DECLASSIFIED E.O. 12958 SECTION 3.3(b)(6) NND

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DECLASSIFIED E.O. 12333 SECTION 3.3(b)(6) NND 963001

19 November 1950

From: Osaka Prefecture Superintendent

Subject: Adult School Conference

With the request of Miss Head, Kinki Civil Affairs Region, we will have a discussion meeting as follow pertaining to Adult School.

We request your attendance.

1. Date: 28 November 1950 (Tuesday)

2. Time: 14:00 hrs

3. Place: Kinki Civil Affairs Region, Civil Education Section

4. We have invited the following people:

Prefectural side:

Governor (or the representative)
Superintendent, Chief Social Education Section, Officer of Adult Education Section

Osaka City

Mayor (or the representative)
Superintendent, Chief Social Education Section, Officer of Adult Education Section

Sakai City School Board

Superintendent, Chief Social Education Section, Officer of Adult Education Section

Kishiwada City School Board

Superintendent, Chief of Social Education Section, Officer of Adult Education Section.

DECLASSIFIED E.O. 12958 SECTION 3 NARS NO.

教委社第一三八一號
昭和二十五年十一月一九日

大阪府教育長

殿

成人學校に關する懇談會開催について

成人學校に關して近畿民事部ヘット女史より懇談會開催方の希望申し出がありましたので、左記により開催致します。つきましては、公私御多忙中とは存じますが、萬障おくり合せの上御出席の程御願い致します。

記

一、日時　昭和二十五年十一月二十八日(木)午后二時より
一、會場　近畿民事部民間教育課（肥後橋下車）
一、左記の方々を御案内して居ります。

1. 府側　府知事（或は代理者）　成人教育係
　　教育長　社會教育課長

2. 大阪市　大阪市長（或は代理者）　成人教育係
　　教育長　社會教育課長

3. 堺市教育委員會　教育長　社會教育課長　成人教育係

4. 岸和田市教育委員會　教育長　社會教育課長　成人教育係

DECLASSIFIED E.O. 12958 Section 3.3(b)(6) Date

Adult Schools

Should be developed in same manner as daytime school classes.

Should be open at least 2 nights a week for a semester of 6,8 or 10 weeks.

Should offer a wide choice of subjects.

Should be developed to meet the actual educational needs of the community in specific subject matter based on a course of study.

Should provide an opportunity for continued study to all age groups.

Should employ local teachers.

Should require no qualifications for initial registration.

Should offer no credit for completed course.

Should provide separate room and supervision for small children who cannot be left at home.

Sec Edu Chief
4 Sec Edu
4 adult
Ed Supt
8
4
2

DECLASSIFIED E.O. 12958 SECTION 3.3(b)(4) NND 963

Adult Schools

Should be developed in same manner as daytime school classes.

Should be open at least 3 nights a week for a semester of 8 to 10 weeks.

Should offer a wide choice of subjects.

Should be developed to meet the actual educational needs of the community in specific subject matter based on a course of study.

Should provide an opportunity for continued study to all age groups.

Should employ local teachers.

Should require no qualifications for initial registration.

Should offer no credit for completed course.

DECLASSIFIED E.O. 12958 SECTION 3.3(b)(6) NARA DATE 10/2/2006

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Adult Schools

Should be developed in same manner as daytime school classes.

Should be open at least 3 nights a week for a semester of 8 to 10 weeks.

Should offer a wide choice of subjects.

Should be developed to meet the actual educational needs of the community in specific subject matter based on a course of study.

Should provide an opportunity for continued study to all age groups.

Should employ local teachers.

Should require no qualifications for initial registration.

Should offer no credit for completed course.

DECLASSIFIED E.O. 12958 SECTION 3.5, PARA 3.3

Adult School Conference Participants

Nara Prefecture:

Mr. Nakura
Mayor of Takata City

Mr. Uematsu
Nara City
Education Sec.

Mr. Adachi, Pref.
Superintendent

Mr. Matsutomo
Chief of Nara Pref.
General Affairs Sec.

Mr. Nakashima
Chief of Nara City
Soc. Edu. Sec.

Mr. Hirose
Nara Pref.
Soc. Edu. Sec.
Adult Education

Mr. Doi
Chief of Nara Pref.
Soc. Edu. Sec.

