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(408) Mr. Dobbins

HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050
CIVIL EDUCATION SECTION

19 December 1949

MEMORANDUM TO CIVIL EDUCATION OFFICER, SCAR

Subject: Field Trip of Asst CE Officer (WA) during November - December 1949

1. Attached as Inclosure 1 is schedule of activities of Asst CE Officer (WA) on field trip to all prefectures. Changes from proposed schedule are indicated in parentheses.

2. Social Education - Women's Affairs. Conferences were held with women in Social Education sections of all prefectures except Kochi, where woman was absent because she was attending the IFEL sponsored youth conference. Tentative dates of 20 and 21 January 1950 were set for the next all-Shikoku conference of women in Social Education sections. Final draft of proposed survey of women's organizations to be made as of 31 December 1949 was discussed. This survey will be made by Social Education sections, for both their use and that of Civil Affairs.

a. Ehime. The Secretariat hoped to move into the building formerly occupied by the Civil Affairs Team. This move cannot be made, however, as the taxation office will occupy the building. Early in 1950 the fourth series of training courses for members of PTA's and women's organization will be conducted by Social Education personnel. In the opinion of the woman who assisted in giving former courses, some attendance in the past, unfortunately, was compulsory. She realizes this is bad practice, but feels village and town officials still do not realize that attendance at such meetings should be entirely voluntary.

b. Tokushima. The head of the Social Education Section is now making surveys of organizations "so he will have information when Civil Affairs asks him." Discussion with him by CA personnel stressed the fact that information Civil Affairs might desire should also be helpful to him in planning activities in Social Education. Request was made that no survey be made at this time for Civil Affairs on women's organizations, as it has been planned for several months to make such a survey as of 31 December 1949. Having two surveys made would be only needless duplication of effort.

The woman in the Social Education section in charge of women's affairs inquired how she could encourage Girl Scouts. The Social Education section is giving training to adults interested in the Boy Scout program and she

wishes to do the same for the Girl Scout program. The following points were made. 1 - The Social Education Law does not provide for giving help to one individual group like the Boy Scouts. 2 - The Girl Scouts of Japan recognize only certain people as qualified trainers. Training given by the Social Education section would not be approved by the National Girl Scouts. 3 - It would be within the province of the Social Education section to inform interested men and women to get into direct contact with the national headquarters of the Boy Scouts or Girl Scouts if they are interested in helping with the formation of troops. 4 - The Girl Scouts and Boy Scouts are private organizations, and the government should not interfere in their operations.

c. Kagawa. The woman in charge of women's affairs is planning to conduct a series of training courses in the gun on democratic procedures, discussion techniques, etc. early in 1950. Planning will be coordinated with Civil Affairs Civil Education personnel in order that they may also participate in these meetings.

3. Women's and Minors' Bureau. Conferences were held with the heads of all bureaus. Tentative dates of 17 and 18 February 1950 were set for the next all-Shikoku conference of Bureau heads.

a. Ehime. A representative of Sodomei approached the Bureau head for help in forming a prefectural federation of women's organizations and women's sections of labor unions. The Bureau head felt there could be no advantages to forming such a federation and expected to so state her opinion at a meeting scheduled for the afternoon of the day or which CE personnel met with her. It was later learned that the Sodomei representative did not attend the meeting, but the subject may well be discussed again. No better office space has yet been made available for this Bureau.

b. Kochi. The officials of the Labor Standards Office are "concerned" because the Women's and Minors' Bureau does not have satisfactory office space. It remains to be seen if this "concern" results in any tangible improvement. The Bureau expects to sponsor a conference of officials responsible for women's affairs in January.

c. Tokushima. There is much confusion in the minds of many Japanese women about the title of the series of pamphlets called "Information Sheets." The folder is so labeled in English, and these English words were used by representatives of the Women's and Minors' Bureau during their visits to all prefectures in November 1949. In the opinion of the Tokushima Bureau head, and of the Asst CE Officer (WA), the words "Information Sheets" should be replaced by the equivalent expression in Japanese. The English means nothing to most people hearing it.

The Bureau head has been accused by men in the Prefectural Agriculture Section of trying to "hinder" the formation of women's sections in Agricultural Cooperatives. CE personnel have recommended that women become active members of the cooperatives themselves, since they are entitled to belong just as other active farmers. The attitude of the Bureau may be a reflection

of CA personnel. The formation of women's sections has been discouraged by CE personnel for several reasons. 1 - Women are still further pushed into the background as members of a purely women's section. 2 - Generally speaking, there are organizations already in existence in every locality where there is a cooperative. These organizations can fill the need that the women's sections are supposed to fill. Every effort is still being made to encourage women's organizations to do something for the members—to plan a program to fill the interests of the members. One more disorganized, vague organization cannot help the situation.

d. Kagawa. A brief conference was held with the assistant to the Bureau head. The head had made another appointment after receiving notification that CE personnel wished to see her at a specified time. This is the second time such an incident has taken place. This section will confer with Labor Officer, SCAR, about this problem. There has been an attitude of non-cooperation by the Bureau head toward this office for some months.

4. Home Demonstration Agents (Hereafter designated as HDA). In general, the situation in regard to HDA is not good, in the opinion of the Asst CE Officer (WA). Agents are confused, not supported in their work by other officials (men) in their offices or sections, are spending much of their time in their offices instead of out in the field, and certainly are in need of guidance and assistance. Eighth Army Civil Affairs has furnished no information to CE officers about the work of HDA. On 10 November 1949 a request was made to the Agriculture and Forestry Ministry for copies in Japanese of the handbook given HDA. No answer has been received. Until information material is received by CE personnel, work with HDA to help them in a constructive way will be practically impossible. Tentative plans were made to have an all-Shikoku conference of the prefectural officials in March. This conference will be held only if information has been received by that time in regard to the work of the HDA.

It was very difficult to get accurate information about the HDA. An effort will be made on field trips in January and February 1950 to get a more complete picture of the situation. Economics Officer SCAR will also be consulted about the findings of the Asst CE Officer.

a. Ehime. One agent who is paid by the national government works in the prefectural Agricultural Extension Section. Five other women paid by the prefecture work in the gun. The plans and administration of HDA are in the hands of Mr. Ochiai of the prefectural office. The prefectural HDA is not considered "capable" of making her own plans. There is apparently plenty of money for traveling allowances, but the HDA cannot use it all. She does not know what is done with the money not used by her for travel. The Asst CE Officer (WA) also spoke very briefly to a group of Agricultural Extension Agents from all over the prefecture who were in conference that day. Two points were stressed: 1 - the value of the work of the HDA in order to help farm women and 2 - the need for cooperation between Agricultural Extension Agents and HDA.

b. Kochi. There are four HDA, appointed by the prefecture and paid from both national and prefectural funds. Each agent lives in the gun where she works, thus eliminating much travel and assuring that each gun is covered. One-third or one-fourth of the time of the HDA working in the prefectural office is spent in the office.

c. Tokushima. There are now two HDA in Tokushima. Judging from first appearances, one of the two will not be very successful in working with women in the field. Since these women had just been appointed, there was little for them to discuss about their work. One-third of their salaries comes from national government subsidy.

d. Kagawa. There are seven HDA in Kagawa Prefecture. One works in Takamatsu, three are in the prefectural office, and six are in the gun. The three women in the prefectural office each have a responsibility: one for formation; one for dissemination; one for demonstration. They themselves are not very clear about what their work is. In the opinion of CE personnel, it seems a bit ridiculous to have three women working in the prefectural office to make plans for seven other agents. This distribution seems even more unwise when some parts of Kagawa Prefecture are not covered by any HDA. These three women go out into the prefecture on an average of twice a month. Apparently one reason why they do not go out more is because the chief of the section does not wish them to. His opinion is that if these women go whenever and wherever asked, the local districts will not hire HDA. Three districts do not want HDA, so the women there will not be reached at all. At least one district—Shodoshima—may need help more than some of the districts which have HDA, because the district is more inaccessible and thus perhaps more backward. All HDA are paid from both national and prefectural funds.

