

best type of religious personalities. Hence its method may not be that of imposing a teaching from without. It must rather be concerned with the inner growth of the person. True religion is a matter of the inner consciousness of the believing person. Hence the method of religious education must respect the laws of religious development which the absolute has implanted within the living soul of man.

These considerations lead to the conclusion that a variety of educational methods should be appropriately used in religious education. Such methods are varying aspects of the total purpose of developing the thoughtful religious person who is thoroughly grounded in the culture of his religion but not so fettered by the past as to be unable to live creatively in the present. Different sects and denominations will lay their emphasis at different points. With this qualification, we may recognize the following as among the more important methods in religious education:

1. Those methods which have for their purpose the transmission of the beliefs, history, sacred literature and other elements which constitute the essential culture of a religious group. Lectures, textbook study, recitations, memorization will figure prominently in the achievement of this purpose. This aspect of education has been and probably always will be very important, considering the vastness of the culture with which the intelligent person must become familiar. Such attack as modern education has made upon it is because of its use to the exclusion of other methods, or because of such use of it as to make it simply dead information to the pupil rather than living content for the shaping of his own mind.

2. Those methods which have for their purpose the development of the creative-critical faculties of the pupil as a thinking person, both as an individual and a member of a democratic group. Problem-project, discussion, debate, forum, research and similar methods will be found appropriate to this purpose.

3. Those methods which seek to habituate the pupil to prescribed forms of conduct, such as parliamentary procedures, participation in rituals, techniques of meditation. Demonstration and practice are the appropriate methods for achieving these ends, with sufficient repetition under critical supervision to establish the desired habits with minimum possibility for deviation and error.

4. Those methods which seek to develop abiding sentiments and attitudes. Story telling, dramatization, the use of music, art and poetry, actual contact with sacred places and revered persons, are some of the methods most appropriate for the achievement of this end.

5. Those methods which are intended to introduce the pupil into the appropriate expressions of religious ideals in conduct. Critical analysis of the conditions in his society in relation to his religious ideals, projects in social service, study of the program of his sect or denomination, observation of religious institutions, are among the means for the achievement of this end.

This analysis is obviously an over-simplification of the teaching situation. Rarely does a teacher seek to achieve one of the above objectives without relation to one or more of the others. Also, those methods listed under one classification may often with equal appropriateness be applied to others.

Nor does this analysis account for all the effective factors in teaching. The personality and attitude of the teacher always constitute an element of greater importance than the methods he uses. So also the atmosphere in which the pupil lives and learns conditions him for or against that which the teacher seeks to impart.

Important devices for education, such as audio-visual aids, have not been classified in this list, because they may be called into use under almost all the aims listed. A motion picture may be used to impart information, present a problem, demonstrate an act, develop attitudes and lead into an understanding of religious work. So also the radio and other auditory aids. It should be emphasized that through such aids the teacher's own efforts are extended and intensified. Hence they are appropriately termed "aids", for they have no merit in education except as they help to achieve the objectives which have been chosen as the aims of the educational process.

The Selection and Training of Teachers

In common with all education, religious education is dependent for its effectiveness on its teachers. Hence the problem of selecting and training teachers becomes an important one for every religious body which intends to carry on teaching work.

Since religion is so much a matter of the sincere life, the character, personality and religious profession of the teacher is even more important than in general education. Indeed, all proposals for the teaching of religion in the public schools are appropriately met with the question of how religion can possibly be taught by teachers who are not selected for their religious qualifications.

Understanding of the religion to be taught is another necessary qualification of the teacher of religion. Inadequate or erroneous education of the teacher in his subject is as disastrous in religion as it is in science or history.

Understanding of the purpose of religious education in terms of the kind of person it is intended to produce is another essential of effective teaching. This must be coupled with an understanding of the pupil and how his religious nature may be developed.

Finally, the teacher of religion must be a master of educational method, capable of choosing and using the right method for the purpose he has in view. The public schools of Japan are undergoing a revolution in method, to meet the needs of the new democratic education. Religious education will be in an

unfortunate situation if its teachers do not keep abreast of the best educational method. Not that method in general education is wholly appropriate or adequate for religious education. It is conceivable that religious objectives may require some methods which are foreign to the public school (such as practice in the forms of worship and meditation). But the pupil is one being, whether he learns the common subjects or whether he learns the content of religion. It would seem, therefore, that the best methods which educational science can devise should be largely applicable also in religious education.

Some religious bodies are so impressed with the requirements for religious teachers that they consider nothing short of professionally trained teachers equal to the purpose. Others follow the plan of using carefully selected lay men and women as voluntary teachers. To them, the fact of being a professing religionist is more important than technical training. A special burden rests on the latter to devise ways and means for effective training of lay persons so that they may be adequate to the work they are called on to undertake.

Cooperation in Religious Education

Religious education varies considerably in the different religions. There are, however, areas of common interest among them. These common interests suggest that a plan for cooperation may well be established which will be of mutual benefit to the cooperating groups.

The greatest differences exist in doctrines and the aims of religious education based on them. Here the different religions cannot help being in the relationships of competitors. In matters of doctrine, teaching materials and worship, cooperation can obviously not go beyond the several closely related sects of a particular faith.

But without affecting each other's doctrine or worship, the several religions may cooperate in such areas of common interest as:

1. Problems of community welfare, where the religions of the community are commonly concerned with good moral conditions, good government, the relief of suffering, suitable recreational facilities, etc.

2. A plan for religious education by radio, with equitable distribution of available time to the several religions. It will be difficult to get the support of radio stations for such purpose unless they can be assured that the several religions are sharing in the request and have worked out a satisfactory plan.

3. The place of religion in the public schools. The interpretation of the Constitutional provision on this matter is still in the making. The desires of religious bodies might have considerable weight if they can agree on proposals which are mutually satisfactory.

Besides helping the schools to maintain a positive attitude in the inclusion of such religious teaching as is constitutionally permissible, the religions should also help to prevent a negative and unfair treatment of religion. Freedom of religion, which prevents public schools from giving religious education, should also prevent the teaching of a negative attitude toward religion which is sometimes done by textbooks on science (in particular) and teachers who are inadequately informed on or prejudiced toward religion.

4. Cooperation between public schools and religious bodies. This touches such matters as protecting Sunday or some other free time for religious education activities, the prompt dismissal of pupils for after-school classes in religion, the use of school buildings, etc. It is easier for the school authorities to grant requests which come by joint action of all the religions in the community than if they come from single groups only.

5. Free discussion of religious education aims, plans and policies, whereby each sect or denomination may benefit by the experience of others.

The Japan League of Religions and its prefectural branches have sponsored some of these cooperative activities in the past year. They, or some similar agency, might extend this cooperation to other areas which are deemed to offer promise of mutual helpfulness. Similar cooperative effort needs to be developed in the local communities.

Conclusion

The need for attention to the problems of religious education is urgent in present day Japan. The entire system of public education is in process of reorganization. If religion is to have an adequate place in the education of Japanese citizens, the religious schools, shrines, temples and churches must be alert to the present need and opportunity. The transition period which has followed the war has greatly upset moral principles and spiritual idealism. Religious education can bring the answer to those who in this crisis are seeking something fundamental and abiding for the re-orientation of their lives. Japan has set her face steadfastly to becoming a nation which will take its honored place among those committed to world peace and brotherhood. These are religious ideals which need support in the religious education of the people. In such a day as this, religious education is an imperative obligation of the religious bodies, which are free of government control, but not free from moral responsibility to make their contribution to human welfare.

15 March 1948

HEADQUARTERS EIGHTH ARMY
Military Government Section
APO 343

F
Eaton

22 July 1948

AGMGCE 000.8

SUBJECT: School Reorganization

TO: Commanding General, I Corps, APO 301

1. Reference is made to the 3d indorsement, this headquarters, to letter Mie Military Government Team dated 16 April 1948, subject: School Reorganization, copy of which is inclosed.

2. It has been reported to the General Headquarters, Supreme Commander for the Allied Powers, through the Japanese Ministry of Education, that there is conflict between government personnel in Gifu, Toyama, Mie, Aichi, Kyoto, Nara, Hyogo and Wakayama Prefectures over secondary school reorganization. The report indicates that military government may be putting undue pressure on Japanese officials in the above-named prefectures to reorganize secondary schools, contrary to the policy established in the reference cited in paragraph 1 above. The CI&E Section of SCAP has approached this headquarters regarding that Section's sending personnel to investigate the situation but has been informed that the matter is one for this headquarters to handle.

3. It is desired that these matters be investigated and that military government personnel in your zone of responsibility be directed to cease any practices in violation of the established policy regarding school reorganization.

1 Incl:
as indicated

/s/ R. L. Eichelberger
/t/ R. L. EICHELBERGER
Lieutenant General, USA
Commanding

C O P Y

C O P Y

BASIC: Ltr, Mie Mil Govt Team, APO 710, dtd 16 April 48.
Subj: "School Reorganization"

AG 000.8 (MG-CE)

3d Ind

Headquarters Eighth Army, APO 343

TO: Commanding General, I Corps, APO 301

1. The Japanese officials of Mie Prefecture are clearly within their rights, under paragraph 7 of Hatsu Gaku #117, in allowing new upper secondary schools to retain their ninth grades as the third year of the lower secondary school during the 1948-49 school year.

2. In accordance with the law, an old-type secondary school can become one of three types:

- (1) A new lower secondary school
- (2) A new upper secondary school
- (3) A new combination lower and upper secondary school

New schools are in existence by law. The old schools may stay in existence, making the transition on a pattern that local needs may determine. It is not necessary that the decisions be uniform throughout Japan.

3. The Ministry of Education announced a policy that ninth graders could remain in their old schools this year. It is undesirable to abrogate this understanding which exists between the Ministry of Education and students.

4. Although it is desirable that Hatsu Gaku #534 be carried out, it is believed that if effected too quickly and according to a set pattern, ill feeling will be aroused. It was anticipated that the Japanese would follow the general ideas suggested by Hatsu Gaku #534, changing gradually to meet their local needs until they had finally achieved the full goal; that while they were effecting this transfer, they would be educating the public in its desirability. Thus, while the reform might be spread over a longer period, the change would be firmly established.

5. It is desired, therefore, that the reorganization of secondary schools be allowed to take its course generally in accordance with the above announced policy.

BY COMMAND OF LIEUTENANT GENERAL EICHELBERGER:

F. SCHAFER
Lt. Col, AGD
Asst Adj Gen

C O P Y

F. G. G. G.
325
I want to have a definite board
to be in charge of the schools

Introduction

Responsibility for the education of the children of the state who happen to live in a school district is delegated to the board of education of that district. The schools of each district must meet the requirements specified in the state constitution, in the legislative enactments, in the court decisions, in the opinions of the attorney general, and in the rules and regulations of the state department of education.

While the authority of the board of education is rather specifically defined, as well as the limitations of that authority as explained above, such definitions do not prescribe detailed patterns of action nor do they outline with sufficient clarity many of the desirable steps which promote greatest efficiency in the duties which a board of education is required to assume. Although the principles which govern the discharge of board's responsibility for the control of public education those legal principles are carried into effective action are the results of study and experience. Such procedures must meet the standards of effectiveness, must be practical, and must include patterns of action which have been proved desirable in the experience of administrative practice.

The growth of school administration and the work of boards of education have developed three distinct principles of school control and management. These three principles are almost universally recognized; and, while they have clearly distinctive characteristics, they should work in close and harmonious relationship in order to bring about the most effective school administration.

The first of these universally recognized principles of administration is that the board of education should formulate policies for the general management of the schools in the district. This principle is clearly expressed in Sec. 10468 of the Revised Statutes of Missouri, 1939, which says, "The government and control of a town or city school district shall be vested in a Board of Education of six members." These policies are in reality plans of action and represent decisions of a board of education on how the schools shall be administered. A record of these policies is found in the minutes, and in the rules and regulations, which portray board action on various questions. The superintendent of schools should work as the trusted educational adviser of the board on the formulation of these policies.

The second general principle of school administration is concerned with executive and administrative duties. Such duties consist primarily of the work necessary to carry out the policies which have been adopted by the board of education. This responsibility should be clearly and definitely delegated to the superintendent of schools in writing as a part of the rules and regulations of the board, and he should be held accountable for the satisfactory discharge of this responsibility. The executive and administrative function also involves duties in connection with presenting to the board of education the necessary information and records which will be needed in the formulation of new policies or in the appraisal of those policies which have been in effect.

Handwritten note in a box: "I want to have a definite board to be in charge of the schools"

The district will not be bound by an entry on its records showing the acceptance of a written proposition unless such record shows the proposition was accepted in the form it was made. (Perkins v. District, 99 A. 483, 74 S.W.122)

The importance of the legality of records and their completeness is clearly stated in the following citation which indicates that the board must strictly follow the statutes:

In order to issue a valid warrant the directors must meet as a board, order the warrant issued, and keep, or cause their clerk to keep, a record of their proceedings. (State v. Lawrence, 178 Mo. 350; Kane v. District, 48 A.408)

Therefore, a record is virtually useless or at least its effectiveness is seriously impaired unless it is legal, complete, and accurate. In addition to these standards, good practice dictates that a record shall be neatly and carefully kept and shall be accessible when it is needed. A record which cannot be located readily has its usefulness seriously impaired. Another standard of good practice is that records should be centralized, preferably in the office of the superintendent of schools, and should be safeguarded against hazards such as fire and theft.

Motions History

The members of the board of education very often desire to know the complete history of some problem that is confronting them insofar as their own minutes are concerned. It is quite difficult for a board member or a superintendent to have to search through different volumes of minutes which are usually bound yearly. In order to make the complete history of each problem that confronts the board of education readily accessible it is suggested that a history of motions be kept. This might be easily done by placing the date and number of each minute or discussion to the left of the entry, leaving space between the different entries so that a carbon copy might be cut into strips representing different motions. When each strip is filed or pasted into a book that is carefully indexed there is available a complete chronological history of all the discussions of the board of education. The additional amount of time and energy which is required is negligible. In reality all that is required is placing entries properly on the sheet so that the carbon copy might be readily cut for the record. For a suggested index for a motions history see Appendix C

APPENDIX C

Suggested Topics For An Index For A Motions History

1. Advertising
2. Approval of bills
3. Approval of minutes
4. Athletics
5. Board organization
6. Budget
7. Buildings and grounds
8. Census
9. Curriculum and course of study
10. Elections
11. Elementary school
12. Financial
13. Health and safety
14. Junior College
15. Junior high school
16. Kindergarten
17. Libraries
18. Opening and closing the different units of the school system
19. Organization of schools
20. Organizations and societies

APPENDIX A

Official Minutes of the Board of Education

City of "X"

The Board of Education of the City of "X", State of Missouri, Met in regular session at 7:30 p.m., March 8, 1948, in the Board Room of the public school building. The meeting was called to order by president Davis. In the absence of secretary James, Superintendent Wilson was appointed by President Davis to serve as acting secretary.

Roll Call

Present:

Messrs. Smith, Jones, Brown, Green, Davis, and Superintendent Wilson.

Absent :

Secretary James

Reading and Approval of Minutes

No. 534
Disposition of Minutes
March 8, 1948

Secretary James had previously sent copies of the minutes of the last regular meeting to each member of the board and to the superintendent. It was moved by Mr. Jones and seconded by Mr. Green that the minutes of the regular meeting held February 8, 1948, be approved as read.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None.

Superintendent's Report

Report of the Superintendent
March 8, 1948

Superintendent Wilson submitted his regular report, a copy of which was presented to each member of the board. The items of the report were considered in the following order.

Unfinished Business

No. 535
Continuing Census
March 8, 1948

Superintendent Wilson brought up the recommendation made at a previous meeting that a continuing census plan be adopted for the school district. After further consideration it was moved by Mr. Green and seconded by Mr. Brown that the superintendent perfect such a plan in all of its details and present it to the board at the next regular meeting for final consideration and adoption.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None

No. 536
Landscaping
School
Grounds
March 8, 1948

Plans for additional landscaping of the school grounds which had been submitted at a previous meeting by Superintendent Wilson after he had conferred with landscape architects were referred to the board for further consideration. It was moved by Mr. Brown and seconded by Mr. Brown and seconded by Mr. Jones that the superintendent be authorized to proceed with the work done in accordance with the plan and within the budgetary allotment of \$ 3000.00

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green and Davis
None

Code for Missouri Boards of
Education

No. 537
Testing
Program
March 8,
1948

The results of the school testing program were presented in the superintendent's report. Mr. Brown moved that the Superintendent be complimented on the program. Motion seconded by Mr. Davis.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None

New Business

No. 538
Approval
of Bills
March 8,
1948

It was moved by Mr. Brown and seconded by Mr. Jones that the following bills itemized in the Superintendent's report be allowed:

| | | |
|--------------------------|-----------|-----------------|
| Blank Book Company | \$ 161.50 | Warrant No. 780 |
| School Supplies Co. | 82.30 | " No. 781 |
| Local Trucking Co. | 9.42 | " No. 782 |
| Midwest Telephone System | 22.50 | " No. 783 |

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green and Davis
None

No. 539
Preparation
of Budget
March 8
1948

Superintendent Wilson informed the Board that the form of budget which met the standards of the state accounting system had proved to be entirely satisfactory. He reported that most of the information necessary for the preparation of the budget for next year had been assembled and requested authorization to proceed with the preparation of the budget in the same form. It was moved by Mr. Smith and seconded by Mr. Jones that Superintendent Wilson be instructed to prepare a budget for the next school year and to submit the budget to the board for consideration and final adoption.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None

No. 540
Salary
Schedule

Superintendent Wilson pointed out in his report that the present salary schedule was not adequate to keep well-quali-

Revision
March 8,
1948

fied teachers in the system for a reasonable length of time nor did the present schedule provide adjustments which would increase compensation as advanced training was completed.

It was moved by Mr. Brown and seconded by Mr. Jones that the superintendent be authorized to study the salary schedules of comparable school systems and to suggest such revisions as the financial resources of the district would allow, submitting the revised schedule to the board at its next regular meeting.