Wakayama Prefecture

Mr. Takagaki
Mayor

Mr. Ishiyama
Mayor's Interpreter

Mr. Fukumoto
City Adult Ed. Officer

Mr. Sakano
City Chief of Edu. Sec.

Mr. Kuroda
CPH & Youth Officer of
Pref. Soc. Edu. Sec.

Mr. Takagaki
Adult Edu. Officer of
Pref. Soc. Edu. Sec.

Mr. Ojiro
Chief of Pref. Soc. Edu.
Sec.

Mr. Miyai
Ass't Sup't of Pref. Edu.
of Education

Mr. Araki
Vice Governor

Shiga Prefecture

Mr. Kada
Nagahama City Mayor

Mr. Okamoto
Vice Governor

Mr. Nishimura
Vice Sup't of Shiga Pref.

Nagahama City Sup't

Mr. Hosoya
Hikone City Sup't

Mr. Ohata
Chairman of Soc. Edu. Com.
Pres. of Shiga University

Mr. Tanaka
Shiga Pref. Soc. Edu.
Section Chief

Mr. Kimura
Nagahama City Soc. Edu.
Comm.

Mr. Nakagawa
Nagahama City Soc. Edu.
Chief

Mr. Hori
Otsu City Vice Mayor

Mr. Yamaguchi
Otsu City Sup't

Mr. Tanaka
Shiga Pref. Soc. Edu.
Committee

Mr. Kimura
Ass't Sup't of Otsu City

Mr. Fujimoto
Shiga Pref. Soc. Edu. Com.

Mr. Teramura
Hikone City Soc. Edu.
Comm.

Mr. Okayama
Soc. Edu. Chief of Otsu
City

DECLASSIFIED

Osaka Pref. & City

Mr. Hayase Yaichiro
Sup't. of Sakai City

Mr. Saji Akira
Soc. Edu. Consultant
Sakai City

Mr. Ikebe Masao
Chief, Soc. Edu. Sec.
Kishiwada City

Mr. Morino Osamu
Adult Edu. Sub-Sec.,
Soc. Edu. Sec.
Kishiwada City

Mr. Yoshimi Hisao
Private Sch. Sub-Sec.,
Edu. Sec., Gen. Aff.
Dept., Osaka Pref.

Mr. Hamada Shigemasa
Sup't of Osaka Pref.
Public Schools

Mr. Orisaka Koichi
Ass't Chief of Soc. Edu.
Sec., Osaka Pref. Bd of Edu.

Mr. Yoshikawa Tetsuo
Adult Edu. Sub-Sec.,
Soc. Edu. Sec., Osaka
Pref. Bd. of Edu.

Mr. Shimizu Ushinosuke
Adult Edu. Sub-Sec.,
Soc. Edu. Sec., Osaka
City Bd. of Edu.

Mrs. Ashikaga Chie
Soc. Edu. Consultant,
Soc. Edu. Sec. Osaka
City

Mr. Nagai Katsumasa
Adult Edu. Sub-Sec.
Osaka City Bd of Edu.

Mr. Kitahara Yoshio
Chief, Public Relations Sec.
Osaka City

Kyoto Prefecture

Mr. Ninagawa
Governor

Mr. Takayama
Mayor

Dr. Amano
Pref. Sup't

Mr. Matsumoto
Chief of Guidance
Sec., City Office

Mr. Kurachi
Chief of Guidance Sec.

Mr. Yagi
Physical Ed. of the
Pref.

Mr. Omi
City Office

Mr. Onishi
Mayor's Interpreter

Mr. Sohma
Adult Edu. Officer
of Pref. Office

Mr. Miyahara
City Office

Mr. Sakane
Ass't Pref. Soc. Edu.
Chief

Mr. Ogino
Pref. Soc. Edu.
Chief

Mr. Fuwa
Kyoto City Sup't

Kobe City

Mr. Tamura
Soc. Edu. Sec.

Mr. Okamoto
Soc. Edu. Sec.
Chief

Mr. Takata
Soc. Edu. Sec.

Mr. Ohmae
Soc. Edu. Sec.

Mr. Fujita
Soc. Edu. Sec.