5. Girl Scout Leaders. Meetings were held with leaders in all prefectures except Kochi, where no one came. In all prefectures, preliminary plans were made for the formation of a Leaders' Club in each prefecture. Heretofore, the impetus for regular meetings has come from CE personnel. However, it is time now to put the responsibility into the hands of the Japanese themselves. If they would like to plan their meetings for the dates CE personnel are present in their prefecture, that would be very satisfactory to this section. However, the planning of the meeting, including material to be discussed, will no longer be done by CA personnel. In order to make these meetings available to all leaders, they will hereafter be held in the evenings in Ehime and Tokushima Prefectures.

a. Ehime. Two leaders from the group in Gunchu were present at the meeting for the first time. They still have had no training, but are very eager for any assistance they receive.

b. Kochi. The fact that no one attended the meeting in Kochi is perhaps indicative of a number of circumstances. In the first place, when troops were first forming throughout Shikoku in May 1948, there was little interest in Kochi. Then in June and July, there was a spurt of five troops

being started. Unfortunately, same of this interest was the result of prodding by the woman then in the Social Education Section (Noichi-cho troop and Susaki troop). Also, some primary school principals apparently insisted on some of the teachers being leaders. (Kochi Troops 2 and 3). One troop (Kochi Troop 1) was begun because one woman was at the time very interested. She was the president of the sponsoring body and also the leader. Now in December 1949 the Susaki and Noichi-cho troops are doing very well. One troop begun at the insistence of principals does not exist, as no children attend. The other principal-sponsored troop is quite inactive. Troop 1 has been in difficulties for several months, since there are two sponsoring bodies and two sets of leaders for one troop. It probably would be contradictory to Japanese custom and tradition for one set of people to withdraw in favor of the other. This situation is due to the misunderstanding of the principal, who insisted on having the PTA sponsor the troop meeting in his school even though a women's organization was already the sponsor. In September 1949 the Asst CE Officer (WA) met with all interested parties and tried to speak objectively of the situation to them. They were told the solution would have to be theirs.

c. Tokushima. The question of the numbering of troops was discussed. Apparently, the Girl Scouts of Japan are numbering by prefecture and not by city, town, or village. Tokushima city Troop 1 is still Tokushima (Prefecture) Troop 1. But Tokushima Troops 2 and 3 are both in Komatsushima. The suggestion has been made to the Girl Scouts of Japan to number by city, town, or village rather than by prefecture. The Girl Scouts of Japan are trying to have the children sell caramels and calendars to raise money. This section still recommends that large money-making projects be carried out by the adults and not the children.

d. Kagawa. A rather disturbing situation was unearthed in regards to Boy Scout sponsorship of Girl Scouts. The young woman clerk in the Takamatsu Boy Scout office sent invitations, on post-cards giving the return address as the Boy Scouts, to leaders of all recognized and unrecognized troops. The meeting was to be held in the Boy Scout office. The purpose was to "discuss" about Girl Scouts. At the invitation of CE personnel, the meeting was held in the CE office. Women from Sakaide and Tarumi were present, as was the woman clerk from the Boy Scout office. The Asst CE Officer (WA) covered the following points: 1 - Boy Scout and Girl Scouts are two separate organizations. Boy Scouts should not give Girl Scout training nor vice versa; 2 - contact should be made directly with the Girl Scouts of Japan; 3 - CA is glad to be of assistance; 4 - Kagawa Girl Scout leaders meet regularly once a month, and these leaders would be welcome at that meeting. Both groups represented are sponsored by a religious organization (Konkō-kyo), a Shinto sect, and have troop committees. The Tarumi group has been recognized by the Girl Scouts of Japan as Kagawa Troop 2.

There is one other group in Kagawa Prefecture--Troop 3--recognized by the Girl Scouts of Japan. This troop is in Toyohama. It likewise is

sponsored by Konkō-kyo. The leader has asked to come to the CE office to discuss the Girl Scout situation, so contact will soon be made with this troop.

6. On 28 November, a visit was made to the Agricultural Upper Secondary School at Gunchu. Conference was held with the head teacher and teacher working with class using the home project method. During the latter part of January a demonstration of the home project method will be held in this school for teachers from the upper secondary schools having agricultural courses. 14 or 15 schools will be invited to send representatives to the demonstration. Teachers from near-by lower secondary schools will also be included. Asst CE Officer was invited. An informal note was also sent by this officer to SCAP, CIE Vocational Officer, Mr. Ivan Nelson, at their request, asking him to attend if possible.

The project just completed was that of rice. The next project will be "naked barley." A set of cards, each one including a snap-shot and brief explanation, showed the projects of all students. The pictures were taken and developed by students and teachers.

Most of the activity going on at this time was in preparation for the demonstration. Projects in progress at the time the school was visited included sausage making, smoking hams, candy making, basket weaving, carpentery, and tanning of hides. The blacksmith and electric motor equipment looked unused.

The teacher reported that there is still continued good cooperation between the families and the school.

The head teacher and the teacher in charge of the home project method of teaching both expressed appreciation at the many visits the Asst CE Officer has made to Gunchu. They said the mere fact that these regular visits are made makes the prefectural officials feel the home project method is important. Thus the school gets more help and cooperation from the prefecture.

1 Incl:
Schedule

Carmen E. Johnson
Asst CE Officer (WA)
SCAR

Tentative Schedule Asst CE Officer (WA) Nov-Dec 1949

28 November, Matsuyama

Morning - Visit secretariat with Mr. Dobbins
Conference with Miss Masaki

Afternoon - Visit upper secondary schools where home project methods are used (Visited Gunchu Agri. School only)

29 November, Matsuyama

Morning - Visit Women's and Minors' Bureau. Conference with head.
Visit Home Demonstration Agent's office. Conference.
(Spoke also to gun Agri. Ext. Agents' meeting)

Afternoon - Meet with Girl Scout leaders, 1330 to 1530, on "Eagle."

Leave 1735

30 November, Kochi

Morning - Visit Secretariat with Mr. Dobbins
Conference with Miss Hamada (Miss Hamada was absent attending youth conference)

Afternoon - Meet with Girl Scout leaders, 1300 to 1500, on "Eagle."
(No meeting)
Visit Home Demonstration Agents' office. Conference.

1 December, Kochi

Morning - Visit Women's and Minors' Bureau. Conference with head.

Leave 1206

2 December, Tokushima

Morning - Visit secretariat with Mr. Dobbins
Conference with Mrs. Yoshioka

Afternoon - Meet with Girl Scout leaders, 1300 to 1500, on "Eagle."
Visit Home Demonstration Agents' office. Conference.
If agents have not yet been appointed, conference with prefectural officials concerned. (2 agents had been appointed)

3 December, Tokushima

Morning - Visit Women's and Minors' Bureau. Conference with head.

Leave 1411

Incl 1

8 December, Takamatsu

Morning - Conference with Mrs. Ogawa, Social Education Section, at SCAR, 1000-1200

Afternoon - Meet with Girl Scout leaders at SCAR, 1330 to 1530

9 December, Takamatsu

Morning - Conference with head of Women's and Minors' Bureau at SCAR, 1000 to 1200 (Met with assistant)

Afternoon - Conference with Home Demonstration Agents at SCAR, 1330 to 1530

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SOCIAL ORGANIZATIONS OF SHIKOKU

May 1949

1 Incl.

Social Organizations of Shikoku

May 1949

"Although there may still be some skepticism abroad, there can no longer be anyone in close touch with Japanese conditions who has the slightest doubt about the sincere desire of the overwhelming majority of the Japanese to embrace democracy. But a desire for democracy, however sincere and fervent, and a successful practice of democracy are two very different things. Possession of the former by no means assures the automatic attainment of the latter.....If popular organizations among the people, such as women's clubs, parent-teacher associations, labor unions, farmers' cooperatives, and the like, can be made to function efficiently through democratic procedure in the conduct of their meetings, the people will come to have faith in democratic methods and they will also gain the experience to make their political and governmental institutions function democratically. But if the people, through their ignorance of how to make their little organizations function efficiently, should come to lose faith in democratic procedure, the way will be opened for a return of the dictatorships of a few in all aspects of Japanese life. It is no exaggeration to say that the future of democracy in Japan may depend in no small measure upon how widely and thoroughly the Japanese people master such a mechanistic trifle as the Robert's Rules of Order....."

The preceding sentences are excerpts from an editorial in the 13 November 1947 edition of Nippon Times. The writer well understood the importance of democratic procedure in organizations. It was encouraging to read such opinions expressed by a Japanese. He aptly put for his own countrymen the same thoughts as have prompted such intensive work with social organizations in Japan.

This study includes many different kinds of associations, but the greatest contacts have been made with Parent-Teacher Associations (hereinafter designated as PTA's), women's organizations, and youth associations. The situations are very similar throughout the four prefectures and on the whole, efforts of all team Civil Education officers have been generally along the same lines.