Yeas: Messrs. Smith, Jones, Brown, Green and Davis
Nays: None

No. 541
Leave of
Absence
March 8,
1948

Upon the recommendation of Superintendent Wilson in his regular report that a policy be adopted concerning leave of absence for teachers, it was moved by Mr. Smith and seconded by Mr. Jones that it would be the policy of this board of education to grant leave of absence to teachers and administrators for one year without pay. After discussion, the motion was amended to provide that not more than ten per cent of the faculty be absent in any one school year.

Yeas: Messrs. Smith, Jones, Brown, Green, and Davis
Nays: None

No. 542
Rules and
Regulations
March 8,
1948

Superintendent Wilson in his report called the attention of the board to the need for the adoption of rules and regulations. He explained that such procedure was in keeping with desirable administrative practice and that such rules could not in any sense limit the action of the board but would tend to clarify divisions of responsibility.

After lengthy discussion and on the motion of Mr. Green, seconded by Mr. Smith, Superintendent Wilson was instructed to make a thorough study of the desirability of rules and regulations for the "X" school district. The motion further specified that the report should be submitted in a form which would give the advantages of rules and regulations, examples of such rules in force in comparable school districts, and a tentative proposed plan for adoption. The motion directed that this report be submitted not later than the third regular meeting from this date.

Yeas: Messrs. Smith, Jones, Brown, Green, and Davis
Nays: None

No. 543
Playground
Equipment for
Lee School
March 8,
'948

Communications
Superintendent Wilson presented a written communication from

1948
March 8
No. 543

Mrs. R.T. James, President of the Lee Parent Teachers Association urging that additional playground equipment be purchased for the Lee Elementary School. It was moved by Mr. Smith and seconded by Mr. Green that the superintendent make a survey of the playground equipment at Lee School and report his findings with recommendations in the light of budgetary limitations and procedures to the board at the next meeting.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None

No. 544
Health
Recommendations
March 8,
1948

Mr. Jones called attention to the fact that a previous report of the superintendent on the School Health Service showed that less than half of the recommendations made to remedy health defects had been carried out. The superintendent reported that this was due in most cases to the inability of the people concerned to finance the medical attention needed. It was moved by Mr. Smith and seconded by Mr. Brown that the superintendent confer with social service agencies to see what funds would be available from such sources to carry out the health improvement recommendations.

Yeas:
Nays:

Messrs. Smith, Jones, Brown, Green, and Davis
None

Adjournment

No. 545
Adjournment
March 8, 1948
Yeas:
Nays:

It was moved by Mr. Jones and seconded by Mr. Brown that the meeting be adjourned.

Messrs. Smith, Jones, Brown, Green and Davis
None.

1948
March 8
No. 547

The president declared the meeting adjourned.

.....President
.....Secretary

1948
March 8
No. 548

.....

APPENDIX B

Suggested Sample Minutes

1. Going Into Executive Session

The motion was made by Mr. and seconded by Mr. that the board meet in executive session for the purpose of discussing.....

Yeas:
Nays:

The audience was requested to leave. Pres. declared the board in executive session. (If audience is too large it would be better for the board to retire to another room for the executive session.)

2. Closing Executive Session

After discussion Mr. moved and Mr. seconded the motion that the board end its executive session and resume the open meeting.

Yeas:
Nays:

President declared the meeting to be in open session and the audience was invited to return to the regular board room or the board returned to the regular board room.

3. Board Member Arrives Late

At this point in the proceeding (A.M.-P.M.) Mr. arrived at the meeting and began to taken part in deliberations of the board.

4. Superintendent Fails to Recommend a Teacher

Superintendent stated that he recommended that's contract not be renewed because After discussion it was moved by and seconded by that Superintendent's recommendation be accepted and that the Superintendent be instructed to notify..... of the action of the board.

Yeas:
Nays:

5. Board Member Leaves Before Adjournment

At this point in the proceedings (A.M.-P.M.) Mr. asked the President for permission to leave for personal reasons and permission was granted Mr. withdrew from the meeting.

6. Transfer of Funds

Superintendent recommended that the sum of dollars (.....) be transferred from the fund to the fund as authorized by Section of the P. S.

It was moved by Mr. and seconded by Mr. that dollars (.....) be transferred from the fund to the fund and that Superintendent be instructed to make the necessary budget change.

Motion:
Second:

Yeas:
Nays:

8. Disciplining a Student

Having heard the case of in the presence of his parents, the motion was made by Mr. and seconded by Mr. that be allowed to reenter school for a probationary period of months.

Yeas:
Nays:

7. Suspension of Student

Superintendent informed the Board that he had temporarily suspended and recommended that a hearing be held to determine whether or not should be expelled. After discussion, it was moved by Mr. and seconded by Mr. that and his parents be requested to appear before the board at a special meeting (date of meeting) to present his case.

Yeas:
Nays:

9. Teachers' Resignation Accepted

Superintendent read the resignations of Mr. and Mr. and recommended that their resignations be accepted effective (date) It was moved by Mr. and seconded by Mr. that the recommendation of Superintendent be approved and that the resignations of Mr. and Mr. effective (Date) be accepted; and that the secretary be instructed to send a letter to each accepting their resignations and expressing the board's appreciation for the services they had rendered.

Motion:
Second:

Yeas:
Nays:

10. Enforcement of Vaccination Policy

Superintendent.....reported that the rule of the Board of Education requiring every child in the public schools to be effectively vaccinated against smallpox is being rigidly adhered to. However, he had received many requests from parents, who are conscientiously opposed to vaccinations, asking that exceptions be made in their children's cases.

After considerable discussion, it was moved by Mr.and seconded by Mr.that superintendentbe instructed to carry out the board's rule on vaccinations and to permit the postponement of vaccinations only when a physician advised that the vaccination would be injurious to the child's health.

Yeas:
Nays:

11. The Board Recesses for a Short Time

It was moved by Mr.and seconded by Mr.that the board recess for (time).....in order that more information may be obtained as to (some subject)

Yeas:
Nays:

12. Swearing in of Board Members

Mr.and Mr.were invited into the meeting. It was ascertained that they met the qualifications and were willing to become members of the school board. Presidentadministered the oath and both Mr.and Mr.signed it. They were seated as members.

APPENDIX D

F
EAM
B.E.

Subjects for which Board of Education Make Rules and Regulations
The different rules and regulations passed by boards of education are so numerous that it would be impossible to list all of them. The following topics on which certain boards make rules have been compiled and arranged in alphabetical order and may be of interest to school board members.

1. Advertising
 - a. Among the employees
 - b. Among the pupils
 - c. Among the staff
 - d. Etc.
2. Athletics
 - a. Accidents in
 - b. Coaches of
 - c. Control of
 - d. Fields, stadiums, halls
 - e. Finance of
 - f. Honors for
 - g. Insurance for
 - h. Managers for
 - i. Physical examination for contestants
 - j. Program for
 - k. Promotion by outsiders
 - l. Etc.
3. Board Organization
 - a. Frequency of meeting
 - b. Officers of the board
 - c. Order of business
 - d. Place of meetings
 - e. Rules of procedure (Parliamentary)
 - f. Etc.
4. Budget
 - a. Adherence to budget allocation
 - b. Adoption of
 - c. Emergency items
 - d. Policy relative to
 - e. Preparation of
 - f. Etc.
5. Buildings and Grounds
 - a. Abandonment of
 - b. Acceptance of
 - c. Accessibility of
 - d. Adequacy of
 - e. Alteration of
6. Census
 - a. Policy in relation to state law
 - b. The continuing census
 - c. Use to be made of census locally
 - d. Etc.
7. Curriculum and course of study
 - a. Local organization for curriculum construction or revision
 - b. Policy in relation to state course of study
 - c. Printing or mimeographing local course of study
 - d. Reorganization in light of changing civilization and local needs.
 - e. Etc.
8. Elementary School
 - a. All items in section 1B dealing with elementary pupils.
- f. Architects for
- g. Capital outlay for
- h. Environment
- i. Fire risk and insurance
- j. Heating and ventilation
- k. Leasing
- l. Lighting of
- m. Location of
- n. Maintenance of
- o. Names of
- p. Operation of
- q. Program for
- r. Sale of
- s. Selection of grounds
- t. Stadium and equipment for
- u. Use for non-school activities
- v. Etc.

-1-

- b. General policy
 - c. Etc.
9. Financial
- a. Accounting system
 - b. Audits
 - c. Bonds
 - d. Cost accounting
 - e. Deficits
 - f. Depositories
 - g. Distribution of expenditures
 - h. Employees' bond
 - i. Fiscal year
 - j. Funds of school organizations
 - k. General financial policy
 - l. Gifts to schools
 - m. Investments
 - n. Loans and notes
 - o. Lost checks
 - p. Pay rolls
 - q. Retirement allocations
 - r. Salary schedules
 - s. Sources of financial support
 - t. Etc.
10. Health
- a. Cooperation with clinics
 - b. Disposal of trash or garbage
 - c. Diagnostic treatment of children and remedial measures
 - d. Environment of schools
 - e. General policy
 - f. Food served for lunches
 - g. Health service for the schools
 - h. Epidemics
 - i. Health ~~service for the schools~~ *in the home (follow up)*
 - j. Home visitation
 - k. Inspection of children
 - l. Lighting
 - m. Milk for public school children
 - n. Physical education
 - o. Pre-school child
 - p. Sanitation of buildings and grounds
 - q. School clinics
 - r. School dentist
 - s. School doctor
 - t. School nurse
 - u. Screens for schools
 - v. Vaccination
 - w. Etc.
- Organization of health staff*
11. Junior College
- a. All items in section 18 dealing with junior college pupils
 - b. General policy
- c. Preparatory courses
 - d. Vocational courses
 - e. Etc.
12. Junior High School
- a. All items in section 18 dealing with *Gr. 7 & 8 pupils*
 - b. Exploratory function of
 - c. General policy
 - d. Homemaking courses
 - e. Relation to senior high school
 - f. Etc.
13. Kindergarten
- a. Attendance
 - b. General policy
 - c. Etc.
14. Libraries
- a. Employees
 - b. Expenditures
 - c. General policy
 - d. Rules for return of books
 - e. Service
 - f. Use by community
 - g. Etc.
15. Opening and closing the different units of the school system
- a. Care of plant during summer
 - b. General policy
 - c. Preparation for opening
 - d. Preparation for closing
 - e. Etc.
16. Organization of schools
- a. General policy
 - b. Organization for business
 - c. Organization for compulsory attendance and census
 - d. Organization for distribution of supplies
 - e. Organization of co-curricular activities
 - f. Organization for health services
 - g. Organization of health staff
 - h. Organization of instructional staff
 - i. Organization for maintenance
 - j. Organization for research
 - k. Organization for study
 - l. Organization for system
 - m. Etc.

- 17. PERSONNEL OF SCHOOLS
 - a. Superintendent
 - (1) Certificate
 - (2) Qualifications
 - (3) Relationship with board
 - (4) Relationship with staff
 - (5) Salary
 - (6) Etc.
 - b. Assistant superintendent, directors, principals, supervisors, etc.
 - (1) Certification
 - (2) Qualifications for specific position
 - (3) Salary schedule
 - (4) Etc.
 - c. Heads of departments
 - (1) Same as above
 - d. Teachers
 - (1) Certification
 - (2) Leave of absence
 - (3) Organization
 - (4) Participation in administration
 - (5) Qualifications
 - (6) Retirement of
 - e. Other employees
 - (1) Bonds for certain employees
 - (2) Duties
 - (3) Facilities
 - (4) Responsibility and accountability of clerks, janitors, custodians, and all charged with immediate control or handling of funds, supplies, equipment, or things representing money
 - (5) Training
- 18. Pupils
 - a. Achievements
 - b. Age-grade and progress studies
 - c. Absence
 - d. Advertising during school hours
 - e. Alumni and former students
 - f. Atypical
 - g. Classification and progress
- h. Discipline
- i. Entrance into different grades and classes
- j. Excuses for absence
- k. Excuses for tardiness
- l. Handicapped
- m. Homogeneous groupings
- n. Injury on school grounds
- o. Making up work
- p. Making system
- q. Non-resident
- r. Promotional plans
- s. Respect for school authority
- t. Retardation
- u. Re-examination
- v. Rules for guidance
- w. Standard tests
- x. Suspension
- y. The non-academic
- z. Etc.

- 19. Purposes of education at the different levels
- 20. Relation with public
 - a. Exhibition for public
 - b. General policy
 - c. Museums open to public
 - d. Newspaper relationships
 - e. Outside organizations
 - f. Parent Teacher Association
 - g. Protection of pupils in city traffic
 - h. Public lectures, concerts, and entertainments
 - i. Reports to public, annual, monthly, etc.
 - j. Social centers
 - k. Etc.
- 21. Records and Reports
 - a. Attendance records
 - b. Census records
 - c. Extra-curricular activity records
 - d. Financial records
 - e. General policy
 - f. Health records
 - g. Instructional records
 - h. Records for board
 - i. Records for non-teaching personnel
 - j. Records for principal's office
 - k. Records for superintendent's office
 - l. Supply and equipment records

- m. Etc.
- 22. Research
 - a. General policy
 - b. Special projects
 - c. Etc.
- 23. Safety
 - a. Care of bicycles
 - b. Care of tired, sick, injured, or afflicted children
 - c. Exits
 - d. Fire drills
 - e. In loading and unloading
 - f. Pupils. Instruction for
 - g. In transportation furnished pupils by the school
 - h. Objectives
 - i. Protection from harsh and irritating noises
 - j. Protection from school machinery and equipment wherever it is located
 - k. Protection of food in cafeteria
 - l. Removal of barriers
 - m. Removal of fire hazards
 - n. Etc.
- 24. School elections
- 25. School organizations and societies.
 - a. Accountability for school property used, their own funds, meetings, etc.
 - b. Bands
 - c. Class organizations
 - d. Directors
 - e. Fraternities
 - f. General policy
 - g. Home-room organizations
 - h. Orchestra
 - i. Pageants
 - j. Parties
 - k. Plays
 - l. Student publications
 - m. Etc.
- 26. Senior high school
 - a. All items in Section 18 dealing with senior high school pupils
 - b. General policy
 - c. Etc.
- 27. Supervision
 - a. Duties of supervisor
 - b. General policy
 - c. The principals as supervisors
 - d. Etc.
- 28. Supplies and equipment
- 29. Surveys
- 30. Textbooks
 - a. General policy
- 31. Traffic rules in building and on grounds
 - a. Automobiles
 - b. Bicycles
 - c. Corridor traffic
 - d. Freight and drayage
 - e. General policy
 - f. Stairway traffic
 - g. Stop signals for street
 - h. Etc.
- 32. Transportation
 - a. Bonds
 - b. Busses
 - c. Conduct of passengers
 - d. Employed personnel
 - e. Insurance
 - f. Loading and unloading
 - g. Policies
 - h. Reports
 - i. Routes
 - j. Etc.
- 33. Vacations
- 34. Written instructions

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F.
(D)

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
CIVIL INFORMATION AND EDUCATION SECTION
EDUCATION DIVISION,
Liaison & Investigation Branch.

Report of Visit to
KAGAWA MILITARY GOVERNMENT TEAM
TAKAMATSU CITY.

31 Oct. - 8 Nov. 47.

Liaison Officer
LOUIS J. AEBISCHER,
Capt. FA,

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Field Report,
LIAISON and INVESTIGATION BRANCHAPO 500
1 December 1947.

1. ADMINISTRATIVE INFORMATION.

- a. Name of the C.O. of Kagawa Military Government Team:
Lt. Col. W. A. Haviland,
- b. Name of the Education Officer:
Mr. B. J. Dobbins.

2. GENERAL INFORMATION.

The Kagawa Military Government Education Section is headed by a recently assigned civilian, Mr. B. J. Dobbins. Mr. Dobbins, a former teacher of English in the San Francisco Public School system, was made Education Officer five weeks previous, and is presently in the process of reorganizing the Section. With Regional Headquarters located in the same city, much assistance is afforded Mr. Dobbins by the capable Regional Education Officer, Mr. Kerlinger.

Civil education in Kagawa needs encouragement in the fields of Adult Education, Student Government, and PTA. Some of the schools visited showed signs of unkemptness, and need definite assistance from the Education Section to correct the deficiencies. These observations were pointed out to Mr. Dobbins, who was already familiar with the situation, and his plans call for early stimulation towards corrective measures.

The following statistics were submitted by the Japanese Education office:-

| NUMBER OF SCHOOLS AND TEACHERS | KAGAWA-KEN |
|--|------------|
| (a) Number of Schools in Kagawa-Ken. | |
| (1) Primary Schools | 218 |
| (2) New Chugakko | 229 |
| (3) High Schools in New System. (As they are to be carried out from 1948, there is none at present.) | |
| (4) Existing secondary Schools | 46 |

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| | |
|------------------------|-----|
| Middle Schools | 8 |
| Girls' High Schools | 13 |
| Commercial Schools | 6 |
| Agricultural Schools | 6 |
| Business Schools | 5 |
| Fisheries Schools | 1 |
| Technical Schools | 5 |
| Blind and dumb Schools | 1 |
| Others | 1 |
| (5) Normal Schools | 2 |
| (6) Youth Schools | 189 |

(b) Number of principals M:640 F:None

| | | |
|-----------------------------|-------|---------|
| (1) Primary Schools | M:218 | F:None |
| (2) New Chugakko | M:185 | F:None |
| (3) Existing Middle Schools | M: 46 | F:None |
| (4) Youth Schools | M:189 | F:None |
| (5) Normal Schools | M: 2 | F: None |

(c) Number of teachers M:4,079 F:2,968 Total:7047

| | | |
|--------------------|---------|---------|
| (1) Primary School | M:1,428 | F:1,825 |
| (2) New Chugakko | M:1,471 | F: 630 |
| (3) Middle School | M: 830 | F: 240 |
| (4) Normal School | M: 78 | F: 13 |
| (5) Youth School | M: 272 | F: 260 |

Japanese Education Officials conferred with:-

| | |
|--------------|-----------------------------|
| MR. MINA | Chief Education and Welfare |
| MR. OKADA | Chief, Education |
| MR. ISHI | Asst. Chief, Education |
| MR. SHINA | Chief, Social Education |
| MR. TSUGE | Chief, Finance |
| MR. KUWABARA | Chief, Inspectors |
| MR. HONDA | Jr. High Inspector |

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MR. YASHIRO
MR. OBAYASHI
Other school administrators and teachers.