Mr. B. Tanaka
Soc. Edu. Sec.

Mr. K. Tanaka
Soc. Edu. Sec.

Mr. Kaneda
Soc. Edu. Sec.

Mr. Nakasato
Soc. Edu. Comm.

Mr. Mishima
Soc. Edu. Comm.

Dr. Kaneko
Soc. Edu. Comm.

Mr. Hamauchi
Soc. Edu. Comm.

Mr. Matsumoto
School Board

Mr. Miyagi
Board of Edu.

Chairman of the School Bd.

Courses (Osaka City adult schools)

Courses	Schools	students limited	~~when~~ Time
Vocational Education			
1 Abacus	C	40	6:00-8:00 P.M. Twice per week
2 Bookkeeping	C	40	6:00-8:00 P.M. once per week
3 Shorthand	C	40	6:00-8:00 P.M. Twice per week
4 Calculating Machine	C	40	once
5 Typewriting (English)	C	30	" Twice per week
6 Business English	B	40	6:00 — 8:00 P.M. once
7 Commercial Art	E	40	"
8 Tax	C	50	"
9 Bookkeeping for Retail Trade	C	40	"
10 Busines Penmanship	C	40	"
11 Radio	E	30	"
12 Drawing Draughts	E	30	"

Self-Improvement

Courses		Students limited.	Time
1. English conversation	B	40	6:00+8:00 P.M Twice per week
2. Chinese	B	40	6:00 – 8:00 P.M once p. week
3. Malayan Language	B	40	"
4 Book Review	A	40	"
Social Civic Education			
1. Current Affairs	A	50	"
2. History of Osaka City	A	40	"
3. Comparative study of the city + ~~pref.~~ nat. gov't.	A		
4. Leadership Training	A	~~40~~ 30	"
5. Public Speaking	A	40	"

25. 8. 共成社製

Cultural Activities

Courses	School	Students limited	Time
1. Literature Appreciation	B	50	
2. Haiku Poem	B	60	
3. Waka (Japanese ode	B	60	
4. Poem (Modern)	B	60	
5. Music Appreciation	F	50	
6. Singing	F	60	2:00—4:00 P.M.
7 Art Appreciation	G	60	
8 Doll making	D	30	
9 Photography	E	30	
10 Film and Drama Appreciation	F	60	

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Home and Family Life

Courses	schools	Students limited	Time
1. Dress Making	D	40	6:00–8:00 P.M. Once per week
2. Knitting	D	40	"
3. Cooking	D	30	"
4. Home Mechanical work	E	30	"
5. Family Affairs	D	40	"
Health and Recreation			
1. Health Education for Family	D	40	
2. Explanation of Sports	A	40	
Special Courses			
1. Course for the Aged	F	40	2:00–4:00 P.M. Once per week
2. Course for Blind	H	30	2:00–4:00 P.M.

25. 8. 共成社謹

Student.

over 16 years.

Fee

Free.

Semesters.

1. May 7 — July 14 — 10 weeks
2. July 22 — September 29 10 weeks
3. October 8 — December 15 10 weeks

Meetings

Ten ~~One~~ Two-Hour meetings --- One meeting per week

or Twenty Two-Hour meetings --- ~~Twice~~ Two meetings per week

Meetings are held at 6:00 — 8:00 P.M. or

2:00 — 4:00 P.M.

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Organization

Superintendent

Director of Adult Schools.

Principal of Adult school 5

Director of Adult School

Clerk.

Janitors.

25. 8. 共成社納

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school Branches

A. Ōgimachi U. S. school.
B. Hananoi L. S. school
C. Higashi Commercial U. S. S.
D. Minami U. S. S.
E. Vocational or Trade School
F. Culture ~~Ja~~ Hall
G. Art Museum.
H. School for the Blind

DECLASSIFIED E.O. 12333 SECTION 3.3(b)(6) NND

1st Adult School to Open for technical Vocational Training

1st adult school is going to open in Osaka City --- Osaka Mun Minami Sr. H. S. is about to set up an adult school such offering courses as foriegn trade, sewing , and cultural. This school will provide it's school equipments to public and the opening ceremony will be held on the 5th Feb.