1. Basic Faults of Social Organizations

There are certain basic faults inherent in all social organizations. Many of them are the natural consequence of Japanese life and custom in the past. The Japanese themselves are not conscious of why certain practices are bad, because the thinking of most Japanese is still feudalistic even though lip service in all sincerity is paid to the virtues of democracy. However, until these basic faults are corrected or replaced by practices which are concerned first with the individual and his rights and privileges under a democratic rule, Japanese social organizations cannot achieve the "fairness and freedom with order and discipline" needed to "produce the maximum of efficiency."

a. Lack of knowledge of parliamentary procedure. In the first place, the use of motions to ascertain the opinions of members or to take necessary action is practically non-existent. The old Sujesu-Sansei-Iei Hashi System (Recommendation-Agreement-No objection) is still used in almost every case. Even though some effort is made to attempt to use motions, the system usually breaks down somewhere. For example, discussion of a motion pro and con may be dependent upon who will be affected by the motion. If the motion (or proposal - Iaian) is one favorable to influential people, there is usually little or no discussion. But, on the other hand, if the proposal is unfavorable to these influential people, there may be much discussion -- led, of course, by the influential people. Also, voting is still done in many places by voicing "Iei-nashi", by clapping hands, and by voice vote. Voice vote is still used because older people either do not want other people to know how they voted are or too "hazukashii." So, although the Japanese know about the use of motions, in very rare cases is the system used in the complete cycle of motion, second, discussion and vote.

In the second place, election of officers by nomination, secret ballot and majority vote is by no means in general use. In this procedure, as in the use of the motion, perhaps part of the process is used, but the complete election from nomination to secret ballot for election by majority vote is seldom accomplished. For example, a nominating committee may suggest names of candidates, but the election will be by recommendation. Or, on the other hand, the secret ballot may be used, but a plurality vote may elect a candidate instead of a majority vote.

In the third place, the relationships between officers, members, and committees are not understood. Even when these relationships are understood, they are not adhered to. Committees are used hardly at all, the business of the organization still being done almost entirely by the officers. Members sit back passively and let the officers direct their thinking and activities. Officers, particularly presidents, continue to express their opinions on matters under consideration and try unduly to influence the members. Some organizations have departments (bu), but they do not correspond to the usual conception of committee. Neither is the difference between special and standing committees understood by a majority of members or officers.

b. General indifference and unconcern of the members. This condition can be at least partially understood when the following possible reasons are carefully considered.

First - Regularly scheduled meetings are not held, as a general rule. In other words, in very few cases does a member know that on the second Tuesday of each month, for example, from seven to nine in the evening the organization to which he belongs without fail will be in session. This lack of planning is reflected by a large inactive membership.

Second - A program is not planned over a long enough period of time. Most organizations make no plans except from one month to the next. Some organizations plan for a period of three or four months. However, in practically no instance is a year's program planned by a program committee for a complete organization- year.

Third - Members have no personal sense of responsibility to the organization. Even though membership in an organization is supposedly voluntary, many people continue to join under some compulsion. For example, social pressure in a school district may make it quite imperative for parents to join a PTA. Or the "invitation" of a prominent women may make a woman feel that she must be a member of a women s organization. The days of compulsory membership are still fresh in the memories of men and women. Members, on the other hand, even though joining voluntarily, are apt to be merely passive listeners and not doers. The president is still the dominating - and domineering - factor in most organizations. Members follow along with the crowd, agree with what the prominent people say, and really feel no responsibility for the success or failure of the organization.

Fourth - Members have little or no concern about the funds they pay to the organization. Many times the only contact members have with the organization is the payment of dues. They attend no meetings, expect no accounting of the money contributed, receive no benefits from dues paid, but are still considered members of the association. Receipt in the past of government subsidies and donations from wealthy members has been another factor leading to this irresponsibility of members.

Fifth - There is still too much direction from above. First, there is governmental direction, from the national and prefectural governments through the gun and towns, cities, and villages. For example, the Welfare Ministry recently decided that Mothers' Clubs should be formed to assist in child welfare. The prefectural Welfare Sections sent what were virtually orders to mayors and headmen that Mothers' Clubs should be formed. The mayors and headmen, in turn, informed women's organization officers and members that they should form Mother's Clubs. In some instances, a printed constitution was handed to the organization all ready for adoption. Some women's organizations just automatically also became Mothers' Clubs. Other associations went through the motions of forming a seperate Mother's Club, but had the same officers and members as the women's organization. In other words, governmental direction still meant virtually an order.

Next, there is federation direction. This tendency, fortunately, seems to be on the decline. But some local units still look to the next higher echelon for direction.

Direction by the board of directors (kiiki) is still very strong. The board still chooses the officers in many cases and still feels little sense of responsibility toward the members. The members, in turn, acquiesce to the rule of the board because they, too, feel they need its direction.

Also to be considered are the various and sundry advisors, counsellors, directors, or whatever else they may be called. These people are usually older people (and therefore considered wiser), perhaps ex-officers, usually chosen by the president to assist him in conducting the business of the organization. Their influence may be very strong, as great deference is paid to such advisors.

The influence of the officers upon the thinking of the members has already been discussed. The gichō-kaichō system is another indication of the influence of the president, entailing a most unnatural system of a president-who-is-not-a-president.

c. Absence of good constitutions. Even a cursory examination of the constitution of almost any organization picked at random will immediately reveal how lacking are democratic principles. There is little conception of the fact that the constitution contains the rules for the organization. The worst fault of most constitutions is perhaps the absence of these rules. Japanese constitutions are vague, indefinite, and almost without exception of benefit to a few rather than of benefit to the members.

2. Correcting the Basic Faults

Because of the importance attached to the problem of social organizations on Shikoku, great efforts are being made to remedy the situation briefly outlined above. Military Government personnel and the Japanese employed in Civil Education offices are continuing to try to give simple, easily-understood assistance.

a. Publications. An attempt has been made to fill the need for a guide to procedure for social organizations by the publication of the book, "Techniques of Democracy." This book has had wide distribution throughout Shikoku. Also available to the Japanese on Shikoku are "A PTA Handbook" (revised) and "Discussion - A Technique of Democracy" (revised).

b. Posters. Large posters which can be seen by all members of ordinary-sized audiences are available both as single posters and in series. For example, a large poster shows in chart form the division of responsibilities of the members of an organization. A series of posters, as another example, shows what constitutes the order of business of an organization.

c. Conferences and training courses in democratic procedure.

Consistently planned and regular carried out conference and training courses have been given throughout the Island with the various types of social organizations. In all cases emphasis has been on teaching the know-how of conducting meetings, carrying out programs, etc.

3. Evaluation of Progress made on Shikoku

A concrete evaluation of what has been accomplished on Shikoku is impossible. Perhaps the only way to judge progress is by considering certain trends, as indicated by newspaper articles, written reports, conversations, and observations. If a tendency is noticeable in regard to a few organizations, that same tendency may be true of many. Yet, on the other hand, what looks to be a trend may be only an isolated case. Therefore generalities based on a number of similar instances are the basis for the following remarks.

a. A growing knowledge and consciousness of parliamentary procedure. For example, a newspaper article states, "....when the chairman (gichō) was going to start the business, suddenly Mr. K_____ presented an urgent motion. But the chairman (gichō) rejected the motion and then members began to voice objections against the chairman (gichō). Consequently the chairman (gichō) was changed....." This illustrates, for one thing, the practice mentioned in paragraph 1, b of the use of the gichō-kaichō system. On the other hand, it shows that the members realized the chairman had no right to reject a motion.

b. Some evidence of the diminishing of the power of local "bosses" or "big shots." This is particularly true where greater contact has been made with training courses or conferences on democratic procedures. In other words, the more people understand about the techniques of democracy, the harder it will be for the old system to prevail.

c. Revision of constitutions to try to make them more democratic.

d. Limitation of length of office of officers.

e. A little more understanding that the affairs of an organization are the responsibility of all the members and not just the president or officers.

f. Protest by members of "rule from above." Members are questioning whether or not a town headman has the right to tell them they must do this or that.

Speaking in a general way, some little progress has been made in working with social organizations on Shikoku. Perhaps one of the greatest achevements has been the raising of doubt in the minds of the Japanese--doubt that the old system may not be as good as the new one.