Elementary School Inspector
Educ. Sec. Finance

Schools visited:-

Takamatsu Economic College
Tadatsu Technical School
Tadatsu Fishery School
Marugame Commercial School
Sahaide Technical School
Takamatsu Blind and Deaf School
Takamatsu Elementary School
Takamatsu Secondary School.

3. SPECIFIC INFORMATION.

a. LIAISON AND INVESTIGATION - KIEF.

The new screening committee has been diligently hearing and discussing cases since its formation last Spring. Up to the present, there have been no special screening problems. The complete screening report 7 May 1946 to 28 October 1947 inclusive, as submitted by the Kencho, follows:-

| | |
|--------------------|------|
| Total No. Screened | 7980 |
| Acceptable | 7940 |
| Pending | 11 |
| Unacceptable | 29 |
| Resigned | 12 |

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No school property is being used by any of the Occupation forces in the prefecture.

No problems have come to MG attention in connection with the Land Reform Law.

(Not quite true)

b. ADMINISTRATION and FINANCE - LOOMIS.

No information requested.

c. ELEMENTARY EDUCATION - HEFFERNAN.

Elementary education was discussed with the Education Officer, prefecture officials, numerous elementary school principals and teachers. The following information was gathered:-

- (1) The Kencho sponsored the 60 required hours for the elementary school teachers' reeducation program. Courses included under this program were: New Constitution, Explanation of New Course of Study, Educational Psychology, and Methods of Instruction. Approximately 5,000 teachers attended these courses.
- (2) Many principals attended the courses offered for the teachers, but to date have not held any administrators' conferences. Meetings are planned for early December, sponsored by the prefecture education section.

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- (3) The Kagawa School for the blind and deaf was visited. Physically, the school is in fair condition, and requires the services of a good builder in order to make some much needed repairs. The dormitory rooms were in poor condition, and it was suggested by the undersigned that the Education Officer inform the prefecture officials that some corrections are necessary as soon as possible.

(Enrollment - Blind 60 This is the maximum capacity
Deaf 120 at the present time.

→ There are no plans for the expansion of present facilities to accomodate any group of exceptional children.

- (4) Since the Education Officer is new, having had just a month to get around to a few schools, he did not feel qualified to recommend outstanding teachers or principals at this time.
- (5) The Kagawa Elementary School was visited, one of the few school buildings that was spared the ravages of the war. This building was in fair condition, and needed a cleaning detail with brushes, brooms, and water to thoroughly raise the standards of sanitation. This was pointed out to the Education Officer, as was the physical appearance of the principal and some of the teachers - they looked shoddy, unshaven, and not like educators. The education officer has plans for a program to clean up all the schools.

d. SECONDARY EDUCATION - OSBORNE.

The following report on secondary education was submitted by Chief of Education, Kagawa Prefecture:-

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The following report on secondary education was submitted by Chief of Education,
Kagawa Prefecture.

October 29th, 1947.

No. 1 Total Prefectural Budget ¥517,066,153.
Total Educational Budget ¥186,605,863, (representing 36.09% of total budget)

| Items | Breakdown | Budget | Percentage to total prefectural budget, | Remarks |
|---|-----------|---------------------|---|--|
| Elementary school personnel expenditure | | 78,114,191 | 15.11% | Salaries, travelling expenses & family allowances, |
| Youth school expenditure | | 12,843,754 | 2.48% | " |
| Junior high school " | | 41,497,714 | 8.03% | " |
| Prefectural secondary school " " | | 30,085,918 | 5.82% | Salaries, travelling expenses & family allowances and school expenses, |
| Prefectural agricultural college " " | | 1,578,239 | 0.31% | " |
| Teachers' pensions expenditure | | 1,558,531 | 0.30% | Prefectural pensions, |
| Teachers' mutual benefit society " " | | 427,873 | 0.08% | |
| Library expenditure | | 216,992 | 0.04% | Prefectural library expenses, |
| Social education expenditure | | 272,000 | 0.05% | Youth & women's association guidance and other social education expenses. |
| Prefectural schools rehabilitation " " | | 17,044,000 | 3.30% | Rehabilitation expenses for 3 war-damaged prefectural schools in Takamatsu City, |
| Educational sundry expenditure | | 2,966,651 | 0.57% | Expenses for teachers in-service training, school lunch and other expenses. |
| TOTAL | | ¥186,605,863 | 36.09% | |

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No. 2. REPORT ON TEACHERS' SCREENING.

Report during the period May 7th, 1946 - October 28th, 1947.

| | |
|---|------------------|
| (a) Number of persons screened | 7,980 persons, |
| (b) Number of acceptables | 7,940 " |
| (c) Number of persons pending (under investigation) | 11 " ← How long? |
| (d) Number of unacceptables | 29 " |
| (e) Number of persons who would have been found unacceptable and who resigned | 12 " |

No. 3. WAR AND EARTHQUAKE DAMAGES TO SCHOOLS.

(a) War Damages

| | Date of damage | Total build- ing area, | Damaged area | Percentage of damage | State of damage, |
|--|----------------|---------------------------|-----------------|-------------------------|---------------------|
| Prefectural Takamatsu Middle School | July 4th, 45 | 1,806.5 tsubo | 1,806.5 | ts. 100% | total loss |
| " " Girls' High School | " | 2,095 " | 247 | ts. 11.78% | part " |
| " " Commercial School | " | 1,071.5 " | 1,071.5 | ts. 100% | total " |
| " Industrial Art School | " | 21,046.75 " | 21,046.75 " | 100% | " " |
| Municipal Takamatsu City Girls' High Sch. | " | 612.75 " | 612.75 " | 100% | " " |
| Private Meizen Girls' High School | " | 2,190.86 " | 2,185.86 " | 99.7% | " " |
| Private Takamatsu Girls' Commercial School | " | 634.33 " | 634.33 | ts. 100% | " " |
| Private Takamatsu Shipbuilding I. S. | " | 110 " | 110 | ts. 100% | " " |
| Municipal Takamatsu Gobancho E.S. | " | 1,832 " | 1,832 | ts. 100% | " " |
| Municipal Takamatsu Yobancho E.S. | " | 1,280 " | 1,280 | ts. 100% | " " |
| Municipal Takamatsu Tsuruyacho E.S. | " | 1,219 " | 1,219 | ts. 100% | " " |
| Municipal Takamatsu Nibancho E.S. | " | 1,221 " | 1,221 | ts. 100% | " " |
| Municipal Shinkawaracho E.S. | " | 682 " | 682 | ts. 100% | " " |
| Municipal Takamatsu Tsukiji E.S. | " | 1,148 " | 1,148 | ts. 100% | " " |
| Municipal Takamatsu Kameoka E.S. | " | 1,030 " | 1,030 | ts. 100% | " " |
| Municipal Takamatsu Matsushima E.S. | " | 1,134 " | 1,134 | ts. 100% | " " |
| Municipal Takamatsu Ritsurin E.S. | " | 1,113 " | 546 | ts. 49.05% | part " |

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| | | | |
|---|--------------|---|---|
| Village Hayashi Elementary School | Nov.9th, 45, | Window-glass, roofs and ceilings damaged | Due to draughts caused by explosion of old military establishments at Hayashi, |
| Municipal 4 elementary schools including Johoku E.S. | Nov.21st,45, | 10 tsubo roofs, 150 sliding doors, 3954 ts windowglass and 20 ts walls damaged 960. ts window glass damaged | Due to draughts caused by explosion of arms and amunitions on West Parade Ground of the 32nd Detachment, Marugame City. |
| Municipal Youth School | " | 716 window panes, 75 ts walls, 50 ken troughs | |
| Municipal 2 Kindergarten including Higashi Kindergarten | " | 80 tiles and 100 sliding doors damaged | |
| Prefectural 2 Middle Schools including Marugame Middle School | " | 4 buildings severely damaged, 2 buildings slightly damaged, 1097 window-panes, 100 tiles and 72 sliding doors broken. | |
| Private 2 Girls' High Schools | | | |

(b)

Earthquake Damages.

| | Total number of Schools, | Number of damaged Schools, | Broken tiles, | Broken window-panes | abraded walls, |
|---------------------------|--------------------------|----------------------------|---------------|---------------------|----------------------|
| Prefectural Schools | 32 | 27 | 7,235 | 14,150 | square 604 tsu shaku |
| Municipal Secondary | 3 | 1 | | | 300 tsubo |
| Private Secondary Schools | 11 | 2 | | 71 | " 70 tsubo |
| Youth Schools | 189 | 9 | 110 tiles | 205 | " 35 tsubo |
| Elementary Schools | 218 | 85 | 21,152 | 33,561 | " 1438 tsubo |

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No. 4. ✓ Figures Concerning The Execution of the New Educational System.

| (a) Number of Schools with | National | Public | Located additionally in | | TOTAL |
|----------------------------|----------|--------|-------------------------|--------|-------|
| 8th and 9th grades | | | old secondary schools | public | |
| " " " " | | | private | | |
| " " " " | 0 | 0 | 33 | 0 | 33 |
| 7th & 8th grades | 2 | 0 | 0 | 0 | 2 |
| 7th, 8th and 9th grades | 0 | 185 | 0 | 9 | 194 |
| TOTAL | 2 | 185 | 33 | 9 | 229 |

(b) School-Houses Which Are Being Utilized By Junior High Schools.

| Elementary School | Elementary S. & Youth Schools | Independent Youth Sch. | Boys' Secondary Sch. | Coeducational Secondary Sch. | Girls' Secondary Schools | TOTAL |
|-------------------|-------------------------------|------------------------|----------------------|------------------------------|--------------------------|-------|
| 9 | 170 | 2 | 22 | 3 | 18 | 224 |

(c) Number of Junior High School Children in 7th, 8th and 9th grades in National, Public and Private Schools.

Located additionally in old secondary schools.

| Grades | National | Public | Public | Private | Total |
|--------|----------|--------|--------|---------|--------|
| 7th | 189 | 18,784 | 0 | 890 | 19,863 |
| 8th | 40 | 11,827 | 6638 | 1863 | 20,368 |
| 9th | 0 | 6,183 | 6591 | 1645 | 14,419 |
| TOTAL | 229 | 36,794 | 13229 | 4398 | 54,650 |

Percentage of 7th grade children against the total number of those who should attend school.

| | | |
|---|-----------------|---------------------------|
| Total number of children under obligation | School children | Percentage of attendances |
| 20,268 | 19,863 | 98% |

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(d) How Co-education Is Carried Out in Junior High Schools.

Located additionally in old secondary schools.

| Grades | National | | Public | | Public | | Private | | Total | | Percentage of "a" to total |
|--------|----------|----|--------|----|--------|-------|---------|------|-------|-------|-------------------------------|
| | a. | b. | a. | b. | a. | b. | a. | b. | a. | b. | |
| 7th | 189 | 0 | 18784 | 0 | 0 | 0 | 0 | 890 | 18973 | 890 | 96% |
| 8th | 40 | 0 | 11827 | 0 | 577 | 6061 | 0 | 1863 | 12444 | 7924 | 61% |
| 9th | 0 | 0 | 6183 | 0 | 308 | 6283 | 0 | 1645 | 6491 | 7928 | 45% |
| TOTAL | 229 | 0 | 36794 | 0 | 885 | 12344 | 0 | 4398 | 37908 | 16742 | 69% |

"a" represents number of children in co-educational schools.
 "b" represents " " " " in non-coeducational schools.

(e) Number Of Classes In Junior High Schools.

| Grades | National Schools | Public Schools | Public | Private | Total |
|--------|---------------------|-------------------|--------|---------|--------------|
| 7th | 6 | 445 | 0 | 8 | 459 |
| 8th | 2 | 300 | 118 | 28 | 448 |
| 9th | 0 | 219 | 120 | 26 | 365 |
| TOTAL | 8 | 964 | 238 | 62 | 1272 classes |

Number of Teachers.

Schools located additionally in old secondary schools

| National Schools | Public Schools | Public | Private | Total |
|------------------|----------------|--------|---------|---------------|
| 14 | 1566 | 428 | 93 | 2,101 persons |

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Proportion of Teachers and Students.

Schools located additionally in old secondary schools.

| | National Schools | Public Schools | Public | Private | Total |
|--------------------------------|------------------|----------------|--------|---------|-----------------|
| Number of children | 229 | 36,794 | 13,229 | 4,398 | 54,650 persons, |
| Number of teachers | 14 | 1,566 | 428 | 93 | 2,101 persons, |
| Number of children per teacher | 16.36 | 23.56 | 30.91 | 47.18 | 26.01 " |

Number of teachers in excess is calculated on the basis of 40 children per teacher.

697 teachers in excess.

(e) Effect of the initiation of junior high school education on elementary schools. Of the 185 city, town and village junior high schools only 4 schools are housed in their own schoolhouses, the rest being located additionally in city, town, village elementary schools, exerting no small influence upon the establishments, accommodations and teaching staff of each school.

Special classrooms which were used for special purpose are now being used as ordinary classrooms in an elementary school or a junior high school.

Of the 2670 classes in the elementary schools 47 classes are located in auditoriums.

58 classes are located in other additional buildings in the school.

9 classes are located in buildings outside the school.

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And yet there is a shortage of 195 classrooms, to make up for which two-shift system is adopted.

Of the 2670 classes 195 classes in 57 schools are being taught on two-shift system.

In addition to class-rooms, the playground is being affected; junior high school-children require larger space to move about in, sometimes playing sports fraught with danger to the smaller children, with the result that elementary school children are deprived of the opportunity of playing at their pleasure. Many of them have come to play in the space between two buildings or in the class-room.

Competent teachers, especially male teachers of elementary schools have been transferred to junior high schools, affecting the teaching staff of elementary schools.

(f) The present enrollment in all the junior high schools is 39,120 children. When the junior high schools become full fledged schools in 1949, the enrollment is expected to stand at 54,650 children. The following facilities and equipments will be required per child:-

| | | | |
|-------------------------------|---------------------|--|---|
| Ground required | 655,800 tsubo | | |
| Number of junior high schools | 229 schools | | |
| Equipments required | 82,750 desks | 82,750 benches | |
| (in ordinary class-rooms | 54,650 " | 54,650 " |) |
| (in special class-rooms | 28,100 " | 28,100 " |) |
| New class-rooms wanted | | | |
| Ordinary class-rooms | 1,093 class-rooms | (on the basis of 50 children per class-room) | |
| Special " " | 563 " " " " " " " " | | |

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ADDITIONAL STATEMENT

- (1) Specific problems which must be solved before the 7th grade compulsory programme can be completed.

To provide for class-rooms and other educational environments.
To provide for special class-rooms (science, domestic science, sewing, music and manual training,) experimental fields and libraries.

To procure school grounds for building junior high schools' own houses.

To supply text-books and other educational goods in sufficient quantity.

Expenses.

Vague + difficult
Personnel expenses:- In order to attract capable persons to the educational circle, it is considered necessary that schools should be enabled to draw upon sufficient personnel expenditure, although it may not be feasible under the present state of finance.

Running expenses:- It is considered necessary that schools should be provided with ample running expenditure to operate the school smoothly in these days of inflation.

Parents and people at large should have an understanding of the new educational system, ready to collaborate with school education.

- (2) Prospect of establishing the 8th grade as a compulsory year during 1948-49. Considerations of the following points lead us to the conclusion that establishing the 8th grade is feasible, although attended with difficulties.

Teaching staff:- Graduates of normal schools, universities, higher schools and colleges may be placed, provided that they are given short-term training necessary for teachers.

Class-rooms:- If the original plan of state subsidy and loan flotation (₹3,120,000,000) is carried out, the minimum number of class-rooms, - meaning ordinary class-rooms only, necessary for next year - will be provided.

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Expenditures.

Personnel Expenses:- It is considered impossible to provide for personnel expenses, since they are state subsidy and prefectural account.

Running Expenses:- Cities, towns and villages will be able to provide for them, though not in sufficient amount.

Parents' burden:- Every child liable to compulsory education will be able to attend school, provided scholarship is given by cities, towns and villages to parents who find it difficult to send their children to school.

Text-books and other educational goods.

Text-books:- They will be provided in sufficient quantity by the Ministry of Education.

Educational goods:- No inconvenience will be experienced, if proper care is taken by the Ministry of Education.

(3) How is coeducation working out?
What specific problems have been raised by the introduction of co-education?

✓ All junior high schools and elementary schools are carrying out co-education in a broad sense.

Specific problems that have been raised by the introduction by coeducation.

On learning guidance.

Boys and girls are working with due regard paid to each other. Rivalry and collaboration have elevated the standard of their learning.

On works.

It was feared that case problems of morality might occur, but at present there is no fear of that sort.
Of the 45 secondary schools two schools are carrying out co-education, and that satisfactory. Other schools are expected to follow suit.

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(4) Public opinion concerning the junior high school.

There is a prevailing opinion in the intellectual circle that the introduction of the junior high school education during the present year was too early, when we consider the shortage of teachers and bad educational facilities and equipments, which the pressing economic plight of our country will hardly enable us to put right.

Some teachers of the secondary schools are inclined to think that the introduction of junior school education under obligatory system may result in partial deterioration of educational effect, as good children who would be admitted into secondary schools, with opportunities of working in good educational environments are compelled to work in ill-equipped junior high schools crowded with too many children.