Schedule

Typing and English conversation (Foriegn Trade) - 18:00 - 20:00 - Every tuesday, Thursday and Saturday.

Sewing - 18:00 to 20:00 - " Monday, Wednesday and Friday.

Cultural course - once a week from 18:00 to 20:00

Teachers in the Minami Sr. H. S and other educational specialists in various fields will be invited as lecturers.

According to the desire of the community this school will be opan to people who wish to acquire some vocational technic, and besides members of PTA and women's association and cultural club are cooperating with this activity.

Translated by Mary Tsukiyama

DECLASSIFIED E.O. 12333 SECTION 3.4(b) NND NO. _____

3 February 1951

Mr. Eiichi Baba, representing the Osaka City Minami Ward Adult School was here to report on the formation of the school.

Name: Osaka City Minami Ward Adult School

Place: c/o Minami Senior High School
Nishi Nigiwai-cho, Minami-ku, Osaka City

Principle of the school

1. To give service to the community and use ~~the~~ leisure places and equipments.
2. Wish to make it into a model adult school in Osaka City.

Steering Committee

(1) City office
(2) Ward Office
(3) Minami Ward Women's League
(4) Red Cross Organization
(5) Representatives of Minami Ward PTA Council
(6) Representatives of Minami Senior High School PTA
(7) Assembly men and member of Education Board of Osaka City and Osaka Pref. living in Minami ward.

Budget

Income

From Osaka City Office ---------¥50,000
From Ward Office ---------- ¥30,000
Fee ~~from the students~~---------- ¥15,000
Total ---------- ¥95,000

Expense

Classroom renovation -------- ¥100,000
Equipment repairing expense ---- ¥20,000
Travelling expense for the teachers and clerks --------- ¥17,000 monthly

5 teachers
3 clerks
35000 yen

Remarks: - Renovation and repairing will be done accordingly.

Lecture Course

(1) Sewing Course - (dressmaking
(Japanese sewing
(embrodiery
(etc.

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(2) Commercial course - (Typing
(Correspondence
(English Conversation

(3) General Culture - (Tea Ceremony
(Flower Arrangement
(English Conversation
(Cooking
(Literature
(Law and Registration

Lecturers:

5 teachers

1 - typing teacher
- conversation and correspondence teacher
2- sewing
2 - general culture

Students:

Sewing Course - 54 students
Commercial " - 28 "
General Culture - 47 "

Total - ---- 129

19 - male students
110 - female students

Administration

1 - chief clerk
1 - general clerk
1 - office girl

DECLASSIFIED E.O. 12065 SECTION 3 VOLUME NO.

TENTATIVE PROGRAM OF ADULT SCHOOL
in
Osaka City

Social Education Section
Osaka City Board of Education

Education is the assistance and guidance given to any person for his or her improvement and development. There is no end in education. Every one in the world needs education. From this viewpoint was our adult education program constructed and conducted.

It was next remarkable development for our adult education program, however, that we were resolved to take one more step towards the advancement of the education for all adults of the city when we met in the C. I. Section and assured from the Adult Education Officer, Kinki Civil Affairs Region, useful information on the reorganization of the adult education program by combining all segregated programs. We have made further surveys and studied the adult education program from this angle. The following is the tentative program of the Experimental Adult School of Osaka City.

1. The Experimental Adult School will be organized in Minami Upper Secondary School.
   Name of the Principal: Mr. S. Kumasawa

2. Subjects to be offered.
   Western Style Sewing
   Export & Import Business

   a. English Typewriting
   b. English Conversation
   c. English Correspondence

   Homemaking

   a. Sewing
   b. Cooking
   c. Child Care
   d. Education

3. Period: From February to the end of March.

4. Three (3) times per week.
   Two (2) hours every time, in the evening.

   20 times during the period
   (40 hours)

5. Facilities available.

   35 sewing machines
   4 English typewriters

23 Dec 50

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SPECIAL REPORT ON ADULT SCHOOLS

1. In order to systematize and lend substance to the adult education program, [redacted] Region has promoted the development of adult schools.

a. Civil Education, [redacted] Region is recommending:

(1) De-emphasis of expensive, disconnected lecture series.

Wakayama Nov 6

(2) Combining of youth, mothers, and community classes into one school for adults with a wide choice of subject material.

