He should have rather a limited control. He now has almost complete control. Korean schools are operated as private schools under the Governor and not under the prefectural Board of Education.. Korean Schools are a perpetual problem and will continue to be.

#### Education Public Service Law

Published as Supplement No. III, in CI&E Bulletin #14. Goes into effect January 12, 1949. The Board of Education Law provides that Boards of Education are responsible for all personnel, can control all educational personnel.

There was a national public service law passed in October, 1947. #120, Official Gazette No. 468, dated October 21, 1947. Amendments have not yet appeared in the Official Gazette. It will be repeated in the Local Public Service Law. This never reached the Diet in the last session. I do not know the reasons, because we were not consulted.



According to Article 13 of the Education Public Service Law, the initial appointment of principals and teachers shall be made by means of evaluation, and the evaluation shall be made by the deans of universities in case of schools attached to the universities, by the Minister of Education in case of national schools other than schools attached to universities, or by superintendents of education controlling the schools to which principals or teachers belong in case of public schools other than schools attached to universities (to be called evaluating officers) from among those who shall be listed in the appointment-applicants list.

The appointment-applicants list shall be prepared by the Personnel Authority in case of national schools or by boards of education of the metropolis, district or urban or rural prefectures in case of public schools in accordance with the kinds of certificates concerning those who shall hold certificates for principals or teachers and apply for initial appointment.

The promotion of teachers shall be made on the evaluation basis, and the evaluation shall be made by their respective evaluating officers.

This law spells out clearly the power of the superintendent. The superintendent, from a list of eligible applicants, shall, after considering the credentials submitted for each applicant, choose the person or persons to be recommended for appointment. Then appointment is to be made by Board of Education

Article 15: Appointing power toward principals and teachers of public schools shall be vested in Boards of Education controlling the schools to which the principals and teachers concerned belong.

Superintendent

Evaluation (for appointment and promotion - recommending of first and second choices)

Board

Appointment (Choice from names recommended by the superintendent)

Under the Local Public Service Law, later to be passed, there will be provision that all public officials shall be subject to examination, but the exception is made for teachers. Evaluation shall be used, considering credentials and interviews rather than the Civil Service Examination, so that the major change is that the teachers shall be appointed by evaluation and interviews.

~~Pro~~ Protection provided for teachers: In case of disciplinary action, the teachers shall be protected by provisions of the National Public Service Law, Arts. 89 to 92, adjusted to fit the conditions of the local schools.

Provisions included briefly in the NPSL:

1. A written charge must be presented.
2. Public hearing must be held (if desired)



3. Teacher concerned may have counsel, introduce witnesses, submit documents as evidence.

4. The right of appeal to the Courts if any question of law is at issue.

Q: What about probation law?

A: When the Local Public Service Law is passed (may be 2 or 3 years from now) some probationary measures will be clearly defined in that.

Q: What about the protection of a person transferred from a teaching position to a section position?

A: It is up to Board of Education locally to deal with it. There is nothing on national level yet. Educational Public service personnel who are now members of local assemblies must decide whether or not to resign as teachers or assemblymen. (par 2, Art 92, NPSL).  
Therefore, membership in local assembly by educational public service personnel is prohibited. General restriction of political activities of national public service personnel-shall not solicit funds, cannot run for office, etc. There is no such restriction on the local public officials.

\* { Q: Can something be done about the Japanese Teachers Union members going around doing political campaigning instead of staying on the job and teaching school?

A: It will be prohibited in the Local Public Service Law.



8 January 1949

SUGGESTED AMENDMENTS TO BOARD OF EDUCATION LAW

1. Eliminate remuneration for Bd of Education members.  
Public officials who resigned to run for Board should be prohibited to run for other public offices.
2. No elected member of the Board of Education should place himself under any obligation to any group or individual by accepting funds from any individual or groups, such as salary from the Teachers Union, etc.  
It is illegal for educational personnel to support or give financial aid to a person or group who seek to secure benefits from the Board. Any individual or groups is subject to penalty. (Art 10, Enforcement Ordinance, Education Public Service Law says no "sukiyaki" parties for educational personnel employed by the Board.)
3. Some remuneration based on the number of meetings or the length of meeting may be considered.
4. Boards be given the power to reduce education personnel.
5. Recommend amendment of Article 44 of School Board Law so that there will be <sup>no</sup> misunderstanding by future School Boards to organize or establish Research Investigation Section and Guidance Section which can be included as a function rather than as an independent section. This is in line with General MacArthur's economic policy.
6. Clarify the position of School Board with reference to the position of Superintendent.
7. Code of ethics or conduct for school board members (School Directors Assoc) similar to our ways in the States.



6 January 1949

IMPROVING MONTHLY ACTIVITIES REPORT

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

Monthly Activities Report:

1. What is its purpose?
2. What function does it serve?

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

Form:

1. Regular military form. (I have deviated from it)
2. Reason: Many people who read these reports wish to read only certain sections of them. For instance, the upper secondary school - one or two people will read only that section of that report. It should be written in such form that these items may be picked out and easily read.
3. Size of Paper: - Some people still continue to make the reports on long sheets. It makes it very difficult to handle. If it can be done on regular size sheets it would make handling and filing much easier and faster and would make it all uniform.
4. Paragraph heading - is essential. I have inserted paragraph headings in many cases for the reports. When making summary it is easily found.
5. Composition - in the matter of capitalization and use of terminology. Some persons dislike the overuse of capitals very much and misuse of commas and particularly the use of Japanese terminology. Use English translation at least in parenthesis.



What a GOOD REPORT should be like:

1. Tell what the team did.
2. What the Japanese people have been doing.
3. Evaluation and interpretation of what has been taking place in the prefecture.
4. Length of report - 3/4 of a page to 16 pages. 16 pages is entirely too long. If long report is necessary, a special report should be made instead. Average length of report is 4 1/2 pages or so. (CE)

*too long!*

Criticisms:

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

*Should be  
of kind*

*Very  
Good  
\**

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

School Inspection:

1. Do not want names of schools, principals, and addresses. We are interested in trends only: what was discussed in the inspection, what conditions were found to exist.
2. Applies to school reorganization, too. Are the upper secondary schools becoming co-educational? Are they establishing comprehensive high schools? How rapidly are part-time schools established? How extensive is the building program?
3. Board of Education: What kind of Boards you have, what problems confronting them? How overcome?