4. General Questions. In reference to letter, I Corps, 10 February 1949, subject: "Studies of Military Government Programs," the generalities referred to in subject letter in paragraph 1, a-i, are here discussed.

a. The basic aim of the occupation is to make Japan peaceful, democratic, self-governing, friendly to the United States, and a bulwark to communism. This statement might be considered as the reason for great emphasis being placed on work with social organizations. Most of the Japanese people are eager to understand democracy. This is particularly true of women and young people, which is a natural result of the drastic change from the former type of government to the present one. Social organizations could be the testing grounds for practice in democratic procedure. Social organizations should be experimental stations for learning the techniques of democracy --- parliamentary procedure, discussion, and how to take part in actually conducting the business of the organization. To repeat one sentence from the above-quoted editional, "It is no exaggeration to say that the future of democracy in Japan may depend in no small measure upon how widely and thoroughly the Japanese people master such a mechanistic trifle as the Robert's Rules of Order....."

b. The Economic Recovery Program is of transcending importance particularly in those aspects expressed in the nine points enunciated by the Department of Defense and announced by SCAP in ten points. Government budgets at all levels from the national organization down to the village assembly have large allocations for assistance to social organizations. This is an unwise and needless expenditure of funds, since there should be little or no supervision or contact of private social organizations by the government. The Japanese, therefore, should be encouraged to rely increasingly more upon their own resources and less upon the government. When social organizations in Japan reach the stage that social organizations have attained in the United States, for example, they could be of great help in educating their members about such projects as the Economic Recovery Program and in assisting in the carrying out of such projects. That state has not been reached in Japan, unfortunately, so greatest efforts must still be made to get organizations to the point when they can educate and inform.

c. The necessity or desirability of revising or modifying pertinent military government directives and Japanese laws and directives. Three desirable changes are recommended as far as social organizations are concerned. First, it is recommended that Social Education as such be eliminated as a government function. This should be done for two reasons. 1 - The government has no business directing and influencing private organizations such as youth groups, PTA's, women's Organizations, Girl Scouts, Boy Scouts, 4-H Clubs, etc. As long as the government continues to make policies and laws that are still telling the people what and how to think, democracy in social organizations can never be achieved. 2 - Too much money is spent by the government on social organizations. Since there is no clear-cut directive nor legal interpretation to the contrary, government subsidies are still being given to private social organizations. But that is only of minor import when

an examination is made of educational budgets. Large sums of money are spent on social education which neither accomplish any purpose nor justify their expenditure.

Second, it is recommended that a clear-cut policy be laid down by SCAP on the subject of federations. Federations should definitely be discouraged rather than encouraged. OD 19, Civil Education Program, dated 26 Feb 1947 in paragraph p says - "Encouragement and assistance in the development of sound county and prefectural federations of youth organizations." Until local units are "sound", there is no use trying to hope for good federations. The encouragement of federations further aids that old evil of "rule from the top." It is believed that this paragraph in OD 19 should be eliminated or amended to read - "Encouragement and assistance in the development of sound youth organization."

Third, it is recommended that there be no Social Education Law as proposed. A Social Education law would tend to solidify present bad governmental practices and would defeat the very objective at which it is aimed---the democratization of the social organizations of Japan.

d. <u>The best methods of implementing the program or activity.</u>
The kind of assistance now being given the Japanese should be continued with emphasis being given at the local levels. In other words, prefecture-wide or national meetings should be discouraged. Nothing is accomplished by such meetings which could not be accomplished with less money at the lowest levels. In fact, sociological mass education handed down from above---any kind of "above" --- should definitely be abandoned. Such education is almost futile, is definitely wasteful, and certainly not democratic. It is still necessary, however, to work with the present leaders since they are still running the organizations. But more attention should be paid to the lowliest member. He is the one who needs the most help. He is the one who perhaps should oust the present dictatorial leaders who are still trying to run the organisations as they were run in war-time. He is the one who least understands what the word "democracy" really means. He is the one who still does not know that he and millions like him must assume the responsibility for his government and its leaders.

e. <u>The reduction of cost of implementing the program or activity.</u>
This has been discussed in b, c, and d, above. Work must continue to be done with curtailing government funds being used in connection with social organizations. Associations must be encouraged to use local participants as speakers, members of discussion groups, etc. instead of "importing" speakers from Tokyo at a cost of ¥10,000 each plus expenses, for example. Small local meetings must be encouraged, in this respect, to save time and money spent in attending large meetings at great distances from the organizations.

f. The simplification of the program or activity. The program if far from simple and its accomplishment will be difficult. However, if a few very basic concepts are continuously stressed over a long enough period of time, social organizations could become a real force for good in Japan. If two large subjects only -- organizational techniques and discussion techniques -- are to be thoroughly understood and practiced by members of social organizations, then assistance on these two subjects alone should be given. The solution seems simple, but it is far from that, since the thinking of the Japanese themselves must be changed.

g. The making of the program or activity attractive and acceptable to the Japanese. The idea of social organizations does not need to be made attractive nor acceptable, since for many years the Japanese have been ardent "joiners" of organizations and even more ardent "joiners" of federations. Most Japanese also are anxious to have their organizations appear "democratic" even though they have little conception of how such a phenomenon may be accomplished. Some think that if the atmosphere is informal and if people are free to speak, the organization is democratic. But to change social organizations from their present stage to one that might be called even somewhat democratic will take a long time to accomplish after much energy has been expended. However, the desire on the part of most Japanese to attain democracy in their organizations makes the job much easier than if the goal were an undesirable, unpopular one. The desire is there; effort and time can bring about its accomplishment.

h. The overcoming of existing difficulties and obstacles which hinder the program or activity. This point has already been discussed under paragraph 1, "Basic Faults of Social Organizations." At least a partial solution was also discussed under paragraph 3, "Evaluation of Progress Made on Shikoku."

i. The need and desirability of the program or activity. Reference is made to the first paragraph of this study. There can be no doubt that social organizations could and should serve a very useful purpose in present-day Japan. In fact, if Japanese social organizations are not democratized, they will be a continual threat to Japanese democracy and American objectives in Japan. This is not to mention their very possible use by influences inimical to the objectives of the occupation. In these small associations people can learn to express themselves freely, listen objectively to both sides of a question, make up their minds as to their opinion after hearing all points of view, and in all respects put into practice the principles of democratic government. Organizations are still far from this ideal goal.

5. Conclusion.

The subject of social organisations is much too complex to be discussed adequately in such a report as this. The pre-war and war-time organisations were the results of the thinking and philosophy of the Japanese people, based on a history of thousands of years. To change this philosophy and thinking quickly to meet the requirements of post-war Japan is an impossibility. It will take years to achieve this. This report is based upon the opinions of all CE officers of Shikoku, opinions of Japanese working in CE whose help has been invaluable, experience with organisations, newspaper articles, and surveys conducted from time to time by CE officers about various types of organisations. Accurate findings are perhaps impossible to achieve. But this report attempts to present some of the basic information about social organisations and some possible solutions of this most complex subject.

Social Organization, Shikoku Military Government Region — 1 April 1949

	Ehime	Kagawa	Kochi	Tokushima	Totals
1. Total Number Of					
a. P.T.A.'s	768	329	364	455	1,916
b. Women's Organizations	250	141	180	125	696
c. Youth Organizations	348	170	249	750	1,517
d. Miscellaneous	a. 159	b. 150	c. 4	d. None listed	313
2. Total Membership					
a. P.T.A.'s	306,838	172,431	117,524	192,305	789,098
Women	(204,559)	(68,972)	(56,099)	(57,122)	(386,752)
Men	(102,279)	(103,459)	(61,425)	(135,183)	(402,346)
b. Women's Organizations	140,000	76,944	65,500	77,517	949,961
c. Youth Organizations	128,450	34,400	43,808	68,805	275,463
Women	(82,240)	(10,320)	(17,867)	(25,549)	(135,976)
Men	(46,210)	(24,080)	(25,941)	(43,256)	(139,487)
d. Miscellaneous	2,410	2,730	170	d. None listed	5,310
3. Officers - Numbers Of					
a. P.T.A.'s					
President	1	1	1	1	
Vice-President	2	2	1 or 2	1,2 or 3	
Secretary	1	1	1	1	
Treasurer	1	1	1	1	
Directors, Advisors, etc.	Yes	Yes	Yes	Yes	
b. Women's Organizations					
President	1	1	1	1	
Vice-President	1 or 2	1 or 2	1 or 2	1 or 2	
Secretary	1	None or 1	1	1	
Treasurer	1	1	1	1	
Directors, Advisors, etc.	Yes	Yes	Yes	Yes	
c. Youth Organizations					
President	1	1	1	1	
Vice-President	2	2	1,2 or 3	1 or 2	

Men	(46,210)	(24,080)	(25,941)	(43,256)	(139,487)
d. Miscellaneous	2,410	2,730	170	d. None listed	5,310

3. Officers - Numbers Of

a. P.T.A.'s

President	1	1	1	1
Vice-President	2	2	1 or 2	1,2 or 3
Secretary	1	1	1	1
Treasurer	1	1	1	1
Directors, Advisors, etc.	Yes	Yes	Yes	Yes

b. Women's Organizations

President	1	1	1	1
Vice-President	1 or 2	1 or 2	1 or 2	1 or 2
Secretary	1	None or 1	1	1
Treasurer	1	1	1	1
Directors, Advisors, etc.	Yes	Yes	Yes	Yes

c. Youth Organizations

President	1	1	1	1
Vice-President	2	2	1,2 or 3	1 or 2
Secretary	1	1	1	1
Treasurer	1	1	1	2
Directors, Advisors, etc.	Yes	Yes	Yes	Yes

d. Miscellaneous

				d.
President	1	1	1	Not listed
Vice-President	2	2	1 or 2	
Secretary	1	1	1	
Treasurer	1	1	1	
Directors, Advisors, etc.	Yes	Yes	Yes	