(3) Classes conducted in schools, where facilities and personnel are more suitable to an education program than are CFMI's.

(4) Planned, continued classes, based on subject matter, offering vocational, cultural, and academic improvement to the individual students.

(5) Co-education for adults, rather than segregation by age and sex.

b. The following background material was translated and distributed to prefectural secretariats:

(1) "What do the California Adult Schools Teach?"

(2) "Denver Opportunity School"

(3) "Adult Education in Ohio"

(4) "Britain's Adults Go Back to School"

(5) "Patterns of Adult Education in Latin America"

2. In addition, schedules and reports from existing schools were exchanged as they developed.

a. Adult school development in Kanto Region.

(1) The first adult school was established in Kawasaki, Kanagawa Prefecture, September 1949. A total of 2,000 students registered.

(2) The second school developed February 1950.

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(3) At present, all prefectures have at least two schools in operation. The majority are either planning, or already conducting, one or more in each large city.

(4) "Machi" schools have been established in five localities, Kanagawa Prefecture plans one in each community with a population of over 30,000.

b. General information:

(1) No positive criteria for the use of the term adult school have yet been developed. Kanagawa plans to set a minimum standard:

(a) 360 school hours, at least five subjects, and three semesters a year for cities.

(b) 192 school hours, and, at least four subjects for towns and villages.

3 ea wk
2 hrs ea
6 wks

(2) It is recognized that this criteria is too low, but limited funds make a higher standard unobtainable at this time.

(3) Large cities, where second or third semesters are in progress, have been forced to open one or more additional schools.

c. Procedures utilized in stimulating the establishment of adult schools in Kanto Region.

(1) An initial meeting was held with the superintendent of schools, school board representatives, the mayor and/or other local officials, prefectural social education personnel, and social education advisory committee representatives.

(2) Weaknesses of existing adult classes and administrative procedures were discussed.

(3) Adult education material from other countries was distributed.

(4) Adult school schedules and reports from existing schools were jointly analyzed for age range, occupation, and sex distribution of students. Appeal to the average citizen was stressed. Subject material, as related to vocational and cultural improvement, was pointed out.

(5) Possibilities of financing schools, without additional budget, was illustrated through comparison of local cost for existing disconnected classes, and average cost of an adult school.

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d. Finance

Wakayama No. 4

(1) The average ten-subject adult school is based on an estimated expense of from 60,000 to 120,000 yen, depending on the type of teacher utilized and elaborateness of the schedule and equipment.

(2) Kawasaki offered 20 subjects the first semester. Total expense was 307,000 yen. The second semester cost 312,000 yen, although nine subjects were added.

(3) A "machi" school in Yamanashi Ken, offers ten subjects. Total cost is 40,000 yen.

(4) Most local schools are partially subsidized by the prefectural social education sections. Complete local support is more desirable.

(5) A maximum registration fee of 50 yen has been set in some localities. A registration fee has a good psychological effect and defrays cost of materials. Some communities return the registration fee on completion of a set percentage of attendance.

(6) Teacher salaries vary from 150 yen to 500 yen per two hour sessions.

(7) Kanagawa reports indicate that between 65% to 67% of total cost is for teacher salaries.

(8) Initial cost is higher than second semester expense. This can be attributed to installation of electrical wiring, where none exists, and essential opening publicity.

e. Schedules

(1) Schedules vary with local economic situations and community citizen needs.

(2) Classes are offered twice weekly, usually in two hour sessions. Semesters are generally six weeks in length. Longer courses, as yet, do not have a popular appeal. Three to four semesters are planned per year.

(3) Most classes are scheduled from 6:00 p.m. to 9:00 p.m. or from 7:30 p.m. to 9:30 p.m. Individual communities alter this to meet local working hours.

(4) Most popular subjects are English, abacus, bookkeeping, and social dancing.

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(5) Subjects most frequently offered are:

(a) English
(b) Abacus
(c) Bookkeeping
(d) Dressmaking
(e) Literature
(f) Art
(g) Drafting
(h) History
(i) Radio
(j) Domestic medicine
(k) Economics
(l) Cooking
(m) Electricity
(n) "Go"
(o) Democracy
(p) Current events
17 (q) Social dancing

(6) Vocational subjects are urgently needed, but lack of facilities limit their scheduling.

f. Observations of registration:

(1) Students range from 16 years to over 70 years of age.