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

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

*What does he mean?*  
7 - 6. Should have cross reference all through your reports.

7. Brief summary at the end of the report.

MG BULLETIN:

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

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

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

Q: What about the style?

Mr. B: The OD says in narrative form.

*No!* A: Items like: schools inspected, reinspected, spot-checked, and visited, be put in separate categories.

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



5 January 1949

MY IMPRESSION ON THE INSTITUTE

By Miss Tada -  
Teacher Consultant, Osaka

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



5 January 1949 7

REPORTS FROM STUDENTS IN THE COURSES

By Mr. Nagai, Kyoto Education Professor

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

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

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

Conclusion:

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

1. We must have closer relationship between professors and the teacher-training colleges and educational administrator in the fields.
2. Japanese educators have been very academic and secluded from the community so their knowledge was not living and on the contrary the persons in the field, the educational administrators, often lacked scientific knowledge.
3. I would emphasize closer, dynamic and healthier relations between college of education and the persons in the field.
4. As for the teacher-training college, Japanese professors in the colleges have been sometimes very philosophical and not scientific. Teachers of the teacher-training college must become more scientific. Students and teachers in the college must collect concrete data from their own community and analyze and solve their own problems.
5. The level of the normal schools in Japan was rather lower than the colleges of other fields, so we have to raise the level of the teacher-training college up to the levels of the colleges of other sciences. I think this is a very important thing.



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



\* Consultant

January 5, 1949

AN EVALUATION OF THE FIRST SUPERINTENDENTS', TEACHER  
CONSULTANTS' AND EDUCATION PROFESSORS' TRAINING COURSE

By Dr. P. E. Webb  
Director, IFEL, SCAP

Evaluation of the first training program:

Staff has been very effective in seeing that its objectives have been carried out. You all know the problem which was raised when the Diet passed the Board of Education bill which provided for new Bd of Education superintendents of schools and for teacher consultants. There have been no positions in Japan for superintendency and the idea of teacher consultant was a new one for the Japanese. Many people have felt and talked about the need for the taking over of the decentralized control of the school programs. In answer to this need a plan was set up to engage 20 prominent, well known, and very capable educators from the States to come to Japan, to set up an institute to train the Japanese leaders and aid in this program. We found it was necessary, in order to carry out this program, for us to do the recruiting for ourselves. Dr. Loomis was sent on tdy to United States for a period of six weeks to "sell" his educational program. It was very early conceived that it would have to be a program of the Japanese planned by the Japanese staff, selected by Mombusho, made up of representative university professors, some from Tokyo, and other regions. Very early it was decided that the responsibility for the developing of the program should be done cooperatively with the American and Japanese educators together, working with the chairman for general outline for the course. Development of the lecture program has been entirely a cooperative program. The Japanese professors felt that they had a very specific part in the development of the course. One of the first significant thing in working out this program was in making it a cooperative enterprise.

Program:

In general, divided into two areas - morning and afternoon.

Morning: Worked with Japanese specialists in preparing lecture material for the course. American staff acted as specialists in fields of social, psychology, administration and organization of schools, work of teacher consultants, work of superintendents, financing, budgeting, personnel administration, etc.

Afternoon: Met with small group of Japanese personnel ranging from 35 to 40 members and had conferences. Discussed method and techniques to be used for planning and operating workshops. Visitations to schools were planned by Japanese staff. Unfortunately, we did not have much of the visitation part of the program because of the transportation difficulty in getting outside of Tokyo and Yokohama areas.



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

Some early problems:

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

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



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

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

Outcome of this program:

1. Result: Recognition by the Japanese (by Mombusho and people who attended the conferences) that training is necessary in developing administrators and teacher consultants.
2. It was well worthwhile to take some time off from their regular duties in order to seek professional improvement.
3. It has given inspiration to the participants to go ahead and improve in their own fields of specialties. 90% responded that they felt that they had an inspiration to go ahead; 10% said they had some. Just one or two of them gave a negative answer.
4. Association together in a project to improve the educational program was worthwhile in itself. Meeting together in common purpose and common objective gave them a feeling of friendliness for each other, and association has been of real value to them.
5. Helped develop a spirit of initiative for educational improvement of Japan. Going out to be leaders in their own communities, and be responsible for the education program in their particular area.
6. Better understanding of their jobs - the relationship between the superintendent and the Board of Education, and the teacher consultant.
7. Workshops of the teacher consultants' groups, as in the superintendents' group, worked out some sample rules and regulations and developed certain techniques. Many good charts, maps, plans, and programs for training of administrators and supervisors in the teachers' colleges and in the normal schools were worked out through multiple efforts.



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

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

*Take up  
at  
conference* ↓

Suggestions for follow up:

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

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

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

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



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

\*\*\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \*\*\*

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

- \* /
1. Japanese felt the course was too big, too generalized and impractical.
  2. Theories were excellent as theories.
  3. Americans were earnest and had wide experience in America, but not in the Orient, and to put these theories and experiences into effect in Japan, it would take a lot of working out. Japanese suggested that we work together in this.
  4. The spark of enthusiasm which the training has kindled will have difficulties because of old traditions which will dampen and buck the new ideas and programs in their own communities. Number of people who have gone to the United States come back inspired, but they are continually hampered by traditions, and so eventually they go back to the same situation as before, go back to the old way of doing things.

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

Comments and suggestions to higher headquarters made by Conferees:

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



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

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

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

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



5 January 1949

REPORTS FROM STUDENTS IN THE COURSES

Mr. Doi, Nara Superintendent

Impressions:

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

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

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

Comments:

1. Too much emphasis was placed on the school education field and not quite enough time allotted to the field of social education. Many of us would have liked to hear about problems that are developing presently in the democratic reorganization of the women's groups, about health and safety education, and general supervision and statistics.
2. Afternoon discussion groups would be more helpful if the major problems to be discussed were decided beforehand and announced. Library use was very helpful to those who can read English well.
3. Next institution should make some provision for those who cannot read English, too.

Weakness:

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



Conclusion:

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

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



January 5, 1949

HANDBOOK FOR TEACHER CONSULTANTS

By Miss B. Hollingshead  
Secondary School Advisor, C.R.E, SCAP

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

Purposes of the Book:

1. To explain the changes in the status of teacher consultant.
2. To explain what he does and what he does not do.
3. To explain the underlying philosophy that he is a professional helper and professional advisor.
4. To try to change the inspector's basic attitude towards principals, pupils, etc., false pride he had in being a boss. He should now acquire philosophy that was in keeping with the democratic philosophy of education. In changing his attitude, his philosophy, his duties, he would gradually acquire his dignity that he would never have been able to acquire as an instructor.