On the other hand, there is a considerable proportion of people who are all for the speedy execution of the new school system in the light of equal opportunity in education and the elevation of general cultural level.

Many people who could ill afford to enroll their children of their own accord into secondary schools are glad that their children, boys and girls, are being educated in junior high schools on compulsory basis.

Teachers of youth schools are for the speedy execution of the junior high school, as youth school children who have left much to be desired in learning and attendance will put more pep into their work in the junior high school.

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- (5) How many of the old public middle schools are planning to become senior high schools?

Is this plan based on actual studies of the numbers of senior high schools needed, or merely on the desires of individual schools?

33 public secondary schools are planning to become senior high schools. There are, at present, 34 public secondary schools, but two of them will make a merger as they are located close to each other.

The preceding figure is not merely the result of each individual school's desire, but taking everything into consideration we consider that this figure represents the present need in our prefecture.

Besides the public secondary schools, there are 11 private secondary schools, of which 10 are desirous of becoming senior high schools.

-
- (6) Has the work of the reorganization committee been satisfactory? Exactly what part did they play and are they playing in reorganization? To what extent were their recommendations accepted by the authorities?

- (a) At this critical period of the reorganization of education, services of leading representatives of every field of society have been called upon for the democratization and promotion of education. In November 1946, they were appointed members of the Kagawa Prefectural Education Committee, consisting of 45 committeemen, who studied the junior high school system, its accommodations and standard, and made reports in answer to the Prefectural authorities' inquiry. They also published the results of their voluntary researches contributing valuable materials for the guidance of the Prefectural and community people. In October 1947, it was reorganized into the Kagawa Prefectural Education Council consisting of 60 members, who are making researches in the following problems:-

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1. Concrete studied in the full execution of the junior high school.
 2. In the establishment of the senior high schools what should be the distribution of full-time senior high schools and part-time senior high schools in Kagawa Prefecture? What should be their accommodations?
 3. Studies for the concrete measures of establishing Shikoku University.
- (b) Reports submitted by the Reorganization Committee to the Prefectural authorities have carried much weight as materials for guidance, and they have been honored practically wholly.
7. Specifically, what help is needed from the national level in the complete establishment of the 7th grade, and the establishment of the 8th of the junior high school on a compulsory basis?

(a) Increase of national subsidy.

1. For the building of class-rooms in the junior high school and other accommodations.
2. For the purchase of school grounds.
3. For subsidizing personnel and running expenses.

City, town and village finance which is drained justifies us in our demand for substantial national subsidies.

(b) Procurement of school grounds.

Procurement of school grounds is burdened with considerable difficulties in connection with the arable land question.

It is solicited that special measures should be taken to smooth the way for the procurement of school grounds subject to the approval of the arable land committee.

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(c) Special ration of goods.

Special ration of building materials and educational goods is solicited.

(d) Teacher-education.

For the supply of competent teachers it is recommended that permanent teacher-educating schools and teachers' in-service training institutes should be established on the national or prefectural level.

e. HIGHER EDUCATION - BELLS.

The questionnaire submitted on Higher Education was discussed with Mr. FUJII, Principal of the Takamatsu Economic College, temporarily located at Zentsuji. Information follows:-

- (1) Preparations made for elevation to Daigaku:
 - (a) Construction of new building - partially complete.
 - (b) Collection of books for library.
 - (c) Prominent faculty.
 - (d) Collection of equipment for laboratories.

Change of status to take place if authorized by the Mombusho in April 1949.
- (2) College will welcome any combination of schools to form a university, but feels that this combination should be made up of equally rated schools. Definitely against combining with any Normal School.
- (3) Yes. Principal is familiar with the standards adopted, but feels that some members of the Committee are not qualified to vote on the accrediting of schools, since they were formerly connected with lower rated institutions.

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- (4) Enrollment - Male 700
Female 3.

College offers extension classes at the present time which have 40% female enrollment. Future plans include fostering of Coeducation.

- (5) There were no changes in enrollment over last year.
- (6) Old buildings completely destroyed, and new building will be completed in April 1949. All handicaps exist - finances, materials, labor, etc.
- (7) To date approximately 10,000 books have been collected for a new library - old one almost completely destroyed. Students almost wholly responsible for this collection in that the books were purchased from funds raised by them.
- (8) No faculty members are affiliated with the Japan University Professors Association, nor do they belong to any Unions.
- (9) No student government. President of the College presides over monthly discussion groups between faculty members, and representatives from the student body.
- (10) Extension courses offered. Electives - Literature, Law, Economics, Philosophy. These courses are given three afternoons a week.
- (11) Fees for current year.

| | |
|--------------|---------------|
| Tuition | ¥400 |
| Student Org. | ¥100 |
| Dormitory | ¥150 |
| Board | ¥350 monthly. |

- (12) Problems:

Construction of new buildings - materials,
Books - for new library,
Equipment for laboratories.

- (13) Major problem is the elevation of the school to university status.

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f. ADULT EDUCATION - NELSON.

Conference held with Japanese education officials. The following information pertaining to Adult Education gathered:

- (1) Social Education Section established November 1946.
- (2) Social education committees have been established in about 90% of the communities in Kagawa. Of these 50% are active.

(3) Citizen Public Halls:-

| | | | |
|-----|-------------|---|--------|
| No. | Established | - | 20 old |
| | | | 5 new. |

Officials have visited 12, and are not satisfied. Personal instruction has been given by social education officials for the betterment of CPH's.

- (4) Information program for CPH's through Newspapers, and the distribution of leaflets.
- (5) PTA's are not as far advanced as in other prefectures. The old school organizations are present being revitalized into PTA's.
- (6) Circulating libraries: The prefecture boasts of a circulating system whereby 100 organizations exist, each circulating 10 volumes. This gives good coverage throughout the Ken even though the number of books circulated is negligible.

VOCATIONAL EDUCATION - MOSS.

The Takamatsu Commercial School was visited, and the submitted questionnaire discussed with the principal. Answers follow:-

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- (1) Type of school - Commercial School, Middle level.
- (2) Supported by the prefecture. Presently located in temporary buildings. New school can be completed within eight months after authorization for construction is approved.
- (3) General Commercial course.
- (4) Graduates follow business careers.
- (5) Entrance requirements: Graduates from elementary schools, entrance examinations, tuition ¥50 monthly. Age of students - 13-18 yrs.
- (6) Courses offered: Bookkeeping, correspondence, finance, business mathematics, merchandising.
- (7) Extension school enables students to complete course in 4 year period.
- (8) Teachers have Mombusho Certification.
- (9) Results of training:
 - 60% business
 - 20% higher education
 - 20% home.
- (10) Problems:
 - (a) Definite need for new buildings,
 - (b) Books.
- (11) Recommendations:

Principal feels that greater co-operation between vocational education and industry is of paramount importance.

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YOUTH ORGANIZATIONS - TYPER.

Discussion with Japanese education officials on Youth Organizations, brought out the following information:-

- * (1) The Prefectural Youth Federation is well established.
- (2) Three Boy Scout Troops in the prefecture of which two are not active. Activities include: hikes, camping, discussion groups.
- (3) The Seinen Dan has held numerous leaders training conferences sponsored by the Kencho officials.
- (4) The Social Education Section is the advisory body for the Youth Organizations.
- (5) Materials most needed to improve Youth work in prefecture:-
 - (a) Books,
 - (b) Projectors,
 - (c) Films & slides,
 - (d) Records,
 - (e) Athletic equipment.
- (6) Meetings held: in classrooms, town halls, private homes.

 g. MEDIA EDUCATION - JUDSON.

No information requested.

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h. LANGUAGE REVISION - HALPERN.

Status of Romaji in Kagawa Prefecture was discussed with the education officials, and the undersigned informed that the course is elective in nature starting in the fourth year. Most schools offer a course 2-3 hours weekly, with results depending upon the enthusiasm of the teachers.

i. TEXTBOOKS and CURRICULUM - HARKNESS.

The submitted questions were discussed in a conference with Japanese Education Officials, and with the principal of an elementary school. The answers received were as follows:-

- (1) There are no curriculum revision committees on the prefecture level at the present time. Most schools have special teachers submit suggestions to the principal for the revision of a course of study. These suggestions are generally discussed at an open meeting of teachers, with the principal, and acceptable curriculum changes often made at this time.
- (2) The textbooks are getting through in a satisfactory manner. Approximately 80% supplied to the schools to date.
- (3) In the schools visited the undersigned did not see a school library, or the semblance of one.
- (4) Practically no supplementary instructional material was seen in the schools.

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j. SOCIAL EDUCATION - BELL.

- ✓ (1) Student government activities need encouragement in Kagawa Prefecture. Some organizations in schools call themselves student government groups, but upon investigation these organizations were wholly and completely controlled by the faculty. Students do recommend to the faculty, and the school administrators, but to the degree that these suggestions are accepted, cannot be evaluated.
- (2) No examples of problems discussed by students were available.

k. SCIENCE EDUCATION - EDMISTON.

The information requested on the Science project at the Onohara Middle School could not be gathered first handed due to the time limitation of the undersigned's visit to Kagawa Prefecture. Hence, the chief of Education was queried on the subject. It was stated that the project is still active, but has not been accepted in any of the other schools of the Ken. The Education Officer, Mr. Dobbins, had no knowledge of this project, since he was so recently assigned to the position. He stated that an investigation of this project would be made in the near future.

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4. RECOMMENDATIONS:-

That two additional members be added to the Education Section of Kagawa MGT as soon as possible in order to more effectively carry out the educational program. Additional members proposed should include an education specialist, plus an E.M. with a suitable background.

LOUIS J. ABBISCHER,
Capt., FA, /md

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
CIVIL INFORMATION AND EDUCATION SECTION
EDUCATION DIVISION
Liaison and Investigation Branch

Report of Visit to
BHIME MILITARY GOVERNMENT TEAM
MATSUYAMA CITY

5 - 15 January 1948

THEODORE FAULKNER
Field Liaison Officer

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Field Report
LIAISON and INVESTIGATION BRANCHAPO 500
4 February 1948.

1. ADMINISTRATIVE INFORMATION.

- a. Name of CO of Ehime MG Team:
Henry H. Carden, Lt. Col.
- b. Name of the Education Officer:
Lawrence D. Throme, Capt. F.A.,
- c. Name of the Education Specialist:
William A. Scott, DAC.
- d. Name of the Liaison Officer:
Theodore Faulkner,
- e. Date of the Visit:
5 - 15 January 1948.

2. GENERAL INFORMATION.

a. In accordance with CP Order #2-1 dtd 2 Jan 48, the undersigned liaison officer departed Tokyo at 0900 on 5 January and after a combined train-boat trip, arrived at destination, Matsuyama City, Ehime ken, 2400 on 6 January. Undersigned stayed at the BOQ during his seven day visit with this hospitable MG Team. Quarters were located in a 19th Century French Chateau owned by a local Count. This trip was a follow-up to that made by this office 4-24 November 1946.¹

SUMMARY OF REPORT.

b. The following problems affect educational reform to a considerable degree in the ken:

(1) No active governor. The governor has been absent from his post on and off during the past six months devoting his efforts to keeping himself from being purged. As a result, administrative problems have not been properly cared for.

(2) For example, there is no chief of the prefectural education section. This situation has prevailed since June 1947 when the Education Department was reorganized and the Chief of Education Section was promoted to be department head.

⁻¹ Reference. Report of Liaison Trip to Ehime MG Team dtd 20 Nov '46, on file in this office.

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(3) Lack of professionally trained personnel in prefectural supervisory positions. Most of the officials are political appointees whose salaries are even lower than those of classroom teachers. Furthermore, pay scales are based largely on length of service rather than superiority of position. For example, the new Social Education Chief makes ¥1800 while his assistant makes ¥2000.

(4) No experienced educator on the MG Team as Education Officer. The team is very much in need of trained personnel in the important Education Section. The CO would welcome the addition of an Education man who has been in public school work in the states, in order to carry out his program. At present, there are only two men assigned to this function. The Education Officer arrived only two months ago. The Education Specialist has been with the team for over a year. He has had specialized training in Japanese language which has helped him considerably in getting the cooperation of local educators.

c. Some of the projects which the MG team is carrying on at present are as follows:

(1) Aiding in prefectural education section reorganization. The Education Specialist has worked with the prefectural chief of education and has been instrumental in securing the appointment of supervisors in visual aids, health and physical education, domestic science, math, science, language, social studies, in lieu of the old system inspector type officials.

(2) Establishing CIE Reading Room in two high schools, one city library and in the ken library.

(3) Poster information program. The team hired two Japanese artists who have designed effective poster sets used both by ken and MG in information program on labor education, elections, New Constitution, Traffic Safety, Public Health, Women's Rights, etc.

(4) Visual aids, Health Education. As a result of the work of the Education Specialist, a visual aids program has been set up by the ken and has had the following results to date: hiring of a visual aids supervisor, establishment of a cooperative prefectural film library for public schools. The health education program is

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likewise ahead of other kens observed by the undersigned due to the influence of MG. The prefectural Health Engineer has supervised a teacher committee during its project in developing the first Health Education Course¹ of Study in Japan on a ken level. It extends from grades 11-12¹.

*Under
statement*

(5) Inservice education. This includes two-day teaching institutes, demonstrations, and illustrated discussions on the construction of science and social studies units.

(6) Decentralization. MG and ken social education section are planning a project involving lecture and discussions to be held throughout the ken on passage of the Education Decentralization law. This will be aimed at town assemblymen, and general public, and is designed to arouse interest in local boards of education and school superintendents.

d. Recommendations of the Education Section, Ehime MG team, are as follows:-

- (1) The M/Ed should place more emphasis on health education, encouraging development of teaching units and providing textbook and instructional material.
- (2) The M/Ed and Education Division, SCAP, should place more concentration on Social Studies, especially in textbook and reference materials. This is the poorest taught course and the one which confuses teachers most. Prefectural committees for curriculum study and unit development in social studies rather than science, should be encouraged, since teachers have a great deal more self-confidence in the latter field.
- (3) That it be made an established policy for Education Officers to notify schools in advance of a visit. The emphasis on negative school inspections is ended. Japanese education officials should accompany the Education Officer.
- (4) The school inspection form should be simplified to the extent of a broad outline of suggested areas, with space for comments.

⁻¹ Reference subreport "h" Textbooks and Curriculum.

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Persons Interviewed:

| | |
|-----------------------|--|
| SAKAI Sukeaki, | director, Niihama Technical College, |
| YAMAMOTO Yokichi, | director, Matsuyama Higher School, |
| ITO Hideo, | director, Matsuyama Economic College, |
| IKENO Juichi, | director, Ehime Youth Normal School, |
| YAMAMOTO Ryuichi, | director, Ehime Normal School, |
| SUGI Toru, | professor, Ehime Pref. College of Forestry and Agriculture, |
| NUMATA Minoru, | director, Nitta Middle School, |
| TAKUBO Ichiro, | professor, Matsuyama College of Foreign Language, |
| TOSHIMA Shigeru, | Chief, Prefectural Social Education Section, |
| SUGINO Tsuneo, | Chief, Prefectural Education Dept., |
| NISHIDA Zensei, | vice president, Prefectural Federa- tion of Youth Associations, |
| Miss SHIMIZU Hatsuko, | vice president, Prefectural Women's Council, |
| IKAZAKI Katsuichi, | chief, Matsuyama City Education Section, |
| HATANO Senri, | principal, Iyo Agricultural School, |
| DOI Seiken, | principal, Matsuyama Girls' Commercial School, |
| NAKAO Shizuo, | principal, Matsuyama Technical School, |
| ISHIKAWA Tetsusaburo, | president, Matsuyama Commercial School, |
| NOZAWA Hiroshi, | Chief School Inspector, Prefectural Education Department, |

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Schools Visited:

Nitta Middle Schools for Boys,
Ehime Normal College and Attached Elementary School,
Toyo Rayon Mill Junior High School,
Toyo Rayon Mill Technical School,
Matsuyama College of Foreign Language,
Miyamae Elementary School,
Ehime College of Agriculture and Forestry,
Ehime Prefectural Library.

3. SPECIFIC INFORMATION.

a. LIAISON and INVESTIGATION - KIEF.

Q Report on the status of screening. Are there any screening problems in Ehime ken?

A The permanent screening committee was organized in May 1947 and held its first meeting on 17 June. Since that time, 2,155 teachers were screened. One was found unacceptable.

MG cited the following two screening problems: (1) The prefectural committee has received 11 cases involving screened-out educators, from the Central Inquiry Committee. These cases were returned because of lack of evidence. The prefectural committee has interpreted this action by Central Inquiry Committee as a reversal of its action. It was suggested to the Education Officer that he explain to the committee the meaning of returning a case for lack of evidence - if they had difficulty in understanding Hatsu Teki #78 or failed to read it. (2) Non-cooperation of prefectural officials in surveillance over activities of disqualified educators. MG cited two instances of "screenees" who remained on school premises for unreasonable periods after being disqualified. MG also cited the slipshod and superficial records of minutes of 1946 screening committee meetings. This has resulted in difficulty in reviewing original evidence concerning the appeals cases recently returned to the

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local committee by the Central Inquiry Committee.

Q Is any school property being used by Allied Forces? Give details.

A None. MG occupies the prefectural library building for EM Quarters, lounge, supply, and mess. Refer to subreport "e"; Libraries, for further information.

Q Has the prefecture received its allotment of glass? How much? Get complete account of every pane disbursed and on hand.

A A report on glass allocation and distribution for the year ending 31 December 1947 is shown in subreport "b", Administration and Finance.

Q Are any locally stored items not on reparation lists, available for use in the schools?

A There are 40 boxes of stovepipes in the British-controlled engineering dump in Matsuyama. Status of this material has not as yet been clarified.

=====

b. ADMINISTRATION & FINANCE - LOOMIS.