4. Officers - How Chosen

a. P.T.A.'s

Secret ballot e.	52%	70%	Majority	Majority
Recommendation	30%	30%		
Other (voice, standing, hand vote)	18%			

b. Women's Organizations

Secret ballot e.	Majority	50%	Majority	Majority
Recommendation		30%		
Other (voice, standing, hand vote)		20%		

c. Youth Organizations

Secret ballot e.	60%	70%	Majority	Majority
Recommendation	30%	30%		
Other (voice, standing, hand vote)	10%			

d. Miscellaneous

Secret ballot e.	60%	70%	Majority	Majority
Recommendation	30%	30%		

Directors, Advisors, etc.	Yes	Yes	Yes	
4. Officers - How Chosen				
a. P.T.A.'s				
Secret ballot e.	52%	70%	Majority	Majority
Recommendation	30%	30%		
Other (voice, standing, hand vote)	18%			
b. Women's Organizations				
Secret ballot e.	Majority	50%	Majority	Majority
Recommendation		30%		
Other (voice, standing, hand vote)		20%		
c. Youth Organizations				
Secret ballot e.	60%	70%	Majority	Majority
Recommendation	30%	30%		
Other (voice, standing, hand vote)	10%			
d. Miscellaneous				
Secret ballot e.	60%	70%	Majority	Majority
Recommendation	30%	30%		
Other (voice, standing, hand vote)	10%			
5. Officers - Length of Office				
a. P.T.A.'s				
1 year	50%	Majority	100%	Majority
2 years	50%			
b. Women's Organizations				
1 year	50%	Majority	100%	
2 years	50%			Majority
c. Youth Organizations				
1 year	Majority	Majority	100%	
2 years				Majority
d. Miscellaneous				d.
1 year	Majority	Majority	100%	Not listed
2 years				
6. Meeting - % of Membership Attending				
a. P.T.A.'s	65%	50%	60%	55%
b. Women's Organizations	60%	50%	50%	55%
c. Youth Organizations	65%	50%	70%	55%
d. Miscellaneous	65%	50%	75%	d. Not listed
7. Meetings - Number Scheduled a Year				
a. P.T.A.'s	12	2	8	1
b. Women's Organizations	9	5	6	6

1 year				
2 years	50%			
b. Women's Organizations				
1 year	50%	Majority	100%	
2 years	50%			Majority
c. Youth Organizations				
1 year	Majority	Majority	100%	
2 years				Majority
d. Miscellaneous				d.
1 year	Majority	Majority	100%	Not listed
2 years				
6. Meeting - % of Membership Attending				
a. P.T.A.'s	65%	50%	60%	55%
b. Women's Organizations	60%	50%	50%	55%
c. Youth Organizations	65%	50%	70%	55%
d. Miscellaneous	65%	50%	75%	d. Not listed
7. Meetings - Number Scheduled a Year				
a. P.T.A.'s	12	2	8	1
b. Women's Organizations	9	5	6	6
c. Youth Organizations	4	1	9	6
d. Miscellaneous	4	1	48	d. Not listed
8. Meeting - Average Held in 1948				
a. P.T.A.'s	10	2	8	1
b. Women's Organizations	6	4	6	3
c. Youth Organizations	4	1	9	3
d. Miscellaneous	4	1	38	d. Not listed

Foot Notes:

a. Includes industrial & church groups, Boy Scouts, Girl Scouts, Junior Red Cross.
b. Includes Boy Scouts, Girl Scouts, YMCA, cultural groups (music, art, etc.), religious groups, etc.
c. Includes Chorus Club, YMCA.
d. Undoubtedly there are other groups, but none are listed in Social Education Section.
e. Even though secret ballot is used, plurality vote in many cases means election.

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CIVIL AFFAIRS PROGRAM STUDY #17

Social Organizations

14 July 1949

Incl.

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

14 July 1949

AG 000.8 - HA

SUBJECT: Civil Affairs Program Study #17: Social Organizations

TO: Commanding General, Eighth Army, APO 343
ATTENTION: Civil Education, Civil Affairs Section

1. Subjects: Social Organizations.

2. Purpose: The purpose of this study is to determine the present status and background of social organizations, the purposes for which they were organized, and the trends and effectiveness of their present activities so that recommendation may be made toward local and national improvement and towards furtherance of the 9-Point Economic Stabilization Program.

3. Scope: Of the many varieties of social organizations present in Japan the ones of most immediate concern to us are Parent-Teachers Associations, Citizens' Public Halls, and Women's and Youth Groups. Such organizations need be reviewed in structural and functional patterns and in relationships to local, prefectural, and national government, especially as social organizations have been separated from government for the first time in the history of Japan. Materials are largely from Shikoku and Kinki Regions, but are paralleled throughout I Corps.

4. Background:

a. Parent-Teachers Associations: Prior to and during the war, Japan had organizations centered about its schools which were superficially similar to American PTA's. They had many names, but Guardians or Supporters' Associations were most common. The name indicated the sole purpose and activity of these organizations — provision of money for school support. This support was for maintenance of physical plant; for recreation of parents, teachers, and children; and for bonuses to salaries of cooperative Teachers. The principal was head of the association with support from "honorable persons" and distinguished alumni. Most organizations existed on paper, as payment of dues was the only requirement for membership and all parents were forced to belong by community pressure.

b. Citizens' Public Halls: The CPH was based on the American community center — a social organization through which the community as a whole might grow in knowledge of social problems and take group action for their solutions. The ideal included activities for all ages and for all groups within the community with support from and government by members. With the exception of isolated instances in large cities, there was no comparable organization in Japan prior to the occupation. The

1947 directive to establish CFH's meant little more than paper organization in most localities but led to buildings and excellent local program activities in many places.

c. Women's Groups: Women's Associations, known as Fujin Kai, were an institution of long standing in Japan which developed into a closely supervised and tightly controlled organization during the war. Block associations were formed in which every woman was required to become a member. Ward associations in cities and village federations in rural areas tightened these block groups together with the president and officers of the local groups forming city and gun federations. These in turn formed prefectural federations. Only the officers participated. This pyramical structure was carried to its zenith during the war with a formation of a national federation of women's associations.

Officers of local and federated groups included men who were public officials or school principals. Every group had advisors who were men. The advisor was usually dictatorial and his election or appointment was for life. In addition to men, the wives of mayors and women of wealth and good family by "general consent" became officers of the association and these officers tended to be self-perpetuating. Government funds were allotted as subsidies, making the organization a government dependency. Thus control was absolute. It was an excellent information medium for the militarist clique in power.

Interest groups, such as Y.W.C.A., were confined to large cities where western influence remained. Women who acted as individuals were rare and were open to accusation of "dangerous thoughts."

The women's associations did fulfil the need of people to belong, and though the organization contributed little to its members, its membership of women with their long tradition of submissiveness demanded nothing of it. Belonging, in Japan, is one of the major desires; and in this group, as in all other organizations, membership is full. No one stays out of organizations to which he may belong. Pressures are too strong.

d. Youth Groups: The Seinen Dan as developed during the war was almost identical in organization to the women's associations. Its membership ranged in age from 14 to 40 with women barred after marriage. Most associations had separate sections for young men and young women.

Its members were recruited under the Tonarigumi or geographical association. Its activities were largely in education or such social service as road building. Adult advisors were prominent in direction of activities. Leadership was confined to outstanding youth appointed generally by public officials.

c. Characteristics of Social Organizations: General characteristics of social organizations have been a large inert membership, organization on block or geographical basis, federation control, government by and through public officials, activities originating in Tokyo reaching the local level as orders, and loyalty and obedience the only responsibility of members.

5. Status under Occupation:

The writer of an editorial in the 13 November, 1947, Nippon Times understood the importance of democratic procedures in organizations. He said, "Although there may still be some skepticism abroad, there can no longer be anyone in close touch with Japanese conditions who has the slightest doubt about the sincere desire of the overwhelming majority of the Japanese to embrace democracy. But a desire for democracy, however sincere and fervent, and a successful practice of democracy are two very different things. Possession of the former by no means assures the automatic attainment of the latter 1 . . If popular organizations among the people, such as women's clubs, parent-teacher associations, labor unions, farmers' cooperatives, and the like, can be made to function efficeintly through democratic procedure in the conduct of their meetings, the people will come to have faith in democratic methods and they will also gain the experience to make their political and governmental institutions function democratically. But if the people, through their ignorance of how to make their little organizations function efficiently, should come to lose faith in democratic procedure, the way will be opened for a return of the dictatorships of a few in all aspects of Japanese life. It is no exaggeration to say that the future of democracy in Japan may depend in no small measure upon how widely and thoroughly the Japanese people master such a mechanistic trifle as the Robert's Rules of Order . . . The writer aptly put for his own countrymen the thoughts which have prompted such intensive American work with social organizations in Japan.