(2) Largest registration falls in the 16-30 age group.

(3) Students are a true cross section of occupations. Professional people tend to study the so called cultural subjects; the working classes are interested in the more practical courses such as abacus and English.

g. Procedures:

(1) Wide publicity is essential prior to the first semester.

(2) Classes to be offered are selected through a survey of public interests.

(3) Registration covers a period from one to two weeks.

(4) At the present time, courses of study are jointly planned by the principal and individual teacher. Text material, for lack of textbooks, is also prepared by the teacher. This has given rise to considerable variation in effectiveness of presentation.

(5) Teachers are recruited from local high schools or community agencies. College professors are not suitable, because of their tendency to present subject material on the college level.

(6) Junior or senior high schools, centrally located, are most suitable as facilities.

(7) Regularity of semesters is essential. Too long a lapse of time between semesters results in dwindling public interest and enthusiasm.

(8) Some loss of attendance, as the semester progresses is to be expected. A large loss indicated faulty teaching or administration.

(9) No credit is offered for completion of courses, although certificates of attendance are sometimes given.

(10) No prerequisites, age limitations, or prescribed courses are set for students.

h. Problems encountered

(1) Lack of sufficient budget. This can be solved by combining existing loosely administered youth, women, and community classes.

(2) Available buildings are poorly equipped and inconveniently located.

(3) Officials are skeptical of the appeal of practical courses, taught by local personnel.

(4) The term adult school has been questioned from the standpoint of registering students between the ages of 16 and 20. "Community" or "Opportunity" school might be better terminology.

(5) The tradition of importing "name" lecturers at great expense is hard to combat.

(6) Some private schools, such as dressmaking schools, have objected to free classes. Where adult schools utilize teachers from these private groups, no problem arises.

(7) Inadequate facilities have made it necessary to limit the number of subjects for which a student may register.

i. Accomplishments of adult schools

(1) Stimulates continued education for adults, and offers opportunity for vocational improvement.

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(2) Breaks down traditional age-sex misunderstanding and segregation.

(3) Creates good parent-school relationships.

(4) Stimulates community spirit through a shared project and interest.

(5) Provides recreation and education, especially needed by the 16-30 age group.

(6) Offers constructive use of enforced leisure to the temporarily unemployed.

(7) Gives "substance" to the social education program.

(8) Makes provision for informed adult citizenry, capable of intelligent voting.

(9) Reaches the level of the average, working citizen.

(10) Closes the gap between past and present compulsory education.

(11) Improves standards of living, through general and homemaking education.

(12) Makes maximum use of public school buildings.

(13) Provides a good organized adult education program at less expense.

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Speech at CE meeting

In the opinion of Kanto CE personnel, the most acute problem confronting Adult Education is an apparent trend on the part of governors to attempt resumption of Social Education Administration. At a Kanto and Koshinetsu district vice governors conference, a decision was made that business connected with education finance, social education and physical education should come under the administration of the governor. This qestion has also been under discussion at governors conferences and General Affairs directors meetings. School superintendents are opposing the idea, but social education section chiefs are not completely opposed, although at a recent Kanto Block Section chiefs meeting, a stand was taken against separation from the Board of Education.

It was reported at this meeting (perhaps not justifiably since there is no verification) that Shikoku Social Education chiefs desired to be transfered to prefectural administration in the hope of solving financial difficulties.

Chiefs attitudes pro and con were stated:

For

1. Easier to get money for budget
2. Better understanding of Social Education
3. Poor administration by Boards of Education
4. Boards of Education have no interest in Social Education

Against

1. Compliance with Education Law
2. Governors wish to regain control of Soc. Ed. Sections so as to utilize Seinendan, Fujin Kai, etc. for political backing.

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It is conceivable that Social Education, if brought under governor administration it may be only the first step toward an attempt to regain control over all education.