A conference was held with the following members of the Reconstruction Bureau of Ehime ken concerning glass allocated and distributed to schools during 1947:

Mr. SUGISHITA Kaname, member of Chukoku Region Branch of M/Ed assigned to Ehime ken,

Mr. SASAKI Satoru,

Mr. KAMEI Suguru.

(1) Between Jan and 31 March 1947, allocation and distribution of glass in this ken was handled by the (prefectural) First Reconstruction Section. Since 1 April 1947, it has been handled by the Reconstruction Bureau of Ehime (a branch of the (national) Central Reconstruction Bureau.) Statistics relative to glass distribution for 1947 were furnished by these two organizations.¹

¹ Reference Appendix Table I, "Glass Allocation and Distribution in Ehime, 1947".

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Of the total amount allocated to the prefecture in the 3rd and 4th quarters of 1947, only a portion has been received by glass dealers. This accounts for variation in table I as shown in Appendix. In the third quarter, Reconstruction Bureau officials made spot checks on several schools which had been allocated glass and discovered that they had requested more glass than they were entitled to. Since that time, school inspectors have been instructed to verify all school applications.

Other than the glass secured through rationing channels, MG discovered a barter system in effect last year whereby potatoes and cloth were exchanged at the factory for glass. This system operated somewhat in the following manner: A middleman secured a given amount of sq. ft. of glass from the factory for potatoes and cloth (needed by glass factory employees). The Prefectural government secured the potatoes and cloth. The middleman sold the glass to the wholesaler, who in turn sold it to the retailer and finally to the schools. This increased the cost of the glass from 380 yen per 100 sq. ft. (mfg. cost) to 780 yen. On one such shipment of 600 cases of school glass, the middleman made a profit of 100,000 yen.

A second problem MG succeeded in alleviating was the extra cost of 150 yen per 100 square feet of glass to so-called "B" class schools. The Reconstruction Bureau classified M/Ed Schools as "A" class schools; all others, "B" class.¹ The former could buy directly from wholesalers at a saving of 150 yen per 100 sq. feet of glass. The latter had to buy its glass from retailers.

(2) Visits to public schools by the undersigned revealed that the distribution of glass is woefully inadequate.² A newly constructed group of elementary school buildings directly behind the prefectural library has half of its windows filled with glass and the other half cardboard. However, a group of several new telephone company buildings are completely equipped with glass. The Miyamae Elementary School requested 500 panes of glass between 1945 - 1947. The first shipment of 100 panes arrived in November 1947. The Ehime Normal College did not receive one pane of glass in the last year even though its needs are acute. This school is in a worse state of disrepair than any normal school observed by the undersigned to date. It is like a page out of "Tobacco Road".

-
- 1 MG succeeded in September '47 in getting this classification abolished.
 - 2 Photographs of "windowless" schools in this ken are on file with OIC, Administration and Finance.

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c. SECONDARY EDUCATION - OSBORNE.

Conferences were held with the following educators and officials concerning secondary school reorganization:

Mr. SUGINO Tsuneo, Chief, Ehime Education Department,
Mr. KADOYA Rezaburo, President, Matsuyama Educational
Council,
Mr. IKAZAKI Katsuichi, Chief, Matsuyama Education Section,
(and seven others concerned with the program).

- (1) Data requested by OIC, Secondary Education Unit, concerning establishment of the 6-3-3 program was secured from the above individuals and is on file. Copies of reports submitted are also on file with Education Officer, Ehime MG Team.
- (2) The Citizen's Reorganization Planning Committees were set up throughout the ken, haphazardly or not at all, last April. The procedures followed by the prefectural officials deviated considerably from those set forth in Hatsu Gaku 63. In March and April, the Education Specialist visited many communities and found that the citizens were in complete ignorance of the existence of the fact that they were supposed to elect advisory boards. The prefecture chose to violate the Hatsu Gaku by organizing local rubber stamp committees after the j.h.s. had been set up. The prefectural committee was reorganized on 1 June after MG discovered that it consisted solely of Teachers Union representatives. The committee had not functioned previously.

NOTE:

Striking similarity in the ignoring of Hatsu Gaku 63 by prefectural officials in the organizing of citizen's advisory committee, was noted by the undersigned on a liaison visit to Fukushima MG Team. Reference to this situation was made in Field Liaison Report dtd 29 December '47.

- (3) The Education Officer requested the following materials on secondary education:

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- (a) Suggested teaching methods, and classroom activities in social studies, science, reading.
- (b) English translations of teaching aids (MG has received translations of the General Outline of Course of study, also English).
- (c) Illustrated materials on typical activities in American classrooms, to be used in conjunction with lectures on methods.
- (d) Sample textbooks in Social studies, Science.

d. HIGHER EDUCATION - BELLS.

A conference was held with the following representatives of higher schools in Ehime ken:

| | |
|-----------------------|---|
| Mr. SAKAI Sukeaki, | director, Niihama Technical College, |
| Mr. YAMAMOTO Yokichi, | director, Matsuyama Koto Gakko, |
| Mr. ITO Hideo, | director, Matsuyama Economic College, |
| Mr. YAMAMOTO Ryuichi, | director, Ehime Normal College, |
| Mr. SUGI Toru, | professor, Ehime Prefectural College of Agriculture & Forestry, |
| Mr. TAKUBO Ichiro, | professor, Matsuyama College of Foreign Languages. |

(1) Data requested by OIC, Higher Education Unit, is on file in his office. Copies of reports submitted by above institutions, are also on file with the Education Officer, Ehime MG Team.

W (2) A spirited discussion was held with the above group of educators concerning the establishment of a Chukoku University in the future. MG has held several conferences with these educators previously and has done a good job in developing attitudes of unity and cooperation among the directors of the various higher schools. They apparently now realize the advantages of having one or two Chukoku universities rather than several.

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However, little has been done in the nature of an organized effort to set up a workable plan so far - largely due to the continuous absence of the governor and his failure to appoint a chief of the ken education section. (This post has been vacant for six months.) Therefore, there was no followup to the regional conference held last summer by the governors of the four kens.

The conference group cited the following advantages of establishing the island university in Ehime ken in the event it is decided to sponsor one for the region: (a) Ehime has seven of the 17 koto gakkos on the island (b) The academic koto gakko in Matsuyama has the highest standing on the island (other is located in Kochi ken). (c) Ehime has the only economic and technical "college" on the island. (d) One of two island foreign language "colleges" is located in Matsuyama. (e) Ehime is economically the most advanced island prefecture. Six of the 12 cities in the four kens are located in Ehime. It has also long been considered a cultural center. Its new prefectural library building is one of the finest in the country.¹

*Not really
a college -
four rooms*

A major problem confronting a university committee is that of lack of a suitable piece of property for a central university. In the event that Ehime is given the opportunity of establishing a consolidated university, MG has recommended the campus of the Nitta Boys Middle School (Private). The campus is beautifully landscaped. The buildings are modern and attractive by American standards. The main building has a facade of glass brick. There is considerable room for expansion of present buildings in the back of the campus. The possibility of establishing a university with different departments established in present scattered facilities throughout the capital city, has also been discussed with local educators by the Education Specialist.

(3) As an outgrowth of the conference on universities, the group formed The Ehime University Establishment Committee (Dai Gakku Setchi Ehime Inkaei.) They will make recommendations to the governor to be presented at future regional conferences. They will also extend an invitation to OIC, Higher Education Unit to meet with them late this Spring.

¹ Reference subreport "e", Libraries.

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e. ADULT EDUCATION - NELSON, MOSS, TYPEN.(1) Youth organizations.

- Q What is the Status of the Prefectural Youth Federation?
A The Ehime Federation of Youth Associations is composed of organizations in the six cities and 11 of the 12 counties of the ken. The chiefs of all local and county associations meet once a month with advisors from the prefectural social education section and discuss programs, planning, problems, and leadership training. Social education section is not affiliated with the Federation except in an advisory capacity.
- Q Are there any Boy Scout troops in the prefecture?
A There are 12 troops at present with 40 more being planned. These troops were established since last September and are the work of a pre-war scout leader Count HISAMATSU. He was a co-worker with Counts MISHIMA and FUTARA in organizing Scouting in Japan. A complete report on scouting in the ken, together with a folio of photographs, is on file in the office of OIC, Adult Education.
- Q Have the youth organizations held any leaders' training conferences?
A Very little has been done in the nature of sponsoring leaders' institutes. In fact, recently, youth associations have appealed to the ken social education section for help in recruiting leaders, as many of them were afraid that their organizations were going to fail because of the scarcity of volunteers. The social education secretary promised that he would concentrate on this matter in the coming year. The prefectural federation as yet does not see its responsibility in leadership training although MG and the undersigned discussed this field of activity with them.
- Q What youth activities has Social Education Office conducted?
A Social education section has sponsored lecture courses, motion pictures, athletic events, Constitution-popularization meetings, Dances, etc. It was also instrumental in securing cooperation of local and county youth organizations in forming a prefectural federation. A complete detailed report on activities sponsored by this section is on file in the office of OIC, Adult Education.

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- Q What materials are most needed to improve and extend youth work in the ken?
- A Motion pictures and projectors, cameras, film, recordings, athletic equipment, books, tents, magic lanterns.
- Q Where do youth groups hold their meetings?
- A Schools, temples, public halls, factories.
- Q How many youth organizations are there in the prefecture? Do boys and girls meet together?
- A There are 249 local, 18 city and county federations, 1 prefectural federation. Membership totals 85,279 persons (50,428 male, 34,851 female). A detailed report showing names and locations of all associations is on file in office of OIC, Adult Education Unit. In many of the youth organizations, boys and girls meet together.
- Q What are the major problems confronting youth organizations?
- A Lack of leaders, lack of trained leaders, lack of equipment.
- Q What is the procedure for selection of officers? What is average age of an officer?
- A Officers of local associations are elected by ballot by the rank and file membership. City federations are composed of officers of locals. County federations are composed of officers of city federations. Average age of male leaders is 26 years, of female leaders, 23.
- Q What is the relationship of the local youth organization to the village officials?
- A None.
- Q List three major program activities?
- A Athletic events, cultural programs, educational programs.
- Q What is the basis of organization? Geographical or otherwise?
- A Youth associations are organized by block, city, or town, county, prefecture.
- Q How are youth organizations financed?

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A (1) By membership dues, (2) by subscription - 12 citizens have subscribed a total of ¥12,000 this year, (3) by city and county contributions. ¥32,000 has been contributed annually by the city and county governments.

(2) Citizens' Public Halls.⁻¹

Q What facilities are used for public halls in the prefecture?

A The 31 public halls in Ehime are located in schools, village halls, a theatre, private house, restaurant, own buildings, Buddhist temple, hospital.

Q How are public halls financed?

A Halls are financed by town and village contributions, subscription, profit accrued from business.

Q What organizations are affiliated with public halls?

A Youth associations, women's organizations, fishermen's associations, agricultural associations.

Q List the most important activities carried on during the month?

A Lecture, Study and Discussion meetings on New Constitution, New Family System, New Education, Women's Culture, Current Events, Form Cultivation, Cooperative Movement. Other activities are talent shows, motion pictures, children's events, flower arrangement, tea ceremony, etc.

Q What are the major problems hindering the amplification of the program?

A Major problems are as follows:

(a) Establishing the attitude among citizens that the aim at present is not constructing a new building, but in setting up a strong program.

(b) Arousing the interest of town and village headmen as to the importance of the program.

(c) Lack of finance, lack of building materials.

⁻¹ A detailed report on public halls is on file in office of OIC, Adult Education.

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(3) Libraries.

- Q How many books are available for public use?
A Of the 46,934 books owned by the Ehime prefectural library, 36,000 are available to the public. 500 new books have been added during 1946-47.
- Q Is there an entrance fee?
A No entrance fee is charged. However, adult borrowers pay 50 yen per six months while students pay 30 yen.
- Q How many circulating libraries are there?
A The prefectural library sponsors 70 circulating libraries. Total number of books in this system are 5,000. Each unit consists of 50 books and may be kept by an organization for two months.
- Q Describe community financial support of libraries.
A A detailed report of the budget for the current year is on file in the office of OIC, Adult Education.
- Q Describe housing facilities of the prefectural library.
A The prefectural library is set up in two temporary wooden frame buildings, in view of the fact that its permanent home is being used to house portions of the MG Team. Present quarters are clean, orderly, but very crowded, accounting for the fact that $\frac{1}{4}$ of their books are in storage and unavailable to the public. The permanent library building presently occupied by MG, is one of the finest in the country, constructed of cement a few years ago. Although the present library situation in Matsuyama is undesirable, it is recommended that MG be allowed to remain because of the shortage of available buildings.

(4) PTA's.

- Q How many schools have PTA's at present?
A There are 31 PTA's presently functioning. Of this number, 22 are new organizations, while the remainder have been reorganized from former Parent Associations.

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Parent-Associations.

Q List percentage of parents of particular schools belonging.
 A Statistics are on file with OIC, Adult Education.

Q List important activities of each PTA.
 A Activities carried out during the month of December were as follows: (at Tomari Elementary School) Control of stomach worms among children, purchase of books, school repair work, motion picture parties, classroom visits, lectures by teachers to PTA. (Other activities are shown in report on file.)

NOTE:

The Education Specialist has influenced the ken education section to appoint an inspector for fulltime work in this field. He has sponsored several successful conferences on PTA organization utilizing M/Ed material, and slide films. Two poster sets "Democratic Organizations" and "Education of Young Citizens", have also been used effectively.

(5) Town or Village Social Education Committees.

Social education committees have been set up in most towns and villages according to ken officials. However, they are as yet paper organizations, according to the Education Specialist. In the cities, committees are composed of 20 citizens, in the towns, 10. They are appointed for two years by the mayor or headman. The prefectural committee has 30 members appointed by the governor.

(6) Adult Education Classes.

The City Education League of Uwajima established a successful Adult Education School on 15 September 46. The Education Specialist has given the group advice and is quite proud of their work. Classes are held for 210 students (ages 15 - 40), three hours nightly for six days a week under the supervision of Mr. KATO, principal of the first High School. The lower Secondary course costs the student 80 yen a month. The elective (high school) course costs 50 yen a month. Practically all teachers in the area participate, and receive 15-20 yen per hour. Public school texts or mimeographed excerpts are used for instruction. The City finances a part of the expense, and efforts are now being made to secure ken support.

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VOCATIONAL EDUCATION - MOSS

Conferences were held with the following educators connected with vocational schools in Ehime ken:

| | |
|------------------------------------|---|
| Mr. HATANO Senri, | principal, Iyo Agricultural School, |
| Mr. DOI Seiken, | principal, Matsuyama Girls Commercial School, |
| Mr. NAKAO Shizuo, | principal, Matsuyama Technical School, |
| Mr. ISHIKAWA Tetsusaburo, | president, Matsuyama Commercial School, |
| Mr. SAKAI Sukeaki, | Director, Niihama Technical College, |
| Director, Toyo Rayon Spinning Co., | Middle School & Industrial School. |

(1) Data requested concerning means of support, courses, entrance requirements, fees, etc. was furnished by the above group and is on file in office of OIC, Adult Education Unit.⁻¹

(2) A visit was made to the Toyo Rayon Company's plant, near Matsuyama City and an inspection of its two schools was made.

- (a) J.H.S. - 250 students, ages 15-17 (200 girls), 15 teachers. This school is run on a parttime basis for employees of junior high age. Courses are as follows: English, Japanese, Math, Science, Social Studies, Physics, Chemistry, Gymnastics. Classes are held 1½ hours a day following 8 hours employment in the factory. This school is authorized by the ken.
- (b) Technical School - 100 male students, ages 18-30, 16 teachers. This school is also run parttime and is organized for boy graduates of the junior high school. Courses are designed for both general and technical background, to train boys for better jobs in the factory. (Electricity, Physics, English, Architectural Drawing, Machinery, German, Social Studies, Japanese, Chemistry.) Classes are held two hours daily, five days a week. Students also work in the factory for eight hours a day. At present, this school is not authorized by the ken, but an application for recognition will be made this year.

⁻¹ Data on file with OIC, Higher Education Unit, and furnished by directors of following colleges is of interest to Vocational Education Unit: Matsuyama Economic College, Ehime College of Forestry and Agriculture, Niihama Technical College.

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g. LANGUAGE SIMPLIFICATION - HALPERN.

A conference on language simplification was held with the following educators of schools and colleges in Ehime: NORI Genshiro, OZAKI Kitara, YAMAUCHI Yoshio, INOUE Kenzo, YAMAUCHI Ichiro, TAGAWA Toshio, HIGAKI Shunzo, TACHIBANA Yoshihiro, NAKATA Namiyuki, MORIMOTO Takiji, NOZAWA Hiroshi, MAKINO Tatsuo, OKUDA Takamutsu, IKAZAKI Masaichi, NOMOTO Kuyoshi, ONOMI Kohei.

(1) There is considerable interest in the field of language simplification in the ken as evidenced by this conference. However, as there is no local branch of either of the Romaji Associations, nothing of an organized nature has been attempted by the Japanese. The Education Specialist experimented from May-September 1947 by sending out various materials to schools in Romaji. However, the project was dropped due to the fact that teachers were re-translating the material from Romaji back into Japanese writing before reading it, and therefore the desired effect was lost.

(2) Opinions expressed, indicated that nothing has been accomplished in public schools due to (a) failure of M/Ed to publish the promised Romaji texts, (b) failure of SCAP to influence the M/Ed in making Romaji compulsory.

The undersigned pointed out specific illustrations of creative work in this field by other prefectures without help from the Ministry. Further reference was made to the need for developing attitudes of local initiative in the approaching period of decentralization of educational control.

As a result of the conference, the group formed the Ehime Language Research Association (Ehime Kokugo Kenkyukai.) with Mr. YAMAUCHI Ichiro, as temporary chairman. Mr. YAMAUCHI is English teacher at Matsuyama Economic College. This group will concentrate on the following projects during the coming year:

- (a) Printing of elementary newspaper in Romaji by the Ehime Shimbun, under prefectural Education Section supervision.
- (b) Research and correspondence with Nagasaki, Ichikawa, and Fukushima on Romaji projects in their schools.