General Contents:

1. Explains the need of in-service training. The teacher consultant could learn from the many good teachers, who were kept down during certain period in Japan, and seek them out and learn from them, because many of the inspectors had lost sight of teaching methods.
2. The whole system of inservice training is outlined in the book, i.e., to make use of the radio, teachers' radio hour, etc.
3. To read books on aims and theories of democratic education, and also to prepare them for this change in their status of their job. If old inspectors could be used as teacher consultants let them keep their job and retrain them. Whether or not that was the wise decision, I don't know.
4. Detailed description of what teacher consultant could do is given. Samples of letters that he might write to principals and teachers to want to come out to see demonstrations and method of observation, carrying on the follow-up discussion; how he might offer his service; a democratic and polite procedure on how he might get into the school, and other means of educating himself are given.

Difficulties in getting the books written:

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

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Book: See Outline of Book mimeographed and sent to each team and region, <sup>ITC</sup> 2/R.



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

A: By Miss Tada, Osaka Teacher Consultant.

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

Comment by Dr. Jersild:

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

Suggestions by conferees:

1. To hold training institutes locally using Japanese and American staff available in the particular area.
2. Get the normal schools into the training program just as quickly as possible. Train teachers in normal schools first. Use the new universities.
3. There is a great deal of specialized ability which could be used in the workshops locally supplementing, perhaps, the people in SCAP and people from America. Several from among the American personnel in CE have already expressed their willingness to go up to take the training, leaving their jobs for a short time.

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

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



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

5. School for Bd of Education Members:

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

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



6 January 1949

HANDBOOK ON PUPIL GUIDANCE

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

This book also took 18 months to complete.

Summary Outline by Chapters:

Part I - BASES of Pupil Personnel Work

Chapter 1 - Teacher as a Guide

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

Chapter 2 - Aims and Functions of Pupil Guidance

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

Part II - Some Techniques of Guidance

Chapter 3 - Group Guidance

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

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

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



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

Part III - Means of obtaining data concerning the pupils.

Chapter 5 - Examination and Reorganization of data already on Record

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

Chapter 6 - Teacher-made Tests

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

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

Standard score and its interpretation.

Chapter 8 - Self-Evaluation by the Pupil.

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

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

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

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

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



Chapter 11 - Interviews. (Individual and Group)

How to conduct interviews (samples given).

Chapter 12 - Child Studies (Case Studies)

Significance and method of taking up child study.

Chapter 13 - Behavior Summaries

Concerned with showing teachers how to compile and interpret all data they have of the child in the form of a behavior summary.

All phases in the child's development are included with suggested follow-up procedures (samples given).

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

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

Part IV - Getting the Guidance Program Under Way

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

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

Chapter 16 - Planning the Guidance Program

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

Part V - General

Chapter 17 - Pupil - Personnel Work

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



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

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

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

Uses:

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

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

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

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Discussions following:

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

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

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



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

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

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

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

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

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

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

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

*Really!  
more than  
before.*

*Really!  
more than  
before.*



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

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

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

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

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

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

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

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



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



from: J. Caplan  
N. H. H.

cg

7 January 1949

*[Handwritten mark]*

Adult Education Organizations and the  
New Social Education Law

By - Mr. J. Nelson  
Adult Education Advisor  
CI&E, SCAP

1. Education Ministry Law

We are working with the Education Ministry in drafting the reorganization of Education Ministry Law, particularly that part of the law that pertains to the Bureau of Social Education; what its functions are to be are carefully studied. We are also working on the Social Education Federation which has, in most instances, extinct branches in the various prefectures. We are working with time to revise the constitution in the hope that this will become a private-individual organization of Japan.

2. PTA Constitution

Miss Cologne has been working with the PTA's over a six months' period, visiting PTA's separately, working on the draft of the constitution to be put into pamphlet form with detailed explanation for each article. It is at the printer's and should be ready for distribution in the near future.

3. PTA Pamphlets

Another different series of pamphlets, comprising 112 questions and answers concerning PTA's, are in the making. These questions and answers were gathered at the last year's 103-day adult conferences. It is now finally being edited in Japanese and should be ready in the near future. Typical examples of PTA's are given. We attempted to take actual facts in various PTA's and analyze in the light of the new Constitution and by-laws. It should serve a useful purpose.

4. Program Planning and How to Organize a PTA

The writing of the 4th pamphlet is completed but is still being edited - The work of the program is thoroughly explained. Examples of good PTA's, are given. An analysis in the light of the new constitution and by-laws is given. It should be very useful to all concerned.

5. School Lunch Program

The 5th pamphlet concerns the School Lunch Program. This should be coming out in the spring. In addition to this there is a continuing series of radio programs for PTA broadcast every Thursday at 3:30 PM. Urge PTA's to listen to this program. It would be most useful and helpful.



6. Handbook for Cultural Education

It will be some time before this will come out.

7. Pamphlet on Sex Education

We approved, and it will be distributed in the near future to PTA's and teachers.

8. Information and Education Program for Repatriates it also Forthcoming

Historical development of the social education program in Japan-Actually beginning with the Meiji period (1868) there has been a variable social revolution here. Social education in Japan may generally be defined as organized education activities carried on primarily for persons of mature age to meet ethical needs in practical and every day life. The need for adult education in Japan is more than ever evident in Japan.

Social Education Law - Major project at the present time.

The law is divided into 5 chapters generally.

General provision

Chapter 1- Defines responsibility of Board of Education pertaining to socialeducation.

Chapter 2- Social Education Committee.

Chapter 3- Citizens' Public Halls.

Chapter 4- School Extension program.

Chapter 5- Correspondence Education.

The law is stil in a state of flux.

Objective: To actuate the cultural development of the nation and raise the living condition. It provides a legal basis for state and local aid in the social education program.

Responsibilities of Board of Education regarding Social Education

1. The commission of members of local Advisory Social Education Committee. Responsible for the appointment of the director under the Board of Education.