Next in importance as a Social Education problem, is the failure of Social Education to reach the average citizen, the man on the street, the farmer, the house wife - the store keeper. This failure is largely due to the impracticality of material offered, and hazy, abstract conception of what social education implies. This situation is aggravated by the present practice of utilizing Social Education sections as a sort of training school or try out department for other sections. We, in Civil Affairs are not entirely blameless, for most of us have until recently done little to clarify the goals and responsibilities of Social Education. The very term itself is ambiguous. Perhaps, had we utilized the words "Adult Education", our progress might have been greater. Recently, in an attempt to improve the concept of Social Education, Kanto Section prepared the following goals, with explanations of methods for achieving them:

In my opinion, the two major outlets for Social or Adult Education are Adult Schools and CPH's - formal classes in education for adults to be conducted in Adult Schools, and informal education in CPH's\Adult Schools can and should develop from the present loosely knit, Mothers Classes, Youth Classes, and Community Classes. I will discuss this further later. CPH's should offer education in the form of regular, varied recreation, informational programs, hobby development, cultural study or appreciation, formal lectures series, town meeting series etc. leaving formal adult education in the hands of trained educators where it belongs. The present practice of community classes being planned and conducted by untrained laymen has given rise to the concentration on

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"high fallutin'" lectures which appeal only to the already educated and frequently are way over even their heads. Section chiefs complain that the average citizen is not interested in furthering his knowledge and will not attend serious classes. The Adult School has thoroughly disproved this theory-- give the average Japanese citizen -- the shopkeeper, the factory worker, the farmer a chance to study Abacus, bookkeeping, English and subjects related to his daily life and there is no problem of attendance.

Not only is there confusion on the part of the general public as to what constitutes Social education, there is confusion as to what constitutes a CPH program. It is still generally accepted that a CPH is a meeting place and nothing more. The idea of a CPH as a community center is difficult to develop. In Kanto, sample monthly programs are used for presentation and analysis. Large charts illustrating a monthly schedule are utilized in analysis of opportunities offered, complete daily use of facilities, and objectives at which programs are directed. Accomplished which a CPH program should achieve are used as a yardstick to measure these programs. By comparison, the average program's weakness is obvious. This workshop technique is proving effective in pointing up the blank spots to CPH managers and officials. It also makes evident that mayors and other officials cannot concervably have time to develop a program as it should be. A major difficulty which has arisen is that Mombusho advocates a department system within the CPH. This system has already given rise to conflict between departments in competition for money and stimulates sectionalism rather than creating community spirit which is one of the purposes of CPH's. However, as a good

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concept of programming develops, the idea of departments become an obvious deterent. CPH's are still "crying" or rather "shouting" for prefecture or national subsidy. The fact of subsidy weakens the community ownership of a CPH and as a carried child never walks, makes the CPH dipendent on out of community support and leadership. The Social Education law provides that a CPH may be subsidized and on this phrase local CPH's rely. The gradual discouragement of subsidy is advisable, although a sudden withdrawal of support might be disastrous. We recommend that any available funds be utilized for hiring a good manager. A program can be developed with very little else in the way of budget.

We at [redacted] might almost be accused of having a "pet" project - Adult Schools, but we are finding them to be the answer to many of our problems as well as the problems of the Japanese. The very rapid development of the program can only be ascribed to felt needs -- these needs are fairly obvious:

1. There is a gap between present compulsory education and past. Most Japanese adults have completed only 6 years of school -- their children today must complete 9 years. Adults are aware of this discrepancy and grasp at an opportunity to close it.

2. The hoards of children pouring forth from junior and senior high schools have little opportunity for jobs. Juvenile delinquency results unless subjects of interest to them as individuals are offered. The part time school or extension course is too defined to appeal to many in this group.

3. The scope of Education, once offered to present adults was limited. Daily problems are presented specialized subject material will eliminate. This is especially true of the group which attended school during the war.