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(c) Developing curricular materials for one or two experimental classes in Matsuyama elementary schools.

(d) Teacher education program.

The Education Specialist, who has had specialized Japanese language training, is planning to work with this group until it is fairly well established.

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h. TEXTBOOKS AND CURRICULUM - HARKNESS.

Q Are there any local committees of teachers who are working on curriculum revision? Prefectural?

A Individual elementary and secondary schools are devoting meetings to curriculum study. No city or county committees have been formed. A prefectural committee on science curriculum has been organized. Its work is described in subreport "j", Natural Science.

The MG Education Specialist has been instrumental in getting the prefectural education department to appoint subject matter supervisors in the following fields: Visual Education, Health and Physical Education, Domestic Science, Mathematics, Science, Language, Social Studies. These supervisors have supplanted the former concept of the official-inspector system. Since the inauguration of this system, these supervisors have held several teacher-training meetings and curricular study groups.

Concrete results have been seen in the work of the health and physical education supervisor, DR. KARATSU⁻¹. The teacher-committee working with him have compiled a course of study in health education with teaching units for grades 1-12. The Education Specialist stated that this is the first course of study initiated and worked out on a prefectural level, in Japan.

⁻¹ Dr. KARATSU is the only Health Engineer in a prefectural education department on Chukoku. A copy of the Course of Study prepared by his committee is on file with OIC, Textbooks and Curriculum.

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Q Are textbooks getting through to schools in a satisfactory manner?

A Yes - No problems.

Q Does the school have a library? How many volumes? Is it for the use of both teachers and pupils or for teachers only?

A In elementary schools, there are either classroom or teachers' room bookshelves. Number of books ranges from 50 - 500. Lately, PTA's and student governments have set up book-buying projects. In general, junior high schools have no libraries. The average boys and girls high school has a library of 600 - 700 books.

Q What is available in the nature of supplementary instructional materials, such as maps, charts, sand tables, blocks and toys for primary grades, etc. ? Rate as abundant, ample, fair, meager none.

A Supplementary instructional materials are meager in the average school. Most of the schools have been able to purchase two maps at 500 yen each (Japan and World).

1. TEXTBOOKS, SOCIAL STUDIES - BELL

Q Give details concerning organization of student government groups⁻¹

A Most elementary and junior high schools have both class and school student governments. Usually, the class organization has elected officers. These in turn form the nucleus of the all-school student government. This group also elects its own officers. The principal appoints one faculty representative to the latter organization.

⁻¹ A written report is on file in office of OIC submitted by Matsuyama High School, and describing its student government body.

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- Q Cite example of problems discussed by student government groups.
- A Student governments do not have any designated responsibilities or fields of authority. They discuss school problems as they arise and submit occasional resolutions to the principal or faculty. Examples are - types of games suitable for play periods, preparing athletic meets, student conduct, cleaning and repair of the school. This latter function of student government apparently is quite important in the ken as the "school janitor" is usually incompetent and old, and spends most of his time as a "tea boiler" and watchman.
- Q Cite observation on free classroom discussion.
- A In about $\frac{1}{4}$ of the classes observed by Education Officer, there is a limited amount of discussion by students. Sometimes, it is student directed.
- Q Estimate the extent to which the considered opinions and conclusions of pupils influence the schools or teachers administration in terms of policies and procedures.
- A In schools athletic and playground activities, children have an influential voice.
- Q List outstanding instances of democratic or autocratic behavior on the part of teachers or principals.
- A None.

J. NATURAL SCIENCE - EDMISTON.

A conference was held with the following members of the Ehime Science Research Committee:- SEMBA Tsutomu, YUYAMA Isemu, WAKADA Tonemoto, SUGATOSHI Yoshio, INAMI Umajiro, MIYOSHI Buntaro, YAGI Shigeru, SUGA Tomio.

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(1) This group is assisted by 11 other educators who are specialists in science subject matter fields.⁻¹ They will be responsible for the selection of teaching units submitted by classroom teachers. Best units will be forwarded to regional committee and then to the central committee in Tokyo.

(2) At the time of the visit, a total of 859 teachers organized in 18 groups were working on unit construction, (421 elementary, 331 junior high, 107 senior high teachers.) To date, two units for primary grades have been produced.

(3) Problems encountered by the committee in encouraging this activity, are as follows: (a) Lack of materials and apparatus (b) Teachers' lack of confidence in ability resulting from traditional reliance on M/Ed for curricular materials.

(4) The Education Specialist is helping with the project by loaning textbooks and reference books. Also by holding conferences with the prefectural education department's science supervisor. During the coming months, the Education Specialist is planning to hold meetings with selected groups of classroom teachers to teach them how to construct units of work.

=====

4. RECOMMENDATIONS:

- (a) That Ehime MG be given additional trained personnel for its education department.
- (b) That the MG offices be moved to a more desirable location in order to maintain American prestige in this area, and in order to serve the interest of the occupation more effectively.
- (c) That greater legislative controls be established over the employment of school-age youngsters.

THEODORE A. FAULKNER,
Field Liaison Officer/md

Appendix

Table I - "Class Allocation and Distribution to Schools in Ehime, 1947".

-1 Refer to report on file with OIC, Natural Science Unit.

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TABLE I.

GLASS ALLOCATION AND DISTRIBUTION TO SCHOOLS IN EHIME, 1947.

Glass Allocation (1947) - sq. feet.

| | 1st quarter | 2nd quarter | 3rd quarter | 4th quarter |
|--------------------------|-------------|-------------|-------------|-------------|
| M/Ed Schools | 0 | 300 | 3,600 | 0 |
| Public, Private Schools, | 21,000 | 33,900 | 68,200 | 81,100 |
| Religious Institutions | 0 | 500 | 600 | 2,900 |
| Cultural Institutions | 0 | 300 | 0 | 600 |
| TOTAL | 21,000 | 35,000 | 72,400 | 84,600 |

Glass Distribution (1947) - sq. feet.

| | | | | |
|-------------------------|--------|--------|--------|---|
| M/Ed Schools | 300 | 300 | 3,600 | 0 |
| Public, Private Schools | 30,150 | 33,900 | 26,029 | 0 |
| Religious Institutions | 300 | 500 | 600 | 0 |
| Cultural Institutions | 0 | 300 | 0 | 0 |
| TOTAL | 30,750 | 35,000 | 30,229 | 0 |

TOKUSHIMA MINPO

13 January 1949

Hot Argument Concerning the Question of President
Prefectural Mothers' Club Federation Was Some Way or Other Formed

For the purpose of taking care of children properly and for leading and protecting mothers, the inauguration meeting of Prefectural Mothers' Club Federation was held on 12th January from 1030 at the Prefectural Assembly Hall.

At the beginning, Ichimiya, the chief of Prefectural Children Section, gave a report on the process of forming this federation. Then, Mrs. Hatsue Manno as a temporary chairman discussed the constitution of this federation with people present.

On the discussion the following were the questions arising from the fundamental character of the Mothers' Club:

1. What is the relation between Mothers' Club, Mothers' Organization, P.T.A. and Women's Organization.
2. Isn't it irrational to rely on the budget of prefecture without collection of dues.
3. Officers should be elected newly.

To these questions Prefectural Office directors' side wanted those present to keep in touch with other women's organizations and not to cause any trouble because of its activities.

Then they added to be understood fully, that it was decided last year that the budget of ¥300,000 was to be gotten from the prefecture. And they answered that the officers of any organization must be elected democratically. And they insisted as follows:

When the fundamental character of Mothers' Club is vague, there might be some trouble in future. So this Mothers' Club Federation should be unified with the Prefectural Federation of Women's Organization. It was conjectured that general people agreed with this opinion except the delegates from Tokushima-shi Women's Organization.

The delegates from Tokushima-shi and some people said that the Mothers' Club Federation should be organized after each club would be formed soundly in town and city. They did not agree with the plan of putting together two federations, because Tokushima-shi has nothing to do with Prefectural Federation of Women's Organization.

Incl 1

Tokushima Minpo, dtd 13 Jan 49, "Hot Argument Concerning the Question of President (cont'd)

Until they took a recess at 1230 many kinds of opinions were discussed, and they decided the constitution as drafted.

Then for one hour they had a lecture given by Mr. Toyohiko Kagawa on the subject of children's welfare from 1245.

From two o'clock discussions were continued. On the question concerning the election of the president, the group of Mrs. Manne and that of Mrs. Ayako Aitani stood right opposite and had a hot argument.

At last they compromised on the point that the inauguration meeting should be held on this day but the election of officers should be carried over to the next time.

The meetings was closed at 3 p.m.

In Tokushima Prefecture Mothers' Clubs have started already in 40 communities.

Excerpts from the document from the chief of the Children's Bureau, Welfare Ministry dated 13 October 1948, Jihatsu No. 693, subject: "Counter-plan to Enhance Child Culture" to the governor of Kagawa Prefecture.

Counter-plan to enhance child culture.

In view of the present environment of child life it is indeed important to enhance child culture to help children develop mentally and physically. After the consultation of the Central Child Welfare Committee, principles of the counter-plan to enhance child culture were decided by the authorities and its details are now under consideration. It is therefore desired that the prefecture authorities refer to the attached "Principles of the counter-plan to enhance child culture" and conduct the following points satisfactorily.

* * * * *

2. Disposal of No. 3 of Item 2 "Practise" of the "Principles of the counter-plan to enhance child culture" is now being considered by the authorities but it is desired that the Mother's Club and Child Guidance Group be formed in your prefecture in accordance with the purport of these principles.

3. Negotiations regarding expense necessary for practise of the "Principles of the counter-plan to enhance Child Culture" are conducted between the authorities and that of the financial administration.

Attached document.

Principles of the Counter-plan to enhance child culture.

1. Purport From the Children's Bureau

Despite the urgent necessity to consider sound development of the next generation by providing bright and happy environment for child life in order to reconstruct Japan as a peaceful nation, environment of child life of late is very deplorable. First of all to improve the environment of child life the unwholesome child cultural goods must be improved in quality, means to protect and disseminate superior child cultural goods and means to restrain harmful child culture goods from the standpoint of guidance of child life must be considered together with a measure to accelerate child culture activities positively.

* * * * *

Item 2. Practice

* * * * *

Incl. 2

3. Consolidation of the lowest echelon structure of the child cultural activity.

1) Mothers' Club

In order to conduct a sound guidance on child life, first of all mothers must be informed correctly on how to guide child's leisure hours, health, nutrition, the way of living and the like. Mothers Club will therefore be formed geographically, consisting of mothers concerned with various institutions and general mothers recommended by the Child Welfare Commissioner, Child Committee, dry nurse, governess of dormitory and child leaders centralizing on day nursery, mother and child home, child welfare institutions, protection facilities and the like.

The following are the translations of the mimeographed sheets received at the Conference for the Heads of the Children's Section at the Nursing Section, Welfare Ministry, Tokyo on 3 Dec. 1948.

3 December 1948

Draft Principles on the Formation
and Management of Mother's Club.

1. The purpose of the Mother's Club is to offer mothers information on how to guide children's leisure hours, health, nutrition, how to train social life and the like, to develop sound guidance in child living, together with day nurseries, mother and child home, and other child welfare institutions.
2. The duties are:
 - 1) To offer mothers information on how to guide children's leisure hours, health, nutrition, how to train social life and the like.
 - 2) To provide opportunity for mutual friendship of mothers and to have their cooperation in the field of child welfare.
 - 3) To enhance child welfare by getting close contact with various cooperative agencies and organizations such as; the day nurseries, the mother and child home child welfare institutes, and children's consultative offices.
3. Rules on structure
 - 1) Mothers' Club shall be organized geographically, each centralising on an existing institute in a district such as: Nursery, mother and child home, child welfare institution, child consultative office, etc. In case there is no such institution in a district, mothers' club may be formed and centered at a "child committee's" house or any other appropriate place in the district.
 - 2) Officers shall consist of president, vice president and committees and shall be elected or appointed. Chief of the Children Consultative Office, Child Welfare Official, Child Committee, dry nurse, governess of dormitory and welfare committee shall be included in committees beside elected members.
 - 3) Members

Among the under mentioned mothers 15 to 30 mothers is an appropriate number to constitute a club.

 - a. Mothers related to nurseries, mother and child home, child welfare institutes, etc.

- b. General mothers recommended by chiefs of child consultative offices, child welfare officials, child committees, dry nurses, governesses of dormitories, welfare committees and etc.
- c. Mothers who have special interest in child welfare.

4. Management

- 1) Club shall be run autonomously.

Child welfare officials, child committees, chiefs of child welfare institutions, dry nurses, governesses, welfare committees shall cooperate positively and give advice regarding management of mother's club if requested.

- 2) Mother's club shall draw up a constitution and base concrete activities upon this.

- 3) Members shall have definite jobs and shall conduct their activities systematically according to their monthly or weekly project.

- 4) Hold lecture meetings, training courses and meetings to study child problems, as much as possible, to develop sound guidance in child living.

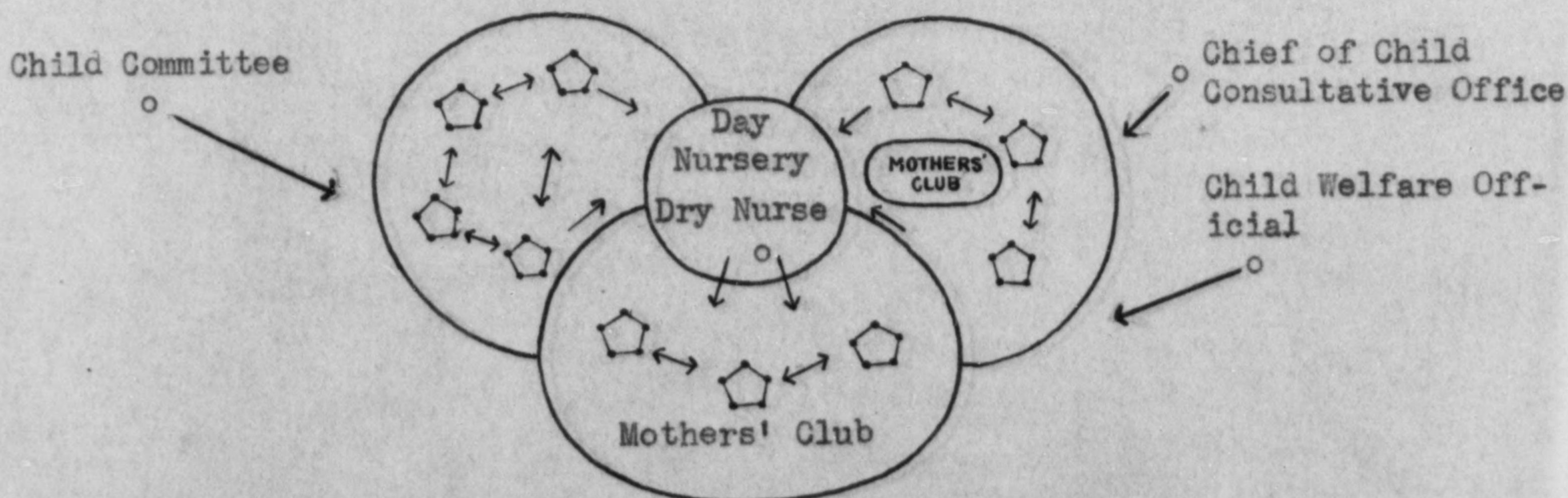
5. Expense

Sponsoring association of Child Welfare Institute shall be formed with cooperation of child welfare official, child committee, and etc. and expense for this club shall be paid by fees of sponsoring association. If there is no Child Welfare Institute, expense shall be paid by fees of members and by cooperative associations organized by those interested.

Mothers' Club

(Centered on Day Nursery or Child Welfare Institution)

. Mother



Centralizing day nursery and child welfare institutions, Mother's Club which will be formed by three groups (about 20 in all) each including a mother of a child attending one of the above mentioned institution, about five mothers living closest to her and other mothers.

Dry nurse, welfare commissioner, chief of child welfare institution, child committee, child welfare commissioner and chief of child consultation office will act as leaders and advisors.

The organization will run autonomously by mothers. Programs consisting of one or two training courses or lecture meetings each month and members mutual study meetings will be planned beforehand.

The confronting educational problems on how to guide leisure hours, health, nutrition, social training, etc. shall be topics to be studied at meetings.

Mothers Club centralizing Mother and Child Home will include all mothers staying at this home and mothers in the neighborhood.

Child Committee will form Mothers' Club for mothers of families he or she is working on and other mothers.

To the mayors, village and town headmen, the principals of primary, lower and upper secondary schools, and chiefs of child welfare institutes.

From the head of the Kagawa-ken "Minsei" Department and superintendent of the Kagawa-ken, Board of Education, dated 4 March 1949.

As one of the counter-plan to improve child culture in this prefecture, Mothers' Clubs shall be formed.

* The purpose of the Mothers' Club is to offer mothers informations on how to guide children's leisure hours, health, nutrition, how to train social life and the like, to develop sound guidance in child living, together with day nurseries, mother and child home, and other child welfare institutes.

* The duties are:

1. To offer mothers informations on how to guide children's leisure hours, health, nutrition, how to train social life and the like.

2. To provide opportunity for mutual friendship of mothers and to have their cooperation in the field of child welfare.

3. To enhance child welfare by getting close contact with various cooperative agencies and organizations such as: the day nurseries, the mother and child home, child welfare institutes, and children's consultative offices.

* Rules on structure

1. Mothers' Clubs shall be organized geographically, each centralizing on an existing institute in a district such as: nursery, mother and child home, child welfare institute, child consultative office, etc. In case there is no such institute in a district, mothers' club may be formed and centered at a "child committee's" house or any other appropriate place in that district.

2. Officers shall consist of president, vice-president and committees and shall be elected or appointed. Chief of the Children Consultative Office, Child Welfare Official, Child Committee, day nurse, governess of dormitory and welfare committee shall be included in committees beside elected members.