2. Establishment and operation of libraries and museums under their jurisdiction.

3. Establishment and operation of citizens' public halls.

4. Planning of and expenses of the extension work of the schools in charge.



5. The sponsoring of and expenses of discussion short courses or lectures or audio-visual aids open to the public.

6. To give vocational education, giving guidance techniques.

7. Encouragement of music, art, drama programs.

8. Publication and distribution of materials for social education among the public.

9. Supply of materials necessary to audio-visual education.

10. Exchange of various information on research work. Prefectural Boards will have much the same type of responsibility, but they will not have CPH's under their jurisdiction. They will, however, be responsible to give necessary approval for the establishment or abolition of CPH's which are run by juridical persons. Recognition of juridical persons will rest at prefectural Board of Education.

11. Sponsoring of short courses or lectures, and distribution of materials necessary for training leaders.

The state and local public bodies shall take no controlling leadership nor give financial aid to organizations relating to social education, nor interfere in any way, except provided for in this law or others; provided that the Board shall appoint the Advisory Social Education Committee.

In small towns, CPH's managing committee may be the same as Advisory Committee. In larger towns there should be a CPH Advisory Managing Committee as well as a separate Advisory Committee.

No salary or remuneration will be paid.

Citizen's Public Hall: Ministry of Education reports that 4,000 CPH's have been established now. It can serve as excellent nucleus for community service.

Definition: Institute established in the city, town, or village, and also in smaller areas by the initiative of residents thereof; provides certain type of education to improve their knowledge, elevate their social life; and to be non-commercial, non-sectarian, and non-partisan.

#### Kinds

1. Established by city, town, village.

2. " " juridical persons.

3. Informal type of CPH's which are established by organizations or individuals and which have no building.

The Bd of Education will be responsible only for the establishment or abolishment of CPH's established by cities, towns, and villages.



The Bd of Education will have no jurisdiction whatever over the third type of CPH's, - the informal type CPH established by private organizations.

Each CPH should have a managing committee consisting of approximately 5 members. City, town, and village Boards of Education would appoint the managing committee from among the following groups: Mayor, member of town assembly, school principal, member of social education committee, farmers' unions, social education section, etc.

Managing Committee: Elected by the membership of the organizations involved. One of the advantages under Board of Education is that we can provide for paid managers and paid program directors. (Art 40 Bd of Ed Law)

Obstacles: Development of formula for distribution of national funds to CPH's still remains to be decided. (the method of distribution)

Proposed School Extension Program: Schools shall be open for use of adult and social education. It does not conflict with the part-time and evening schools provided for in the school education law. The expenses and remuneration shall be met by (state) and local public bodies.

Utilization of School Facilities: If they desire to use school facilities for social education program, they must get permission from the principal or superintendent, as designated by the Board of Education Law.

Correspondence Education Program (Ref: Chapter 5)

The correspondence education program carried on by the lower-secondary school and upper-secondary school is provided for in the School Education Laws. Applies only to non-credit correspondence courses which are offered by schools or juridical persons. Provides permanent establishment of Correspondence Education Committee. This committee will evaluate all correspondence courses which are voluntarily submitted to it by private publishers. This is a way of keeping the standards of correspondence education high. It provides for a continuation of present practices and recognizes the validity of such an existence. The publisher's name is published in the Official Gazette and to see that he is helped in getting paper allocation.

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Private Organizations and Institutions interested in adult education. PTA's, Social Education Associations, Women's Associations CPH's - all have certain common interests, but each has its own specific objectives and programs. No one society or association should attempt to control the activities of another association. Cooperation between these groups is vital to the adult education of the community. Private and individual associations should be encouraged to provide more leadership in the local community level. I believe they can be more effective than the government can at the present time in developing strong democratic procedures.



Discussion groups, radio listening groups can be developed with joint participation of men and women. Be aware of domination of private organizations by bosses. It is first necessary to develop strong local units before there is any federation. We also need to recognize that, if left alone, they would start federating tomorrow. It is necessary to keep in mind that it may be a good idea to assist in organizing a truly democratic PTA organization.

Regarding relationship between government officials and private organization, and private organization and schools at the prefectural level, prefectural education officials should not influence or change the policy or program of the organization by virtue of their government positions.

Concentrate with a few leaders and train them intensively. We could do this as we have reached this stage now. The idea of looking up to Tokyo or ministry of Education for solution of community problems is needed to be changed to looking to local community for solutions for solving this problem.

Prefectural social education secretariats, I think, should not be concerned with specific women's organization, youth organization, or problems regarding youth organizations, or women's problems.

PTA: 80% of the country have PTA's now. Some are excellent and better than many in the U.S. You can urge them to begin developing in the direction of developing program for parents' education (adult education) child development, home nursing, home improvement, health, family relation, cultural education (music arts, literature) various type of vocational education, citizenship education, studies of "Primer of Democracy" book.

"Primer of Democracy" - 1 million and a half copies are coming off the press shortly. This book is made available for adult education program. Another book, Social Science Textbook, (4th chapter) "Democratic Government and Un-democratic" is excellent material, I think. It is expected that 750,000 copies will be made available for the adult education program. But due to paper and fund shortage the supply may be cut down.

Need for leadership training: More intensive training at more frequent intervals with small groups is necessary.



5 Jan 1949

Notes on Proposed Higher Education Law  
and the Chartering Committee

By - Dr. W. C. Eells

Higher Education Law

Proposed Law for financing the administration of higher institutions (Daigaku). The printed form, as you have it, is the one that was released to the Japanese for discussion some two months ago without prejudice.

Result:

Widely discussed among the Japanese groups (Presidents of universities higher schools, colleges, normal schools).

Met with various Japanese groups only two or three weeks ago, and I find they have definite reactions to the proposed bill.

Important factors:

1. Method of control of higher educational institutions
2. Method of financial support
3. Method of recognizing different types of curriculum in the institutions.

Most important of the three is the dealing with the control of higher educational institution. The bill is now legally and practically in the hands of Mombusho.

Chartering Committee:

There are 275 national-government supported institutions in this country. They are to be converted into 4-year institutions. The Chartering Committee is now working over plans for 70 national universities to take the place of 275 that now exist. The committee is considering petitions from some 130 private and prefectural institutions. But it concerns itself largely with chartering national universities, one each to be located in each of the prefectures. The idea is to take the major part of the control away from the national government.