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4. The lack of pre-requisites for courses make education available to all

5. Adult schools offer concrete opportunities for good use of leisure time, plus providing badly needed recreation.

6. Studying together eliminates age-sex differences establishes the healthy relationship we all talk about.

7. Actual equal educational opportunity is apparent where college professors and factory workers share a common study.

Some attempt was made to meet these problems when mothers classes, youth classes and community classes were established. All of these, however, were expensive lecture courses, usually utilizing imported "experts" who talked in profound terminology about hazy abstractions. In addition, because of their expense the choice of subject was limited and did not appeal to the average citizans. In effect, the public was told "You will learn about such and such or nothing", leaving no choice to the individual. Subjects for lectures frequently followed no theme so that a bite of this and a bite of that left either apathy or mental indigestion. Separate classes for youth, women, and "other adults" segregated people in the community into groups according to age or sex disregarding the fact that education and subject interest has neither limitation. Total cost of such separate classes usually approximated 1000 yen per lecture per night. The customary series of 10 lectures offering only superficial coverage meant an expenditure of 10,000 yen per series. Three separate series-- women classes, youth classes - community classes made a total expenditure of 30,000 yen. This was the minimum cost. By consolidating the three and utilizing local teachers, an

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adult school, offering ten subjects on a 24 hour per subject basis can be established. The average cost per school is 40,000 to 60,000 yen, on the basis of 5,000 yen per course per semester. Local teachers are paid from 200 yen to 500 yen per night. Smallest school (a village one) offers six subjects and costs 30,000 yen. Largest (Kawasaki) offers 26 subjects and costs 307,000 yen per semester. A registration fee of 10 to 50 yen is frequently charged. This minimum fee tends to regulate attendance and defray cost of mimeographed materials used as texts. In most communities by eliminating the poorly administered, loosely knit community classes, an adult school can be established without resorting to additional budget. Some adult schools, are entirely locally supported -- others, as in Kanagawa, receive 50% prefecture subsidy. The first semester generally receives prefecture support, but most localities assume entire responsibility after the initial semester.

At the present time, there are two types of Adult Schools in Kanto Area: the large, rather elaborate ones as represented by Kawasaki and the smaller machi schools. The best of example of a machi is Shimoyoshida in Yamanashi. Shimoyoshida is a weaving center with a population of 19,000. The attendance at the school is 1,000. Ten subjects, including weaving and dying are offered although abacus courses have been extended to six classes. Semesters are usually six weeks in length with four to six semesters a year. Although machi schools are a recent development, the need and interest is greater in rural areas than in urban communities.

The first Adult School in each prefecture is difficult to establish because such schools are a new conception. However, inevitably, the initial success and popularity of the first school, stimulated rapid growth of

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additional ones. Our first step has been to discuss the project with Superintendent of schools, Advisory Committees and Boards of Education. In cities and villages, mayors and local officials are included in the discussion. In every instance, officials have followed the discussions by a visit to the nearest established school. Generally, sample schedules are studied for comparative age range and public appeal. Officials never fail to note that the largest group of students are between the ages of twenty and thirty and represent a cross section of occupations. Factory workers and shop keepers predominate, with teachers, farmers and housewifes sprinkled among them.

Upper Secondary School buildings offer the best facilities. Where primary schools have been utilized, desks and chairs are uncomfortable. Local high school teachers have conducted the most successful classes. Some cities have attempted the use of college professors, but have found that these instructors utilize language beyond the comprehension of the average student. Courses of study are prepared by the individual teacher and their own mimeographed texts utilized by them. These texts can be improved, but at the present stage of development, it is felt that good text books will be developed as the program becomes more firmly established.

Abacus, English, Bookkeeping, and current events are the most popular subjects. Subjects offered are generally: English, Abacus, Bookkeeping, Calligraphy, Knitting, Sewing, Painting, Music appreciation, Electrical appliances, Literature, Go, Cooking, Democracy in practice, Economics and Health. Attendance varies from 500 in small communities to 2000 in large

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ones. Attendance is amazingly regular, with only the normal decline as a semester, progresses. Registration for classes, jumps with the second and third semester.

Wide publicity is essential for the initial term. Kanagawa has successfully utilized a newspaper enclosure, announcing subjects offered and time of registration.

The most noticiable feature of all schools is the intense interest of youth and the excellent relationship between men and women students (co-education at an adult level). These schools are offering youth a real, constructive outlet for their energies, establishing women as equal members of the community, and creating a better understanding between the generations. The sight of a young girl, seated beside an old man, both poring over a common text is the proof of what we have been trying to achieve in Japan.

Between 35 and 40 Adult Schools have been established in Kanto Area. Plans for October sessions will nearly double that number. We in Kanto, are proud of the progress which has been made.