There are certain basic faults inherent in all Japanese social organizations. Many of them are natural consequences of Japanese life and custom in the past. The Japanese are not conscious of why certain practices are bad because their thinking is still feudalistic even though lip service in all sincerity is paid to the virtues of democracy. However, until these basic faults are corrected or replaced by practices

which are concerned first with the individual and his rights and privileges under a democratic rule, Japanese social organizations cannot achieve the "fairness and freedom with order and discipline" needed to produce maximum efficiency.

a. Plan for Reorganization: The basic aim of the occupation is to make Japan peaceful, democratic, self-sustaining, friendly to the United States, and a bulwark to communism. In democratic countries, as in Japan, there are many small groups which reflect the pattern of national government. There the similarity of the Japanese picture to that of other countries ends. In a democracy the influence is a reciprocal one with government reflecting in its structure the activities and thinking of local social organizations. The organizations of democracy represent diversity of form rather than conformity. A strong democracy is one in which its citizens are well informed, able to take initiative, capable of thoughtful analysis, and used to demanding the same attributes from their elected representatives. Such citizens are capable of independent judgment and of giving real and voluntary support to national measures.

This is not true, on the whole, of the social organizations of Japan. Immediately after the beginning of the occupation all organizations were dissolved. In the late fall of 1945, fearing local uprising from returning soldiers and repatriates, the Ministry of Education issued directives providing the basis for re-establishment of Fujin Kai and Seinen Dan. (Hatsukyo #83 and Hatsusho #15). These were expedients. In such prefectures as Nara and Wakayama, the prefectural governor reinforced these directives with further memoranda which amounted to orders to reorganize. There were too few people in the occupation who recognized the feudalistic pattern of these new groups and their semi-governmental nature. The occupation failed to provide a new pattern so the long-standing habit of obedience and familiarity dictated a return to the old authoritarian way.

During the last three years, however, materials designed to implement the directives and assist in establishment of interest groups on sound democratic foundations have been developed at all levels. Civil education sections of CA have worked both directly and in an advisory capacity with PTA's, CPH's and independent social organizations as well as with traditional women's and youth associations to develop genuine democratic groups. CE Officers, recognizing the anachronism of feudalistic organizations within a country newly set up as a democracy, have thrown their weight largely on the side of independent rather than traditional organizations. They have encountered many obstacles in this field of adult organizations: the scope of the program, the vast number of people to be reached, the fact that the people they are working with are adults reared

in a pattern which directed every act and attitude yet gave them no practice in individual responsibility, and the necessarily slow and lengthy process of re-education. Encouraging to the CE Officers is the slowly growing realization, on the part of sincere members and leaders of these groups, of the need for reorganization and member participation in programs planned to meet their needs and the needs of their communities.

Because of lack of trained group-work personnel in the field and because of myriad duties for available American personnel, such creative work has been spotty. Because national directives from the Ministry of Education have been parallel to earlier directives in federation instead of interest and locality patterns, organizational structures remain similar to or identical with those prior to the occupation. Except in new and creative local groups, influenced by CE and CI officers, membership remains semi-compulsory; purposes are vague; activities follow the traditional pattern of lectures, collection of contributions, and such social services as gathering wood and clearing creeks. Officers are in general bosses, not leaders, and jealous of their prestige. The result is an unwieldy, inactive, purposeless federation of geographical groups.

It has been customary for civil affairs teams when publicising a project such as fish and vegetable control, to ask prefectural authorities to gather an audience. Since the authorities, by force of habit, use the channel of women's and youth associations, civil affairs has appeared to give tacit approval to this continuation of the old pattern.

The replacement of the old supporters' and guardians' associations with PTA's and the establishment of CPH's were innovations of SCAP CI&E and CA. Japanese thinking as then constituted provided little nourishment to these new and strange ideas. PTA became very often a new facade for the old guardians' association and CPH's were directly under control of village bosses, not citizens.

b. Lack of Knowledge of Parliamentary Procedure: The use of motions to ascertain the opinions of members or to take necessary action is practically non-existent. The old "Suisan, Sansei, Iginashi" system (recommendation - agreement - no objection) is still used in almost every case. Even though some organizations attempt to use motions, the system usually breaks down somewhere. For example, discussion of a law may be dependent upon who will be affected by the motion. If the motion is one favorable to influential people, there is usually little or no discussion. If it is unfavorable to the influential people, there may be much discussion — led by the influential people. Voting is still done in many places by voicing "iginashi," by clapping hands, and by voice vote, since

older people do not want other people to know how they voted or are too bashful (hazu kashi). In very rare cases is the complete system used in the cycle of motion, second, discussion, and vote.

The election of officers by nomination, secret ballot, and majority vote is not in general use. In this procedure, as in the use of the motion, perhaps part of the process is used but complete election from nomination to secret ballot for elections by majority vote is seldom accomplished. For example, a nominating committee may suggest names of candidates, but the election will be by recommendation; or ballots may be used with a plurality of votes electing the candidate instead of a majority, no subsequent ballots being taken on those with the highest number.

The relationships between officers, members, and committees are not understood. Even when understood they are not adhered to. Committees are used little, the business of the organization being done almost entirely by officers. Members sit back passively and let the officers direct their thinking and activities. Officers, particularly presidents, continue to express their opinions on matters under consideration and try unduly to influence the members. Some organizations have departments which are quite different from our concept of committees. The difference between special and standing committees is not understood by the majority of members and officers.

c. Indifference and Unconcern of Members: Lack of interest can be partially understood when certain reasons are carefully considered. First, regularly scheduled meetings are not held as a general rule. In very few cases does a member know the exact day or hour when he can expect a meeting. This lack of planning is reflected by a large inactive membership.

Second, the program is not planned over a long enough period of time. Most organizations make no plans beyond the current month. Some plan for 3 or 4 months, but in practically no instance is a program planned by a program committee for a complete organization year, unless CA helps each group in planning.

Third, members have little personal sense of responsibility to the organization. Even though membership is supposedly voluntary, many people join under compulsion. Social pressure in a school district usually makes it imperative for parents to join PTA. Members, even though joining voluntarily, are apt to be merely passive listeners, not doers. The president is still the dominating and domineering factor in most organizations. Members follow the crowd, agree with prominent people, and feel little or no responsibility for success or failure of their organization.

Fourth, members have little or no concern about funds which they pay to the organization. This may be their only contact if they have few meetings, expect no accounting of money contributed, receive no benefits from dues paid, but remain members of the association. In the past, recipt of government subsidies and donations from wealthy members or advisors has been another factor leading to irresponsibility of members.

Fifth, there is too much direction from above. There is direction from the national and prefectural government through gun, town, city, and village. When the Welfare Ministry recently decided that Mothers' Clubs should be formed to assist in child welfare, the prefactural Welfare Sections sent virtual orders to mayors and headmen that such groups be formed. In some instances, a printed Constitution was handed to the organization ready for adoption. Some organizations automatically became Mothers' Clubs. Others went through the motion of forming a separate Mothers' Club with the same officers and members as the women's association. Governmental direction was virtually an order. There are federation directions as well, though on the decline. Direction by the Board of Directors is still strong. In many cases this Board chooses the officers and feels little responsibility toward the members. The members acquiesce to such rule because they feel need for the Board's direction. Advisors, councillors, directors are also to be considered. These are usually older people, perhaps ex-officers chosen by the president to assist him in conducting the business of the organization. Their influence may be strong as great deference is paid such advisors.

d. Absence of Good Constitutions: The briefest examination of the constitution of almost any organization picked at random reveals how lacking it is in democratic principles. There is little concept of the fact that the constitution contains the rules for the organization. The worst fault of most constitutions is the absence of these rules. Japanese constitutions are vague, indefinite, andalmost without exception of benefit to the few rather than of benefit to the members.

e. Other Factors Affecting Programs: The training in policies and procedures in democratic organizations has too often been conducted on mass-meeting scale, in lecture form, with limited opportunities for discussion and demonstration.

No planned procedure has been established generally for transmitting leadership-training ideas and materials and points of view to the mass of members.

Supplementary materials have been too seldom available for distribution and too often identical with lecture materials. Interesting reading for the membership has seldom been prepared.

Most national programs have been for leadership training and have done little for membership training or developing understanding beyond the top level. In most prefectures the education officers have tried to give guidance both to the social education section and to social groups, but it is only during the past year that region-wide and corps-wide programs of this nature have developed. In Tokai Region, a women's training course in democratic organizations was undertaken starting in November, 1948, to reach as many members of organizations as possible. In Shikoku the region assistant Civil Education officer has participated in each prefecture in leadership and followship training at the same time the region education officer worked toward development of pamphlets usable by all members of organizations. These pamphlets on Discussion - A Technique of Democracy, and Techniques of Democracy, as well as earlier ones for PTA's, have been made available not only through Shikoku but throughout Japan.