Basic Assumption:

1. In a democracy, universities that are supported by public funds belong to the people and should be responsible to the people.
2. In a democracy, majority should determine the basic policy but the rights and interests of the important minority should be fully represented and protected.



3. Out of the 80 million population of this country, decentralization of control of higher education is highly desirable.

Board of Trustees (To be set up in each independent university).

\* Members: 13

- 3 - shall be appointed by the Ministry of Education with the approval of the national Diet.
- 3 - shall be appointed by the Governor (cannot appoint more than 3)
- 3 - shall be selected from the alumni association of the school. There are well qualified people in the alumni associations who can give valuable advice and support in the operation of the institution.

How selected:

Leave it up to each association. Members can be elected, or selected by choice, or by an effective committee or by combination method.

Each association may control the selection, work out by themselves what sort of organization they may want to have and how to handle.

3 - shall be selected from the faculty of the institution.

1 - President of the institution shall also be the member of this board.

13

Term: 6 years (expiring every 3 years). Require 6 years in order to have a complete change of the members of the board.

Question: Can a member succeed himself?

Answer: He can for one term but not unless a two-year term intervenes.

Power: In general, the power of the board is to select the President and form general policy similar to the control we have in U.S.

National Advisory Board: Bill also sets up a national Advisory Board which is distinctly advisory in character to deal with problems of policy which concerns higher education as a whole but will not have specific control of policy of any one institution.

Members: 15.



Who shall pay the bills and how?

Each institution makes up its own budget request, generally badly padded because they know the amount will usually be severely broken down and trimmed, through personal as well as political pressure. It is brought to CI&E first before it is brought to Finance Ministry, where it goes through the process of successive cutting out of padding.

For various reasons it seems highly desirable that, as we are going to have 70 national universities, there should be some objective formula developed for the greater part of the current expense budget of these institutions. A plan is set up for certain amount of money to be given to each institution for common expenses. It was published in the CI&E Bulletin in the past but the amount was left blank at the time. Application of the following formula can be made:

University (suggested)

- Y 3,000,000 per institution
- Y 10,000 per student  
(Allotment per student to be given after successful completion of the course of the previous year).
- Y 150,000 per instructor  
(Full-time instructors. There shall not be more than one full-time instructor per 15 students).

It is common knowledge to all of us that graduate work is more expensive than the undergraduate.

Degrees : Authorizes each university to confer four different degrees.

New degrees: 1. Shushi for Master's Degree.  
(After long discussion by University Accreditation Committee, it concluded that this degree was highly desirable.

2. Associate's Degree- to be given at end of 2-year course.

Old degrees: Gakushi for bachelor or 4-year  
Hakushi for doctor's degree

Difficulty anticipated: In Japan we are likely to find that too many students are going to be enrolled in the new university and that they are going to find there are no places for them in the new economy of Japan after graduation.

In Japan 95% who enter university graduate from it. In American Universities, about 50 to 60% graduate. If that tradition holds in Japan, a logical stopping place should be set up to offer not only 4-year, but also 2-year, and 3-year courses. It is not realistic to



expect in future that all teachers will complete a 4-year university training course. There is a great scarcity of adequately trained elementary school teachers now in Japan. The new university will also have to give 2-year course for teachers for elementary schools. It is desirable therefore, that teachers have something to show for; to have a university degree. That is the purpose of suggesting the Associate and Shushi Degrees. I use this as an example in the teaching field but it is true also in other technical fields. It seems to be very important in planning our university curriculum that we plan for a variety of courses to meet variety of needs.

Main provision of the law:

Recognition of logical stopping place at four different levels instead of two at the present time.

Reactions of the Japanese:

Major objection is:

Decentralization of method of control.

All presidents of the universities say it will destroy their local autonomy. My answer is that they do not have a local autonomy now.

This law intends to transfer what the Education Ministry does have now to local Board of Trustees. The chief Japanese fear is that these boards will fall into the hands of the local bosses. It seems to me that the fear of the local bosses is unfounded but yet there may exist very undesirable elements. The Japanese students get up petition against the bill all over the country without knowing just what the bill is going to be or what provisions are made in the bill. The university presidents are vigorously opposing it. They submitted a formal document to us commenting upon this law and suggesting modification of the law. Among the suggestions made are that they think it is excellent to have a national advisory law but that slight changes should be made in the powers; that everything controlling institutions should be put into the hands of the national advisory board, and that salaries for the institution should be provided by the government. CIE has not taken any fixed attitude on this. It is open for discussion. About 15 members of the Education Division spent 1½ hours yesterday morning discussing this bill. Mr. Orr, *CIE*, SCAP, said that CIE is definitely committed to the principles of decentralization of control of higher education as well as upper and lower secondary schools. However, how it will be applied in practice, he does not know. We have *adopted* that, reform such as this, shall not be achieved by directive from GHQ. The Japanese are in favor of centralization and want to continue it with all power, money, and wisdom coming from Tokyo. Can the Japanese leaders still be



persuaded that some modification of these proposals can be made which will accomplish the decentralization or centralization? How this bill may be modified to meet their impossible conditions, I don't know. If you have suggestions on this I want to know.

Finance Advisor on Higher Education (Mr. Vandike)

Mr. Vandike has been working with us for several months to determine the financial angle and is making a careful analysis of the survey conducted in his field investigations of all higher institutions he has visited in the past few months.

Findings of Mr. Vandike

Unit cost - of different types of institution and different faculties in the institutions.

Purpose: To get reliable figures to use in a bill like the proposed higher education law.

The expenditure per student varied greatly as follows:

I Corps (6 prefectures)

University	- expenditure per student	- Y 2000 to Y 9000
Tech College-	" " "	- Y 3000 to Y 14,000
Medical "	" " "	- Y 6000 to 14,000 → ?
Kotogakko	" " "	- Y 5000 to Y 6000
Senmon gakko	" " "	- Y 1200 to Y 7000
Normal school	" " "	- Y 8000 to Y 20,000

(much to my surprise)

Example: In one university in I Corps, are a faculty of Science and a Faculty of Economics. Expenditure in Economics is Yen 2000 per student whereas in Science, it is Yen 30,000--15 times as much. There are two medical faculties in a university in I Corps. Expenditure per student of one is Yen 6000 and for the other Yen 13,000.

As a possible method of financing upper-secondary schools in prefectures, the following formula, similar to the university one, was worked out for Komatsu city, at the time of my visit to Tokai-Hokuriku Region area.