3. Members

Among the under mentioned mothers 15 to 30 mothers is an appropriate number to constitute a club.

1) Mothers related to nurseries, mother and child home, child welfare institutes, etc.

2) General mothers recommended by chiefs of child consultative offices, child welfare officials, child committees, dry nurses, governesses of dormitories, welfare committees, etc.

3) Mothers who have special interest in child welfare.

4. Management

1) Club shall be run autonomously.

Child welfare officials, child committees, chiefs of child welfare institutes, dry nurses, governesses, welfare committees shall cooperate positively and give advice regarding management of mother's club if requested.

2) Mothers' club shall draw up a constitution and base concrete activities upon this.

3) Members shall have definite jobs and shall conduct their activities systematically according to their monthly or weekly project.

4) Hold lecture meetings, training courses and meetings to study child problems, as much as possible, to develop sound guidance in child living. The prefectural Children's Section will help arrange lecturers if requested.

5) Expense

Sponsoring association of Child Welfare Institute shall be formed with cooperation of child welfare official, child committee, etc. and expense for this club shall be paid by fees of sponsoring association. If there is no Child Welfare Institute, expense shall be paid by fees of members and by cooperative associations organized by those interested.

(See drawing of Mothers' Club set-up in Inclosure 3. The same drawing was also given in this document.)

SHIKOKU SHIMBUN

24 May 1949

The establishment of Mothers' Clubs is going favorably in Kagawa Prefecture.

Mothers' Clubs have been established in nine villages of Kida-gun and twelve villages of Kagawa-gun. Beside, in Okawa-gun and Shozu-gun, Mothers' Clubs are going to be organized. Especially in Kawahigashi-mura, Kagawa-gun alone, 53 clubs have been organized and in Kawahigashi-mura, Kagawa-gun 32 clubs.

These Mothers' Clubs are functioning very actively, holding conferences and lecture meetings on the prevention of delinquency of juveniles and rearing of infants.

Takamatsu Central Children's Consultation Office and prefectural local offices concerned are distributing pamphlets to Mothers' Clubs and doing something. (Translators' note: Meaning of last part of sentence not clear).

Incl 5

Visit to Isawa-sura, Awa-gun, Tokushima-ken Women's Organization

by Mrs. R. Mori

* * * * *

A man from the village office told the members about the aim of the movement (Mothers' Clubs). He said, "Women should be mothers not only of their own but also of children in the whole country. From this point of view, you, women in a women's organization, should agree to join the movement."

"It sounds very good, I think," whispered some one.

"Do you agree with it, everybody?" asked the chairman.

"How about people in other places?"

"Several organizations have already started."

After a little discussion was held, the constitutions which he had ready were distributed, in full speed, the president and other officers were appointed, and the organization set up, with the club getting confused with double constitutions and officers, while all of the members were wondering in dense fog."

Incl. 6

By-laws of the Isawa-mura Mothers' Club (Tokushima)

- Article 1: The name of this association shall be called the "Isawa-mura Mothers' Club."
- Article 2: The office of this club shall be located in the office of the Isawa-mura Women's Association.
- Article 3: The club shall aim at protecting mothers and babies, promoting the livelihood and culture of mothers and leading and guiding children in the village.
- Article 4: The club will carry out the following business in order to achieve the aims stated in the above article.
- a. To develop the "Fountain of Heart and Mind" campaign. (Translator's Note: "Kokorono-izumi" or "Fountain of Heart and Mind" can not be understand)
 - b. To protect pregnant women and women with babies and to disseminate the methods and ideas how to bring up children.
 - c. To prevent children from delinquency.
 - d. To lead and guide the working women and their children and the households of only a mother and children.
 - e. To give help to boys and girls who can not go to school.
 - f. To hold training courses and discussion meetings for mothers.
 - g. To establish libraries for mothers and children.
 - h. To develop "Big Mother Campaign" (Translator's Note: I cannot understand the words "Big Mother")
 - i. To award and commendate "excellent mothers"
 - j. To purify social environment and moralize individual's home.
- Article 5: The member of this club shall be consisted of mothers and other women who agree the objects of this club.
- Article 6: The officers of this club shall be as follows:

| | |
|-------------------------|----|
| President | 1 |
| Vice-president | 2 |
| Iin (committee members) | 30 |

- Article 7: A president and two vice-presidents shall be elected by voting at the general meeting.
- Article 8: 30 "iin" (committee members) will be selected among all members and appointed by the president.
- Article 9: The president will represent the club and the vice-president will help the president and act for the president in case the latter is absent.
- Article 10: The committee members (iin) will accelerate the activities of this association.
- Article 11: The officers will hold office during 2 years.
- Article 12: The general meeting will be held wherever it is necessary and will decide important matters. The business and treasurer's reports should be made once a year at the general meeting.
- Article 13: The expenses of this club shall be paid by the fees of the women's organization and contributions from the members and other persons. The fiscal year of this club shall be from April 1 to March 31 next year.

(Note: The women's organization referred to is probably the Isawa-mura Women's Organization.)

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Shibata Kunita
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THE REORGANIZATION
OF
HIGHER EDUCATION

A translation of a Handbook
prepared by the Japanese
Ministry of Education.

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Information and Education Section
Education Division
Tokyo, May 1948

THE REORGANIZATION OF HIGHER EDUCATION

IN JAPAN

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(Reproduced by Special Information and
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 Supreme Commander for the Allied Powers,
 11 May 1948)

Introductory Statement

This handbook, The Reorganization of Higher Education, was published by the Ministry of Education, Japanese Government, in order to assist higher educational institutions to reorganize on a four-year university basis in accordance with the School Education Law. The Ministry has distributed copies to all higher institutions. An approved English translation, together with a copy in Japanese, is furnished herewith.

The handbook outlines the organizational structure of the new four-year university and the steps necessary for chartering and subsequent accreditation. A knowledge of these concepts is a necessary preliminary to the formulation of plans for the reorganization of any higher institution as a four-year university.

(Reproduced by Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, 11 May 1948)

I. INTRODUCTION

The school system of Japan has undergone several changes since the 4th year of Meiji (1871). In the 23rd year of Meiji (1890), the so-called Meiji Constitution was promulgated and the Imperial Rescript on Education issued. It is only natural, therefore, that our entire educational system has been founded on the principles set forth in these two documents. Both are rooted in tradition and national history, and in the concept of the union of sovereign and subject.

Now, in order to rebuild Japan as a true cultural state, the Meiji Constitution has been replaced by the New Constitution of Japan, and upon the spirit of this new constitution the fundamental law of Japanese education has been based. It is evident, therefore, that the educational reform now in progress is essentially different from what has taken place in the past. It constitutes, in fact, a spiritual revolution unprecedented in Japanese history, and its realization depends upon a thorough reorganization of the educational system. To carry through such a reorganization successfully is the supreme task of our nation.

Education in the past was based upon an inadequate concept of its purposes, and of the needs of the country. Now we expect to transform our nation into a democratic and cultured state that will contribute to the peace of the world and the welfare of mankind. To recognize and maintain the dignity of the individual, to encourage his desire for intellectual improvement, and to assist him in the quest for truth must be the fundamental object of the new concept of education. The diffusion of this new concept is the primary aim for the accomplishment of which we are all responsible. It is toward the attainment of this objective that the new educational reforms are directed, and their successful completion will insure that the end in view has been achieved.

It is hardly necessary to stress the place of a university in advancing the nation's culture; certainly the part it can play is a most important one.

It will also be the mission of the university to illuminate the nature of truth and morality wherever the nation seeks them. Much will be contributed to the national welfare by various scientific and other research bodies, including those connected with universities. The quality of such research is, of course, dependent upon the improvement and completion of the new-type university. On the other hand, it is true that a prompt and thorough reorganization of higher education is difficult from a financial point of view. For example, if all the several hundred existing koto gakko and semmon gakko desire to become complete and separate

four-year universities, tens of billions of yen would hardly suffice to meet the budget. It is for this reason that the JERC, after approving that the new universities be of four years' duration, has also recognized the establishment of a three-year university as a temporary measure for institutions that cannot become complete four-year universities immediately. Accordingly, the University Chartering Committee is likely to recommend that institutions become universities gradually, beginning with those whose facilities are already complete and those considered most urgently needed. In some cases, a consolidation of several universities into one may be considered.

But just now, so far from deploring the impossibility of all institutions becoming four-year universities at once, we should rather be grateful that, even amid the realities of defeat, we are able to effect the reformation of the educational system and the improvement of higher education. This handbook provides general information concerning the new four-year university. It is our intention in the series to follow, to outline steps by which the transition may be achieved, and practicable methods of realizing the ideal of a four-year university.

II. REASON FOR UNIVERSITY REORGANIZATION

With the promulgation of the School Education Law, all prior decrees and regulations concerning higher schools, technical schools, teacher training institutions, etc. have been nullified. Accordingly, higher schools of the old type can no longer be established. However, those existing when the School Education Law became effective may continue, nor has any date been set for their abolition. In fact, the complicated system of higher education can hardly be completely reorganized without allowing a period of time for the transition and for the solution of problems that will inevitably arise. Furthermore, under the present financial circumstances, any hastily adopted and arbitrary method of effecting the reorganization might lead to a change for the worse. Since students presently attending the old-system schools may desire to graduate thereunder, it appears desirable to allow such institutions to remain as they are for a time (the old koto gakko and semmon gakko till March 1951, and the old-type university till March 1954). But each institution should, nevertheless, make the change as soon as possible. All elementary schools under the old system are to be converted into the new-type primary school in accordance with the Law, and the second- and third-year students of the old middle school will go into the new lower secondary school. Those in the fourth or fifth year of middle school will transfer in April 1948 to the new koto gakko (upper secondary school) to complete there the three-year course. Thus, in March 1949, the students who have finished the twelfth year will proceed to the new university. This means that by April 1949 the new universities must be prepared to accommodate 12th year students from the old schools. In this way, the higher schools of the old system will change, legally and in fact, into cor-

responding institutions of the new type. Therefore, universities, koto gakko, and semmon gakko throughout the country are energetically working out their plans for achieving new university status.

III. THE NEW UNIVERSITY

As a center of higher learning in the arts and sciences, the university aims to carry on teaching and research, and to provide each of its students with a wide cultural background and opportunity for maximum development of his intellectual and spiritual life as well as training in practical skills. On the basis of a broad, general education, the university seeks through specialized training to prepare students, both male and female, for participation in the work of the world, and for further study in the graduate school.

Therefore, one of the distinctive features of the new university is its emphasis on general education. It is important that the student, before entering the relatively narrow sphere of his specialty, has been presented broadly organized courses in the social sciences, the natural sciences, and the humanities so that he may, as a free man, form his own view of life and the world. Without this kind of preparation, it is impossible for him to achieve intellectual breadth or participate purposefully in the work of society and the nation. Furthermore, such cultural training provides an indispensable preliminary to the study of any specialized field. In the past, the semmon gakko failed to provide this kind of preparation. Now, however, the new university will offer many courses of this kind, which will be one means of realizing the reforms now in progress. In addition, the new university will provide professional training, which will be given the same emphasis as studies not specifically vocational.

While the object of the university is the encouragement of scholarly achievement, the aim of most university students in this country has been merely to get a job upon graduation; hence they have not, as a rule, attached to professional education the importance it demands. That subject was considered the responsibility of the semmon gakko. It is true that this type of institution offered a wide variety of curricula, including architecture, medicine, dentistry, pharmacy, engineering, business administration, teaching, home economics, economics, law, journalism, social work, and religious leadership, all of which required a higher school education.

Now, however, the object of many students entering the new-type university will be to train themselves for a profession, either completely on that level, or with additional work in an advanced professional school. Accordingly, professional education must be adjusted to the requirements of actual practice and be of the highest standard. In organizing curricula for professional or pre-professional training, the new university should be guided by the recommendations of the University Accreditation

Association or of the various professional organizations, most of which will state the educational requirements to be met by those preparing to enter a given field. Accordingly, the new university should devote much care and attention to planning professional and pre-professional curricula so that the student will not only meet the required standards, but also secure that foundation of broad, general education which is essential to true specialization.

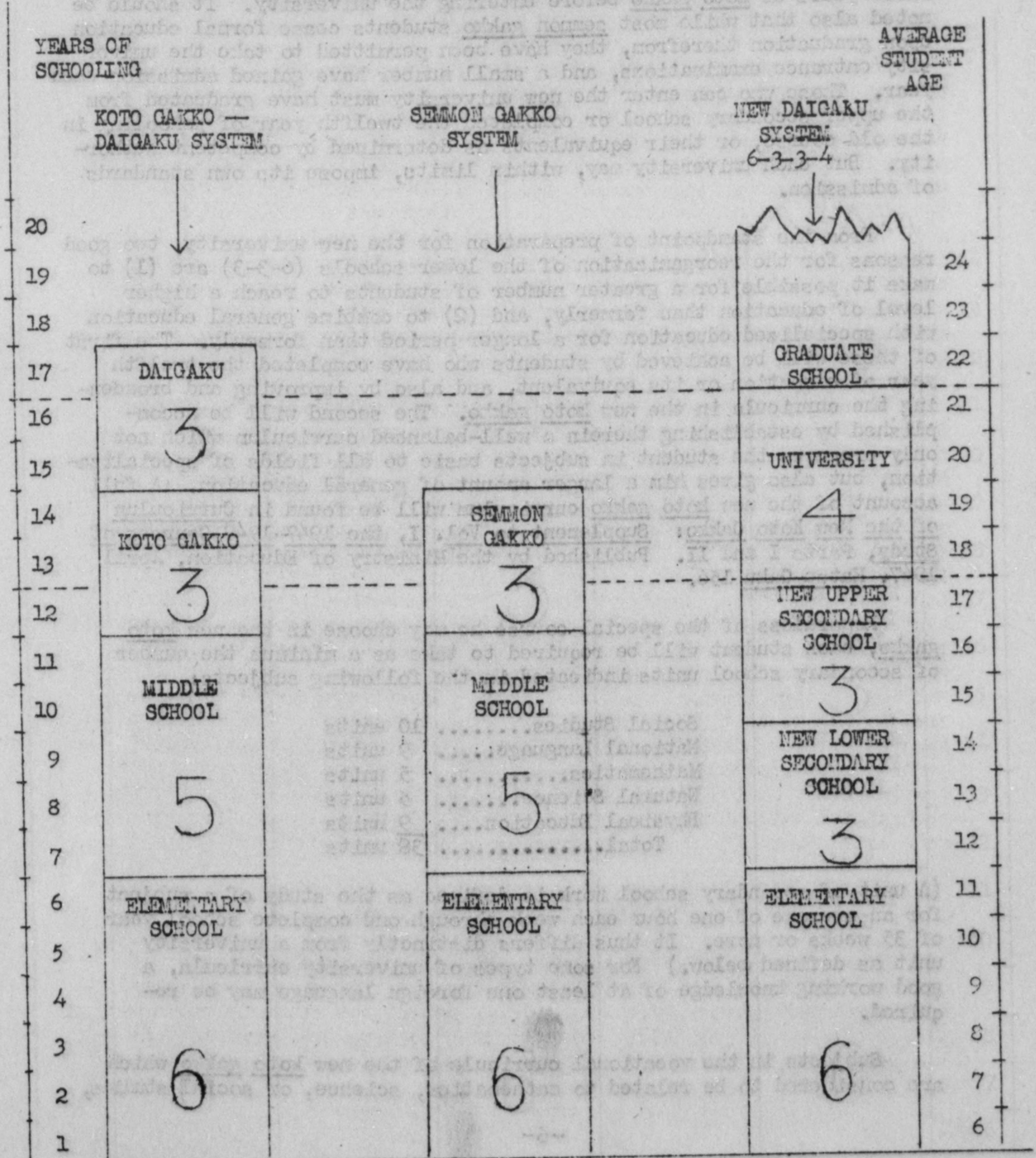
The new university should, moreover, offer courses of sufficient academic calibre to enable the students to continue their studies, if they so desire, in the graduate school. Admission to the graduate school should require the Gakushi degree from an accredited institution, or an equal background of education, and may well be restricted to those whose records show high scholarship. Professors selected to teach in the graduate school should be mature and competent scholars as well as able teachers. Since effective education on the graduate school level demands highly qualified professors, extensive library and laboratory facilities, and a large amount of time for the supervision and teaching of individual students, only a few of the best established universities with ample financial support should attempt to offer this level of instruction.

To contribute to the sum total of human knowledge is the primary function of the graduate school; hence its purpose differs from that of the four-year university or the professional school. The faculty of an institution concerned only with teaching is not a graduate school faculty. Studies leading to the Hakushi degree (Doctorate) in the graduate school should emphasize preparation for research, and should be planned for each individual on the basis of his program of investigation. The curriculum should include courses or lectures by members of the teaching staff; seminars, combining independent investigations of several aspects of a single subject by a small study group under the guidance of a professor; studies by the individual under close supervision; and investigation carried on largely independently by the student. In the new university, the student should be allowed to select courses with the expectation of continuing them in the graduate school. Therefore, the special curricula hitherto offered by the old-type university should continue to be offered in the new. These, then, are the objects of the new university. Qualified students will gain admission by passing the necessary examinations, and graduate with a Gakushi degree (Bachelor's) upon completion of a fixed number of courses over a period of four years.

IV. ADMISSION TO THE NEW UNIVERSITY

Chart I shows in graphic form a comparison of the old system of education with the new, as well as the organization of various schools leading to the university. It should be noted that students who completed the fourth year of the old middle school were allowed to take the koto gaido entrance examination. If successful, they could finish

CHART I.
COMPARISON OF THE PRESENT UNIVERSITY SYSTEM WITH THE NEW



the university course at the end of their 16th instead of at the end of their 17th year as shown on the chart. Only about 30% of the university students have, however, been able to shorten their course in this way. The great majority have completed the five years of middle school and three years of koto gakko before entering the university. It should be noted also that while most senmon gakko students cease formal education upon graduation therefrom, they have been permitted to take the university entrance examinations, and a small number have gained admission each year. Those who can enter the new university must have graduated from the upper secondary school or completed the twelfth year of schooling in the old course, or their equivalents as determined by competent authority. But each university may, within limits, impose its own standards of admission.