The I Corps Adult Education Course in "Democracy for Everyone," which started in January, 1949, has attempted to explain the reasons for change under the occupation to all who want to work together and to discuss together their present-day situation.

f. Concept of Democracy: The word democracy has been more widely and more often used and with less understanding of its meaning than any other word during the years of the occupation. Except for the 1949 SCAP publication of the Primer of Democracy to be used in schools and with social groups and for the I Corps Adult-Education Course, few have been concered with a real, consistent, "grass roots" program of education as to what democracy is and how it functions. The Japanese, particularly the women and youth, are aware that the laws promulgated under the new constitution establish fundamental human rights; but on the whole they have not yet taken advantage of their new freedom.

There is no precedent or prior knowledge in Japan upon which to build the structural skeleton of a democratic organization. Patience and repetition are essential. Only through participation and practice will adult Japanese understand the purposes of democratic procedures, apply them to organizational and community problems and activities, and feel the combining force of successful group actions.

As groups develop an enlightened self-interest and experience the success of concerted effort, they will understnd the purposes of organizations. Not all women or all young people will become members of organizations, as in the past, but those who do will bring a new effectiveness to social groups because their membership is voluntary and carries the responsibilities of participation.

6. Discussion:

a. Civil Affairs Activities: Because of the importance attached to the problem of social organizations throughout I Corps, great efforts are being made to remedy the situation outlined above. CA personnel and the Japanese employed in the civil education offices are continuing to try to give simple, easily understood systems. In each prefecture much has been done to stimulate interest in and knowledge of democratic procedures, and to foster on and interest basis groups which operate democratically and which join with other groups in shared interests. Publications have been many and varied prefecturally, regionally, and nationally in these fields of organizational techniques and content and programming for such organizations. Shikoku's pamphlets referred to above are cases in point as are the materials distributed in Tokai-Hokuriku Regions' training course in democratic organization.

Kamishibai and large-size posters have been prepared at all levels of CA and SCAP for regular use by social organizations and in leadership training for them.

Conferences have been planned from local levels as well as from SCAP and the Ministry of Education to train leaders and followers. Within prefectures, conferences have followed those arranged regionally by Women's and Youth Organization Chiefs of SCAP CI&E and the materials furnished at those regional conferences have been broadspread throughout I Corps T/R. At the prefectural and local levels emphasis has been on teaching practical knowledge of conducting meetings; on planning, carrying out, and evaluating programs; and on establishing common interests as the basis for organization.

One of the successful experiences in developing democratic organizations has been the work of the Civil Education Section of the Osaka Team with PTA's. For more than one year the assistant CE officer specialized in this field and reached every one of the more than 900 PTA's in the prefecture, holding school and area meetings and checking each constitution at least once. At the instigation of the civil education officer, PTA consultants have been trained in the social-education sections of the city and prefectural secretariats and a continuing program of education in democratic processes, in the purposes of PTA, and in program planning is being carried on.

In Kyoto a small enthusiastic PTA study group of men and women, set up with the help of the civil education section, has constantly surveyed the local PTA's, found them to be boss-ridden, and protested loudly in the public press. A handful of the organizations

have caought the spirit and are organized on the basis of model constitutions supplied by CA, but the vast majority are little changed from the old way. Mara claims to have one democratic PTA after three years of sustained activity in the spread of information about democratic PTA organizations. The old ways are hard to break.

An evaluation of what has been done on a regional basis may be impossible. Shikoku has tried to judge progress by considering certain trends as indicated by newspaper articles, written reports, conversations, and observations. Generalities based on a number of similar instances in Shikoku are the source of the following trends:

(1) A growing knowledge and consciousness of parliamentary procedure. For example, a newspaper articles states, "When the chairman was going to start the business, suddenly Mr. K. presented an urgent motion. But the chairman rejected the motion and then members began to voice objections against the chairman. Consequently, the chairman was changed." This illustrates the practice mentioned above of the chairman performing all business. It also shows that the members realize the chairman had no right to reject the motion.

(2) There is evidence of the diminishing power of local bosses. This is particularly true where greater contact has been made with training courses or conferences on democratic procedures. In other words, the more people understand the techniques of democracy, the harder it will be for the old system to prevail.

(3) Revision of constitutions to try to make them more democratic.

(4) Limitation of length of office for officers.

(5) More understanding that the affairs of the organization are the responsibility of all the members and not just the president or officers.

(6) Protest by members of "rule from above." Members are questioning whether or not a town headman has the right to tell them they must do this or that.

Speaking in a general way, much progress has been made in working with social organizations on Shikoku. One of the greatest

achievements has been the raising of doubts in the minds of the Japanese- doubt that the old system may not be as good as the new one. The basic aim of the occupation becomes the reason for great emphasis being placed on work with social organizations for most of the Japanese people to understand democracy. This is particularly true for women and young people, a natural result of the drastic change from the former type of government to the present one. Social organizations could be the testing grounds for practice in democratic procedures. Social organizations should be experimental stations for learning the techniques of democracy - parliamentary procedure, discussion, participating in and conducting the organizations' business, setting up and serving on committees, and evaluating all of these things while they are in progress and at the conclusion of any part.

b. Relation to ERP: The economic recovery program is of transcending importance as the 9-Point-Program directly affects social organizations. Recovery at the local level can only be achieved by cooperative action of all the citizens and at the national level only if the localities have given go-ahead approval and support. Insofar as teaching techniques of democratic action to community leaders will enable them to guide the local communities in solving their own problems, the movement has sound economic as well as social significance. Government budgets at all levels from the national organization down to the village assembly have for years included large allocations for assistance to social organizations. This seems an unwise and needless expenditure of funds since there should be little or no supervision of or contact with private social organizations by the government. The Japanese, therefore, should be encouraged to rely increasingly upon their own resources and decreasingly upon the government. Social organizations can be of great help in educating their members about such projects as the economic recovery program and in assisting in the carrying out of such projects. In Shiga, for example, an education reform commission of citizens has been established by the Board of Education to bring about educational cooperation with the economic stabilization program. This commission is working in eleven separate areas for the common goal of better education with the greatest economic saving. The separate committees are attacking every major education problem which will fit into the stabilization program, at the same time it improves education. The members are learing the procedures of democracy and are sharing those procedures through their studies, through their contacts with specialists and the general public, through their cooperation with the local and prefectural assemblies and school boards, and through their publicizing of facts and possible solutions to problems.

CPH's and PTA's through study groups have been able to do much in the solution of local problems as well as in educating and influencing their members and the general population in their communities. Their greatest contribution may well come from themselves in their contribution to understanding national economic problems and in helping to do something about those problems.

c. Effect of Social Education Law: The necessity or desirability of revising current CA directives and Japanese laws and directives is not clear at present. The social education law was passed at the recent Diet. Its effect may be broad and salutary. It is designed to clarify and define the function of the social education sections' job within the education secretariat — its relationship to non-governmental private social groups and agencies. To avoid confusion it seems essential to rescind Ministry of Education directives, Hatsukyo #83, 25 Sept 1945, and Hatsusha #15, 28 Nov 1945. These directives should be clearly withdrawn with no intentional or face-saving vagueness. It would be well at the same time to rescind the only directive relative to the establishment of CPH's, Hatsusha #122, 1 July 1946. If it is to be replaced, it should be with simple, clear, and well-thought-out instructions as to the purposes of CPH, its operational procedures, financial support, and program activities — as interpreted in the section on CPH's in the social education law. Also Hatsusha #197, the "Organization of Social Education Bodies in Prefectures," should be rescinded, or be restated in terms of the new law.

Three desirable changes should be considered as far as social organizations are concerned.

(1) Social education except for library, publication, and consultation service, might well be eliminated as a government function. This should be done for two reasons:

(a) The government has no business directing and influencing private organizations such as 4-H Clubs, Boy Scouts, women's groups, and PTA's. As long as the government continues to make policies and laws that are still telling people what to think and how to think, democracy in social organizations and in fact cannot be achieved.

(b) Too much money is spent by the government on social organizations. Government subsidies are still being given to private social organizations despite directives to the contrary. The new law may forestall this. Large sums of money from education budgets are spent on social education which neither accomplish any purpose nor justify their expenditure.