Upper Secondary Schools (Komatsu city)

Y 400,000	x 25 schools	- Y 10,000,000
Y 2,500	x 16,000 pupils	- 40,000,000
Y 50,000	x 800 teachers	- 40,000,000
	total	-Y90,000,000



Chartering & Accreditation Committee

They have the power to charter unconditionally or provisionally. They examine very conscientiously the facilities, standards, faculty, etc., of the institutions submitting application. In fact, too conscientiously in many cases, and I have recommended some amendments and they have agreed. Considering all factors in the economic conditions of Japan, their standards are oftentimes too high for some institutions to meet and some pressure is being brought ~~on~~ to lower them a little.

4 I should think a combination of three poorer institutions is better than one better university existing. In addition, this bill provides, to ordinary running expenses, supplementary appropriations which should be made by the Diet over and beyond the ordinary running expenses. Many outstanding universities in the country have special research institutes which have been financed by the institution on government subsidy. Prefectures themselves may tend to the financing of the institutions and may receive private gifts, contributions, or subscriptions from individual firms or large industries, if they wish to do so.

Ministry of Education:

Q: Is there anything being done at the university level for the reorganization of the Ministry of Education?

A: We are working in an advisory capacity, urging them to make reforms, to do something, but not to dictate, on the reorganization of the Ministry of Education. We are working and thinking in terms of improving, teaching, and concentrating on the structural reorganization of the Education Ministry.



January 5, 1949

HANDBOOK ON THE NEW LOWER SECONDARY SCHOOL  
IN 15 CHAPTERS

By Miss B. Hollingshead, CIE, SCAP

How made:

Used Japanese committees to write the books on new lower secondary school, upper secondary school, school plant, etc.

One of the most important parts in the book. Chapter on How Lower Secondary School was established; and the national ideals of new secondary schools including co-education, districting, comprehensive curriculum.

MG encourage everyone (superintendents, teacher consultants, principals, teachers) to become familiar with this book.

Q: What about the distribution of the Japanese edition of this book?

A: It has been in the hands of the Japanese printers for 4 months and it should be just about ready now.

Q: What about the Handbook on School Plant?

A: It has just been approved by the Review Board but will take at least a few more months to go out. We have Japanese artists working with us, and they have made a tremendous improvement in the book. At the Fujikawa school in Tokyo, they have made a great many changes. They have utilized closets and hallways more efficiently and conveniently by building extra shelf and putting in partitions, etc., improved lighting, painted ceilings and walls to catch the light more effectively, etc. It is expected that the book will be used for reference material by teacher consultants, normal schools, and in teacher training institutes.



DESIRABLE CHARACTERISTICS OF NEW LOWER AND  
UPPER SECONDARY SCHOOLS

(M.G. officers have this book in English)

Q: Can you tell us who have been working on these various books?

A: The Handbook on New Lower Secondary School was first started out by Mr. Osborne, Miss Hollingshead, and Miss Hill, who came in to the work later on. But it is basically Mr. Osborne's project.

Purpose of this book:

1. Devoted to quality standards. It can be used for PTA's and adult education. Also it could be used as index for other handbooks; as a basis for correspondence course.
2. It is hoped that it will be used for some appropriate course in normal school for teacher training--for teacher consultants, principals, superintendents, and other educators.
3. It can be used to ask questions about their own schools and to evaluate on the standards given; evaluate and measure to see if it does come up to the standards.
4. Each school should have a general philosophy of the schools and then form its own philosophy of education.

Methods of teaching in the Lower and Upper Secondary School:

This book is now in the process of being written; in the reading and writing stage yet. It will probably be out sometime this year.

There are 4 other books on methods. Committees have been organized to work on these books.

1. Teaching of the National Language,
2. Teaching of Foreign Language,
3. Teaching of Social Studies,
4. Teaching of Mathematics.



There is another book called "Meaning of Health" which includes organization and administration of school health program, health-ful environment, healthful school living, physical examination, school lunch program, health administration program, health instruction, and how it fits into the general aims of education; and appraisal of the health program.

Suggestions from the conferees:

Request teams be notified immediately from SCAP level through CIE Bulletin or through 8th Army as to

1. when the books go into the hands of the Japanese
2. as to the number distributed, and
3. the time of distribution.

Q: Where do the books go when they are sent down?

A: Prefectural Boards get them, I think.

A: Teachers get them through the regular bookstores or in some places the Union reproduces the books.

Q: Is there a list of the books that have been put out in the past 2 years?

Miss H: I don't think so but we can make one. Check on the EM manuals that were sent to schools and see if you can't make use of them.

A: The manuals the TIE sent out are not as good and useful as we thought. It would be better to concentrate on SCAP handbooks.

Q: Would credit be given for correspondence course?

Miss H: Each normal school should give extension correspondence course; and they can give credit, too, but that is not yet decided upon at higher level.

There is a handbook out on School Library (also included in the Handbook. "Desirable Characteristics of New Lower and Upper Secondary Schools.") Can be used for in-service training of teachers.



5 January 1949

THE LOWER SECONDARY SCHOOLS OF GIFU PREFECTURE

By Mr. W.A. Gustafson,  
Gifu M.G. Team

Problem:

Building of consolidated schools.

Suggestions given by conferees for solution:

- (refers at conference) ← \*
1. Build dormitories to keep the children for the season. It is much cheaper and quicker to build dormitories than branch schools, especially in the farming districts.
  2. Miss Hollingshead: Try to persuade them and stress the importance of the child who goes to lower secondary school. Not to think of it as a prolongation of the elementary school but to think of it as going to a different school with specially trained teachers and environment suited to take care of the needs of the social budding of the child. We must be a little cautious, when we emphasize to the Japanese on departmentalizing in schools, as to the dangers of over departmentalization. We must not lose sight of the fact that we are teaching boys and girls and fail to secure the integration to develop the whole child thoroughly.
  3. The problem of teacher transfer can be facilitated now that the public service law has rescinded the old system. The authority will be in the hands of the prefectural boards from now on.