From the standpoint of preparation for the new university, two good reasons for the reorganization of the lower schools (6-3-3) are (1) to make it possible for a greater number of students to reach a higher level of education than formerly, and (2) to combine general education with specialized education for a longer period than formerly. The first of these will be achieved by students who have completed the twelfth year of education or its equivalent, and also by improving and broadening the curricula in the new koto gakko. The second will be accomplished by establishing therein a well-balanced curriculum which not only prepares the student in subjects basic to all fields of specialization, but also gives him a larger amount of general education. A full account of the new koto gakko curriculum will be found in Curriculum of the New Koto Gakko: Supplement to Vol. I, the 1947-1948 Courses of Study, Parts I and II. Published by the Ministry of Education, April 1947, Hatsu Gaku 156.

Regardless of the special course he may choose in the new koto gakko, each student will be required to take as a minimum the number of secondary school units indicated in the following subjects:

| | |
|------------------------|----------|
| Social Studies..... | 10 units |
| National Language..... | 9 units |
| Mathematics..... | 5 units |
| Natural Science..... | 5 units |
| Physical Education.... | 9 units |
| Total..... | 38 units |

(A unit of secondary school work is defined as the study of a subject for an average of one hour each week through one complete school year of 35 weeks or more. It thus differs distinctly from a university unit as defined below.) For some types of university curricula, a good working knowledge of at least one foreign language may be required.

Subjects in the vocational curricula of the new koto gakko which are considered to be related to mathematics, science, or social studies,

may be accepted in lieu thereof for university entrance. Examples of such related subjects are as follows:

Mathematics
 Applied Dynamics
 Ship Dynamics

Mathematics
 Science
 Physics, Chemistry
 Electricity, Machinery
 Power Plant Equipment
 Electricity and Magnetism
 Electric Machines
 Applied Electricity
 Industrial Chemistry
 Textile Fibres
 Weaving, etc.

Outline of Industry
 Factory Management
 Social Studies

The following curriculum is suggested as a requirement for admission to a university of arts and science:

| | |
|------------------------|----------|
| Social Studies..... | 15 units |
| Foreign Language..... | 10 units |
| Mathematics..... | 10 units |
| Electives..... | 16 units |
| National Language..... | 15 units |
| Natural Science..... | 10 units |
| Physical Education.... | 9 units |
| Total..... | 85 units |

It will be noted that the social and humanistic studies total 40 units, and the natural sciences and mathematics, 20. To permit the students to choose more subjects in either group, 16 units for electives are allowed. It should be emphasized that this curriculum is recommended but not required for entrance to a university of arts and sciences. Any university may determine its own entrance requirements, provided the minimum number of 38 units in the basic subjects of social studies, national language, mathematics, natural science, and physical education are included, and provided the total number of units required is 85. A faculty of engineering, for example, may wish to increase the units of mathematics required for entrance, or a faculty of commerce may wish to reduce the units in science to the minimum. It is important, therefore, that new koto gakko officials be aware of the entrance requirements of each university so that they may intelligently guide students planning to enter a particular institution.

To prepare for a medical or dental education, the students are required to enter the new university and take the necessary number of units

in general education and fundamental studies for a period of two years. The curriculum of the new koto gakko is not limited to specifically preparatory subjects, but also provides subjects of general cultural benefit. It is believed that the curriculum is sufficiently flexible to provide for various types of student interests and intentions without sacrificing the requirements of a good general education at the new koto gakko level.

Students should be selected for the new university on the basis of character (honesty, industry, initiative, etc.), previous school record, physical fitness, special aptitude for a particular type of university training such as engineering or teaching, and such written examinations as each university may decide upon. As to particular types of entrance examinations, the Ministry of Education is investigating various possibilities, especially in the light of the examinations held in 1948 for entrance to colleges and technical schools.

V. CURRICULUM

Since the purposes and objectives of universities vary one from another, so too will their curriculum offerings. However, each curriculum should be so organized as to provide for broad, general education, and such advanced and specialized subjects as may best achieve the purposes for which the curriculum was planned. Organization of courses and curricula with respect to faculties, divisions, or departments should be done by each university. The quality of a curriculum should be judged primarily by how well it works in relation to the student, both while he is in the university and afterward.

Each curriculum should be so organized as to provide logical progress from general to specialized study, and hence the transition to professional competence upon graduation or to further study in the graduate school. Each university should arrange its offerings in the basic or general education courses under at least three general headings: the Social Sciences, the Humanistic Sciences, and the Natural Sciences. While the classification of some subjects under these headings may depend upon the point of view or philosophy underlying their teaching, the courses generally offered may be grouped as shown by the following examples:

The Social Sciences: Political Science, Economics, Sociology

The Humanistic Sciences: Philosophy, Literature, Language,
History, Fine Arts

The Natural Sciences: Mathematics, Physics, Chemistry,
Geology, Biology, Astronomy

The aim of this system of grouping is to insure that during his university course, the student will receive some knowledge of methods and achievements in the three great areas of human thought, the social sci-

ences, the humanistic sciences, and the natural sciences. Therefore, the curriculum for the first two years of the university will normally include three fundamental courses, although two of these might then be given, with the third postponed to one of the last two years. In any case, the first or second year is generally considered the most important period for the discovery of intellectual interests and preparing the foundation for later specialization. Generally, there should also be a chance during this two-year period for the student to choose a few courses in what may become his special field. If, for example, the student wishes to specialize in biology, he may include during his first year a basic science course like chemistry, and for an elective, an introductory course in biology. In the second year, he may choose more courses in biology. In the

CHART II. AN EXAMPLE OF SUBJECT DISTRIBUTION DURING 4 YEARS INDICATING THE METHOD OF ARRANGING FIELD OF SPECIALIZATION OR SPECIALIZED SUBJECTS

| YEAR OF SCHOOLING | | ONE SEMESTER | | | |
|-------------------|----------------------|--------------|---|---|---|
| 16 | 4th YEAR (SENIOR) | | ▨ | ▨ | ▨ |
| 15 | 3rd YEAR (JUNIOR) | | | ▨ | ▨ |
| 14 | 2nd YEAR (SOPHOMORE) | | | | ▨ |
| 13 | 1st YEAR (FRESHMAN) | | | | ▨ |

▨ FIELD OF SPECIALIZATION OR SPECIALIZED SUBJECT

□ LIBERAL ART SUBJECTS

EACH BLOCK INDICATES ONE 3-HOUR SUBJECT

PRINCIPAL ADVANTAGES

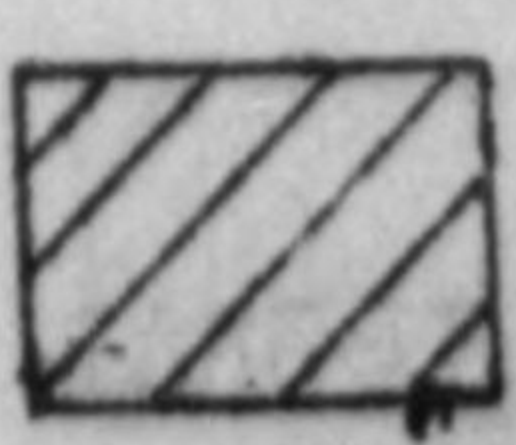
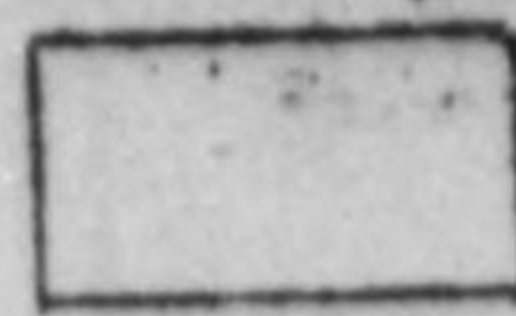
1. ENABLES THE STUDENT TO STUDY LIBERAL ARTS SUBJECTS OF HIGH DEGREE AT A MORE MATURE AGE.
2. ENABLES THE STUDENT TO DEVELOP HIS SPECIALIZED SUBJECTS GRADUALLY FROM SIMPLE TO ADVANCED.

third and fourth years, he would really begin to concentrate on courses within, or having a relation to his field of specialization.

Charts II and III indicate two methods of integrating general education with specialized or professional subjects. The advantages of the method shown in Chart II are (1) specialized subjects can be developed gradually from simple to advanced; (2) more difficult subjects in general education can be comprehended at a more mature age. This method is valuable in many cases to universities that will establish some system of affiliation on the basis of either distance or allotment of teaching subjects. The procedure shown in Chart III enables the student (1) to delay his choice of vocation until a mature age, and (2) to inquire more pro-

CHART III. AN EXAMPLE OF SUBJECT DISTRIBUTION DURING 4 YEARS INDICATING THE METHOD OF ARRANGING THE FIELD OF SPECIALIZATION OR SPECIALIZED SUBJECTS

| YEAR OF SCHOOLING | | ONE SEMESTER | | | |
|-------------------|----------------------|----------------|----------------|----------------|----------------|
| 16 | 4th YEAR (SENIOR) | Diagonal lines | Diagonal lines | Diagonal lines | Diagonal lines |
| 15 | 3rd YEAR (JUNIOR) | Diagonal lines | Diagonal lines | Diagonal lines | Diagonal lines |
| 14 | 2nd YEAR (SOPHOMORE) | Blank | Blank | Blank | Blank |
| 13 | 1st YEAR (FRESHMAN) | Blank | Blank | Blank | Blank |

 FIELD OF SPECIALIZATION OR SPECIALIZED SUBJECTS
 LIBERAL ARTS SUBJECTS

EACH BLOCK INDICATES ONE 3-HOUR SUBJECT

PRINCIPAL ADVANTAGES

1. CHOICE OF VOCATION CAN BE DELAYED TO A MORE MATURE AGE.
2. A MORE PROFOUND INQUIRY CAN BE MADE IN THE FIELD OF SPECIALIZATION OR VOCATION

foundly into his field of specialization. If a student desires to enter such professional fields as medicine or dentistry, the method shown in Chart III will be especially suitable for preparatory courses. When a university offers courses in liberal arts through absorption of an old-type koto gakko, this method of integration will likewise be found useful. Nevertheless, the adoption of either of these two methods is to be left to the individual university.

The University Accreditation Association recommends that academic work accomplished by the student be measured in terms of units, and that one such unit be given for approximately three hours of work each week for one semester. These three hours may be variously distributed in class and out of class, according to the nature of the subject studied and the method of teaching employed. Thus a unit may be given for one hour of class work plus two hours of preparation, as in economics or mathematics; for two hours of laboratory work and one hour for notebook or other written work, as in chemistry; or for three hours of supervised work such as art, mechanical drawing, or machine shop practice. (See Chart IV)

As shown in Chart I, the curriculum of the new four-year daigaku will begin with the 13th and end with the 16th year of school, and will lead to the Gakushi (Bachelor's) degree. The required number of units for graduation in these four years is 120, an average of 30 each year or 15 each semester (2 semesters each year).

Universities specializing in the humanistic sciences should require that 2 subjects be taken from each of the three groups, and that credits therefore total at least 40 units. The other 80 units are to be made up of courses in the specialty, in subjects related thereto, and in free electives. Similarly, universities specializing in the natural sciences should demand at least 36 units in general education and 84 units in other courses as above. Thus each school year will average 30 units, or 15 units each semester, on a two-semester basis. Appropriate credit for a graduate thesis, if required, could be included in this total number. If the university operates on the "term system" (3 terms in each academic year), 180 term units, or 15 each term should be required instead of 120 semester units. The university should require, then, that at some time during his course, ordinarily in the first and second years, the student take at least two subjects in general education courses from each of the three groups. During his four-year course, the student should take from 36-40 units in general education, and the remainder in his major subject, related fields, and free electives. The same proportion should be observed by universities operating on the term system (3 terms each year). Chart V indicates a possible arrangement of subjects and hours for one semester for one student.

CHART IV. ACADEMIC UNITS OF CREDITS

1 SEMESTER UNIT = AN AVERAGE OF 3 HOURS PER WEEK OF STUDENT ACTIVITY IN A CERTAIN SUBJECT THROUGHOUT A SEMESTER OF 15 WEEKS MINIMUM

ITS COMPOSITION IS AS FOLLOWS:

| | | |
|--|--|--|
| | | |
|--|--|--|

LECTURE

2 HOURS OF STUDY AT HOME OR IN THE LIBRARY (FOR EXAMPLE ECONOMICS)

OR

| | | |
|--|--|--|
| | | |
|--|--|--|

RECITATION

2 HOURS OF SOLVING PROBLEMS (FOR INSTANCE MATHEMATICS)

OR

| | | |
|--|--|--|
| | | |
|--|--|--|

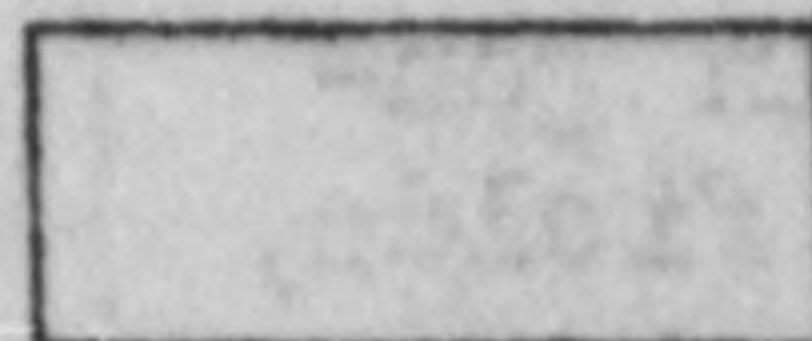
2 HOURS OF EXPERIMENT

1 HOUR OF TAKING NOTES OF EXPERIMENT (CHEMISTRY)

OR

| | | |
|--|--|--|
| | | |
|--|--|--|

3 HOURS OF SUPERVISED WORK (PAINTING, MECHANICAL DRAWING, MACHINERY WORK)



IN-CLASSROOM WORK



OUT-OF-CLASS WORK

MINIMUM STANDARD OF A NEW 4 YEAR UNIVERSITY

| | |
|--|-----|
| NUMBER OF UNITS NECESSARY FOR GRADUATION | 120 |
| NUMBER OF UNITS NECESSARY FOR 1 YEAR | 30 |
| NUMBER OF UNITS NECESSARY FOR 1 SEMESTER | 15 |

CHART V. AN EXAMPLE OF A CLASSROOM SCHEDULE FOR THE 1st YEAR 1st SEMESTER

INDICATING THE ARRANGEMENT OF SUBJECTS AND TEACHING HOURS

| DAYS HOURS | MON | TUE | WED | THUR | FRI | SAT |
|---------------|-------------------|-------------|-------------------|-------------|---------------------|-------------|
| 8-9 | NATIONAL LANGUAGE | | NATIONAL LANGUAGE | | NATIONAL LANGUAGE | |
| 9-10 | | MATHEMATICS | | MATHEMATICS | | MATHEMATICS |
| 10-11 | ENGLISH | | ENGLISH | | ENGLISH | |
| 11-12 | | HISTORY | | HISTORY | | HISTORY |
| 12-1 | --- | --- | LUNCH | HOUR | --- | --- |
| 1-2 | | | | | | X |
| 2-3 | CHEMISTRY | | CHEMISTRY | | CHEMISTRY (LECTURE) | |
| 3-4 | CHEMISTRY | | CHEMISTRY | | | |
| 4-5 | | | | | | |

UNIT 15
 STUDY HOURS 17
 STUDY HOURS OUT OF CLASS 27

BLANK SPACES INDICATE HOURS OF STUDY IN THE LIBRARY OR AT HOME

VI. THE UNIVERSITY CATALOG AND THE ADVISORY SYSTEM

The new university curricula will contain a large number of courses which a student may choose. Moreover, the institution itself will largely determine its own admission requirements, so that there will not be complete uniformity in this respect. It is, therefore, desirable that each institution provide a catalog to guide the students. Even under the old system, every higher school published such a booklet, but it was not especially useful, and the offerings of the higher institutions were generally well-known. Now, however, a catalog will be required for students, who will choose a university on the basis of the adequacy of its offerings in relation to their own professional and cultural objectives. Not only is such a catalog read by students who may later enter the university and by those already enrolled, but also by their parents, by faculty members, and by officers of new koto gakko, other universities, and graduate schools. It should, therefore, contain information of value to each of these groups, though in general it should be written from the point of view of the student. While the topics mentioned in the university catalog, the order, and the emphasis given to each will depend upon the aims of the institution, consideration should be given to including each of the following:

1. Administrative officers and teaching staff, including names and qualifications.
2. General information such as the history of the university, financial resources, description of buildings, and educational objectives.
3. Equipment, including libraries, laboratories, dormitories, lecture halls, and recreational facilities.
4. Academic information, such as requirements for admission, promotion to the next higher class and graduation, student clubs and activities, expenses, system of grading, and rules governing each student's course of study.
5. Subjects of study arranged by faculties or departments, with details of each course including the title, brief summary, whether year or semester (or term) in length, units of credit, and any special prerequisites or other requirements for taking the course.

The advisory or guidance system is another important service to the student which it is most desirable for the university to establish. A similar plan, called the "Guidance Professor System," or "Guarantee Education," had been in existence in old-type koto gakko and universities. Although it had its defects, the system produced good results if skillfully implemented. When a student enrolled, he requested the guidance of a certain professor whom he desired to become his guarantor for his entire undergraduate course. This professor obtained data regarding the student's interests, academic activities, and home conditions, and made contacts with his parents and former teachers. On this basis, the professor became a qualified guide to the student on personal,