6 January 1949

A FUNCTIONAL PSYCHOLOGICAL APPROACH TO GUIDANCE TECHNIQUES

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

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

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

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

2. Guidance is possible with little understanding and a lot of good will.
3. It is important for us all in the Institute to recognize certain limitations in the needs of the person; otherwise, it would mean a great deal of discouragement. The importance of understanding of the person to be guided is essential. My feeling is that one does not have to be completely Japanese to teach the Japanese people.
4. Another broad characteristic, that is important for a person who seeks to guide, is a capacity of emotional comprehension, to go over the other fellow one step emotionally.
5. One must have a certain amount of amplitude, ample bosom of feeling, a good fund of affection in guiding a person as each has different resources, different capacity for emotional gifts to overcome many frustrations many obstacles that lie in the way. Perhaps we could achieve a little more of this emotional amplitude if little spare time is afforded.
6. There is another thing that is important. The person guided should be given a chance to express himself, and also the person guiding should have a chance to occasionally blow off steam.
7. Another thing that is important in one who guides is to set objectives in his guidance that are fairly realistic and which offer a fair possibility of achievement. Success is



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

There is a limit to the extent of our reform.

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

8. Try to understand each pupil, to develop the potentiality of the individual child; to help each child to live more comfortably with each other and to live comfortably with others; to help him to come to accept himself with all his limitations.
9. Emphasis on child study and child training. It would mean emphasis on inservice training, on the study of individual pupils with a view to understanding them and finding out how best to help each to develop according to his own design. It would mean some very basic administrative changes or adjustments including that conception that the teacher will be doing his best work not only when he is teaching but keeping his eye on the little actions of the pupils in the classroom here and there.
10. More fundamental guidance in the skills, attitudes, and adjustments that are involved in living a good life.
11. Program of classroom guidance, notably to understanding children, is needed. We need to use such crude or refined measures that may be available to find out in the areas of arts and music, hobbies, crafts, mechanical help, etc., about the child, and in the large area of social relationships; the extent he is accepted or rejected. The way of studying children was the foremost question that came up in the Institute in Tokyo. It goes to show the increasing interest on the part of the teachers on child psychology. There is the area of studying social adjustments of the child; need for understanding the child's feelings, the conception of himself, anxiety, feeling of inferiority concerning the kind of figure he cuts in his life; that is the most inaccessible, hardest part of human life to access. Even psychiatrists have a hard time in this field.
12. The art of being a good listener, listening sympathetically and with interest is the greatest and finest of all arts in the science of psychology. Many teachers have that art and get children to tell them about the inner things which children do not tell to others.



13. Technique in the field of play: Personality test is effective; and self-revelation is important. A great deal is being done, has been done, by older people in the homes, in the classrooms, in his daily life with others, to develop and understand the child.
14. One of the best ways of raising the whole sphere of educational standard is to encourage and broaden the study of child psychology.
15. One of the very important figures in promoting this conception of understanding the child is the consultant, who could try to promote some of the ideas that are involved in the new approach to guidance in the school.



6 January 1949

TEAM EXPERIENCE IN GUIDANCE

By Mr. Paul Anderson  
CE Officer, Osaka MG Team

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

1. Increased delinquency (necessity of school discipline, especially in the bombed-out areas)
2. Curriculum changes, and changes in school life for boys and girls. Girls being moved into co-educational schools where suitable adjustments have not been made yet. Also associated with this situation is one of attitude. The parents and teachers in our area do not recognize the individual difference in talent. They think of differences in the sense of rich or poor.
3. Subject matter fixation of the teachers.

DEANS' CLASS IN OSAKA

Purpose: To study and solve recurring problems.

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

Members: 150 Deans.

Place of meeting: Osaka school.

Frequency: Met every Wednesday.

Purpose:

Subjects: Studied:

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

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



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

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

Home Rooms: 154 primary schools have home rooms now.

43 junior high schools in the prefecture are experimenting.

Work of the Dean:

Works with PTA, School Lunch Program, makes Home Visits

Keeps record of attendance and absence of children

Works with special problems in the school.

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

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

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

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

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

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

A: Some schools have.

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

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



- Q: The principal in Okayama High School is scared to death of the Student Council who are running the disciplinary part of the school. They have taken into their hands several cases. Any solution to that? Some are appointed by the faculty and the principal. They have no conception of what a Student Council should do. Everybody started student government even in primary schools.
- A: We use the argument that the Student Council should help solve the disciplinary problem in the school; to help share the principal's responsibility in the school. Discipline is still within the hands of the principal in Osaka.
- Q: What about the change of clothing? We are advocating freedom of wearing civilian-type clothing rather than the stereotyped uniform.
- A: Economic necessity has brought about the change in clothing gradually. This question was brought up in the Deans' conference in Osaka also.



6 January 1949

PLANNING, CONSTRUCTION, AND UPKEEP OF SCHOOL PLANTS

By - Mr. R. B. Farnsworth  
Elementary Education Advisor  
CI&E, SCAP

References:

1. SCAPIN 1944 - "Misuse of School Facilities"

Gives power to Japanese Government to move these people (repatriates, private companies, evacuees, families, etc) out of school buildings.

2. Operational Directive No. 64, Hq Eighth Army, Subj: "Misuse of School Facilities."

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Q: Could we evict Koreans, too?

A: If they are occupying public facilities, you have the right to get them out.

Q: A normal school has moved into all old military installation. One section is used by refugees. Can we move them?

A: If there are some other places for them to go, you can move them. In Tokyo they were getting rent for the rooms in the buildings.

Q: Is it a matter of prefecture to pass a law stating that these people get out?

A: It is in the Japanese law, and Cabinet Order. Moving government offices is the main trouble. Increase of population, 3 more years of compulsory education, repatriation, caused a tremendous shortage of housing.

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Building Construction:

1. Put in idea of standardization of construction, when building new buildings.
2. Suggest children draw plans of what they consider an ideal school room; use the technical students; get the parents in on it; stimulate interest on the building; use technical ability in your locality.



- Building contracts can be given to the lowest bidder. Sealed bids, or open bids before authorities, before school meetings, etc., can be used. Provide some sort of a contract once a bid is made; some sort of clause to penalize if contract is not carried out, when material and labor are available at the time.

Ministry of Education has been working on modifying the traditional design. Fukui earthquake showed the walls collapsed but the roofs sitting on it very powerfully. They came out with the plan with a modification of the traditional school building. It is not an ideal plan but it is the kind that could be made now with materials available in this country.

Approaches to the problem:

- Standardize all framework.
- Prefabricate the structural elements, wall sections, partitions, window panes, etc.
- Combination of separate structural units, not limited to shape nor size.

Plans:

- Planning to put out sometime this year, as quickly as possible, a technical handbook for structural elements, such as size, shape, how to use them.
- To build models that will come apart and put back together again. A standardized school plan will be sent down to the teams soon, also pictures and models. They will also come out in Japanese for their use.

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Q: What is the minimum size?

A: Average classroom is 30 tsubo. All depends upon the amount of money you have in your locality. We are creating school building code. It will specify certain requirements as to fire safety, earthquake, minimum size classroom; that will be law; requirements which must be met.

Q: The CE Officer is the one who must fight out everything. Isn't there an architect in this country primarily for school buildings?

A: There isn't any that I know of. You will find good teachers in the technical schools. They can be made good use of.



Q: Suggest a Janitor's School in Tokyo.

A: I don't know if that is a practical solution to the problem of more efficient use of janitors in schools.

Q: What is the outfit in Tokyo that would make a ¥1500 broom?

A: I will send the name of that company down to you. Suggest send Japanese down to Japanese broom makers and make those large brooms. (the kind we use in the States) There are materials here and can be made. The small brooms that the pupils and teachers use are inadequate.

Q: Should the tea ceremony room be excluded or included in the future school building?

A: It depends upon the amount of money you have in your budget. Suggest use of priority list of things that should be constructed first; starting with classroom and perhaps ending with a swimming pool.

Q: I think it is required in Hatsugaku 534 to have an etiquette room.

A: There are legal requirements concerning types of building, light, etc., but there are no legal requirements of the kind of rooms that must be built, etc.

Q: Is the Janitor's room or Janitor's family house attached to this new plan?

A: No. It is entirely eliminated in our new plans. There is running water in the school all the time, and the janitor could use it for his cooking. He can bring his "hibachi" in and use the hallway room or some place where he is staying when on duty. I see no reason for building an entirely new plant for housing for the janitor's family. At one school I asked how many janitors they had and they said they had six. I said to them that they could keep the school building clean. Their answer was that the janitors were too old. I asked, "What do the janitors do then?" They answered that the janitors run errands, brew tea, etc., doing easy tasks. So we are licked before we begin.







7 January 1949

PUPIL PERSONNEL RELATIONSHIPS AND ACCOUNTING

Dr. A. C. Heck  
Instructor, IFEL

Purposes of Education:

1. In education we ought to attempt to develop to the maximum the potentialities of the children that we deal with.
2. We ought to help these children get to the place where they are better able to live with themselves.
3. We ought to help them to set up a program of work that they would be able to live better with other people.
4. Basis for guidance work lies with the classroom teachers.

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

Five aspects of pupil-personnel work:

1. Legal aspect.

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

2. Quantitative

Functions:

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

3. Qualitative

Functions:

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

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



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

4. Physical Examination

5. Records

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

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

Q: What about the teacher load?

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

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

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

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

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

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



Q: Is there any attendance record of the principal?

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

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

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

Q: When was this started?

A: About March.

Q: Primary schools, too?

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

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

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

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



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

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

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

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



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

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

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7 January 1949

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

By - Miss B. Hollingshead  
CIE, SCAP

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

Chapter 1 - Guiding principles of Secondary School Administration

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

Chapter 2 - Aims and functions of secondary education

General Aims  
Major Aims

Chapter 3 - Criteria for good secondary school

(Lists and discusses briefly 20 characteristics of a good secondary school.)

In addition, 20 major criteria and some educational points for evaluation is given.

Chapter 4 - Place of the principal in secondary school education

Place of the principal in the new system of education and relation to Board of Education and superintendent. (Examples of work done in school districts, and part played by the Boards, superintendents, principals are given.)

(Example given of selection of teachers, in-service training and figuring out of school budget.)

Chapter 5 - Principal as a democratic leader, educator, administrator.

6 parts - Tremendous responsibility of the principal in educational transition.

Ways in which he can and should give opportunity to everyone in school to participate in planning.

Autocratic versus democratic administration.

Lists and discusses 38 responsibilities and duties of the principal.

Educational qualifications necessary for a successful principal.

Outlines a brief program of in-service training for all principals.



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

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

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

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

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

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



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

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

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

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

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

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

Use of school as center of adult education and community recreation.

Public relations program - the need for it.

Actual steps in planning a public relations program.

Selection of materials to be used.

List of media for school publicity.

Special section on the pupil as a medium on public relations.

PTA, teachers, - How to evaluate the public relations program.

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#### CURRICULUM OF UPPER SECONDARY SCHOOLS

Book in 4 parts.

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



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

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

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Part 1 - (62 pages) (double spaced)

3 Major aims of upper secondary school

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

Part 2 - Basic matters of the revised curriculum.

Elective and required subjects.

Reasons, recommendations, organization of the curriculum.

Suggestions for organizing.

Explains the significance of and need for a unit credit system.

Lists of subjects recommended in secondary school including general and vocational subjects.

General agriculture is listed as 12 to 36 unit courses offered for 1-year or 3-year course. Table recommends different type of schools.

Comprehensive type of school - general education plus home economics plus one or two vocational subjects.

Definite type and recommendations made for co-educational schools, boys' schools, girls' schools.

Suggested plan for starting the unit credit system in vocational schools (require 85 units for graduation. 55 units for entering 11th, 28 for 12th)

Part 3 - 5 sections -

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



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

Part 4 - Scheduling.

Questions and answers.

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

*Good point \**

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

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

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



b. This was the first meeting to be held in Naruto City at which Ministry of Education and CIE personnel were present. Every one was anxious that it should be successful, including many municipal officers outside the schools. The mayor and assemblymen were frequent visitors.

c. Three civil affairs education officers attended the workshop and spoke to the group:

1st Lt. Leland J. Daley, Education Officer,  
Tokushima Prefecture  
Mr. R. Hager, Regional Education Officer,  
Takamatsu  
Mr. B. Dobbins, Regional Youth Services Officer,  
Takamatsu

d. Courteous attention to CIE representatives was shown by military and Japanese officials at Takamatsu and Tokushima. Special thanks are due to Captain Jensen, CIG, Mr. Kerlinger, and Lt. Daley for their great helpfulness, especially at a time when CAT's were being liquidated. The Japanese officials are also due special thanks for providing transportation to CIE representatives when military transportation was not available.

Edna V. Ambrose  
Elementary Educationist