(2) Second, a clear-cut policy should be laid down by SCAP on the subject of federations. Opinion of education officers within I Corps Z/R is that federations should be discouraged rather than encouraged. CD 19, Civil Education Program, dated 26 February 1947, in paragraph p says, "Encouragement and assistance in the development of sound county and prefectural federations of youth organizations." Until local units are "sound", there is no use trying to hope for good federations. The encouragement of federations further aids top-down rule. This paragraph should be eliminated or amended to read: "Encouragement and assistance in the development of sound youth organizations."

(3) Third, it is recommended that wherever possible the new social education law be utilized not to solidify present bad governmental practices which defeat the objective towards which it is aimed, but for the democratization of the social organizations of Japan.

d. Methods of Implementing the Program: The kind of assistance now being given the Japanese at local levels should be continued with increasing emphasis on the local level. In other words, prefecture-wide, region-wide, and nation-wide meetings should probably be discouraged. Little is accomplished by such meetings which could not be accomplished more effectively at the lowest level. In fact, mass education handed down from above should be abandoned as futile, wasteful, and undemocratic. The I Corps adult-education program can be included in this condemnation, if the local courses are carried out as orders. If, however, the 20 units suggested are adapted to local needs, and given by local people in a manner best suited to the community, then there can be little objection as to domination from the top. It is necessary, however, to work with present leaders since they are still running the organizations. At the same time we work with them, we should pay as much attention as possible to the lowest member. He is the one who needs most help. He is the one who should oust present dictatorial leaders who are still trying to run the organizations as they were run in war time. He is the one who least understands what democracy really means and who has the most to gain. He is the one who still does not know that he and millions like him must assume the responsibility for his government and its leaders.

Whenever new programs point much above his level, there is reason for condemnation of any program as domination from above whether through CA or traditional channels. Other methods of implementation include such objective approaches as:

(1) Preparation of units of study within the social-studies curriculum in the school on democratic procedures, their purposes and philosophy, and the social responsibility underlying them. Such units need incorporate a large measure of participation by all students with various content to be adapted to every kind of social organization or committee. A group of educators in Osaka, under the guidance of Kinki Civil Education Section, is making preliminary study and preparing material for such units. They will be tried out in Osaka schools and, if effective, will be sent to the Ministry of Education with recommendations for inclusion. Ehime prefecture, Kyoto prefecture, and others are making similar approaches.

(2) Organizing intensive workshops, discussion groups, and study courses in democratic processes in student government at all school levels. Truly representative councils among members of student-government groups must define the relationship of the council to administrative and teaching staffs. This has too seldom been done. As a result councils have tended to be ineffective and poor teaching devices. Constitutions should be frequently revised so that al students get an understanding of constitutional procedures and of working under strict written discipline.

(3) Carry on consistent and continuing training of the social-education section of prefectural and city secretariats. The Occupation must leave behind a trained and enlightened group of Japanese officials versed in the meaning of and need for participation by citizens in community life, the strength and purposes of democratic organization, and the role of the social-education sections with these groups.

(4) Encourage employment of trained qualified women in social-education sections.

(5) Develop cooperatively with the social-education section courses in democratic procedures, purposes, planning and use of constitutions, discussion techniques, program planning, community service, inter-action of social groups, and evaluation procedures. Encourage constant sponsorship of such courses by the social-education section for small groups of members and leaders. Develop with the social-education section leaders capable of conducting such courses. Fukuoka and Oita prefectures have been successful with consultant committees on organizations.

(6) Encourage sponsorship by community agencies and the social-education section of a vital adult-education program. This might well be based on the current I Corps adult education course amended to suit local needs. Osaka, for example, has developed the I Corps course as a permanent program under the guidance of local PTA groups with the intention of constantly improving techniques and materials. They carefully revised the original course on the basis of Osaka problems, interests, and needs.

In this Adult Education Course of "Democracy for Everyone" there has been no direct attempt at developing social organizations. Instead, social organizations have been used as the foundation for much of it. In Shiga prefecture, each town or village sponsored its own course and gave its own awards to those completing the 20 lessons. These organizations locally will continue in Shiga as in many other prefectures. In that prefecture, before 30 May over 200,000 people completed the lessons, the highest percentage of any prefecture within I Corps to date.

In Tokai-Hokuriku Region most of the prefectures started early and completed the 20 lessons before other regions or prefectures got well under way. Almost 650,000 attendants have been recorded. Aichi prefecture with 209,611 attendants in high, although Ishikawa with 164,563 and Toyama with 153,860 are high in proportion to total population as is Nara in Kinki Region with 145,800. In those prefectures which have completed at least one round of the course, women and young people

have been most in evidence through interest in all parts of the course and direct participation. They have demonstrated that they have more to gain than have men. The lessons on education and current laws have been the most popular sections and the ones most frequently used as the basis for courses which are developing beyond the original 20 lessons.

CPH's, PTA's, and other local associations are sponsoring continuation of courses or new courses established on this or similar patterns.

(7) Assist interest groups in development of problem-solving activities with the end result of a new concept of community service. The Osaka city youth council in considering the Ministry of Education request for a June leadership-training course let the Ministry know that Osaka's current plans were so definite and were using their budget so fully that they could not afford a ministry meeting for themselves or for Kinki region at the present time. This independence in the face of the Ministry plan may have far-reaching results in group problem-solving not only in Osaka but wherever groups feel themselves the ones who must decide.

e. Reduction of Cost of Implementing the Program: Suggestions have already been made for reducing expenses chiefly by taking social organizations out of government and making each organization responsible for itself in all ways. Associations must be encouraged to use local participants as speakers, members of discussion groups, etc., instead of importing speakers from Tokyo or Kyoto at large cost plus expenses. Small local meetings need be encouraged to save time and money spent in attending large meetings at great distances from the organization. The Social Education Law is definite in that tax money will go only to publication and meetings for groups of associations rather than for particular ones.

f. The Simplification of the Program: Since most social organizations have been national in direction, simplification should logically come through local organizations taking charge of all activities and giving direction to all activities with federations being replaced by program exchanges or publications. This is revolutionary in nature for the Japanese, revolutionary only because natural evolution has not come. Feudalism, fascism, and communism all grow in the absence of individual liberties and self-direction. Democracy grows where there is no inhibition of

individual liberties. Social organizations can become a real force for good if a few basic concepts are continually stressed over a long enough period of time. If two large subjects, only, -- organizational techniques and discussion techniques -- are to be thoroughly understood and practised by members of social organizations, assistance on these two subjects alone should be given. The solution sounds simple, but it is far from that since the ways of thinking of the Japanese people and groups must be changed. These two kinds of techniques can be taught only through thinking and practice, and the practice must come in groups with content that is stimulating and meaningful to the members of the groups. The greatness of shiso (ready-made concepts about conduct, not thought through by the individual) needs be investigated, studied, and reworked by each individual and group before understanding of democracy can bring about application of democratic processes.

6. The Making of the Program Attractive and Acceptable: The idea of social organizations does not need to be made attractive and acceptable to the Japanese people as they have been ardent joiners of organizations and federations for decades. They are anxious to have their organizations appear democratic though they know not how to accomplish that end. To change social organizations from their present state to even a partially democratic state will take much time and energy. The desire on the part of most Japanese to attain democracy in organizations makes the job easier than if the goal were undesirable or unpopular. The desire is there. Effort and time can accomplish it.

7. Conclusions:

a. Two methods might be used to overcome the formidable problems of autocratic social organizations in Japan. The first would be abolishing womens' and youth organizations, all ineffective CPH's and all PTA's using the name without its purposes and standards. Experience shows, however, that real democracy does not come under compulsion or fiat.

The second method is to work within the framework of present organizational structures. This method will see no spectacular or sudden change, for education is a slow process. The gradual substitution of democratic processes for feudalistic control, the replacement of geographic organizations and meaningless federations by interest groups, the development of programs which overcome the inertia of present members, the change from boss domination to enlightened self leadership, and the growth of worthy and challenging purposes -- these are long-range and time-consuming methods, but there are no other more effective means. The democratic processes are a foreign language to the Japanese. As

with a foreign language the learning process is one of repetition, practice, and a slow development of facility. Dr. Ushioda, President, Keio University, touched this problem of social organizations and social morality in saying, "The democratic way of thinking which regards good government as something to be won, not something to be granted as a favor, is rarely to be found among the Japanese. What is most deficient in the Japanese people today is the spirit of self-government."

b. All effort to reform education will prove ineffective if the social institutions and organizations which the children encounter in society remain unchanged. The children's experience of democracy in school will be an isolated one unless it is reinforced by a democratic pattern of family and community life. If in the adult social group they see old feudalistic practice unchanged, they will not accept reform as presented at school.

Education in democracy is a fundamental purpose of the occupation. It is basic to the experiment of changing 80 million people from an autocratic nation to a democratic one. If the Japanese are to be able to appraise the conflicting ideas and complex problems which face nations, their ability to do so will rest on how well they have learned to assume individual responsibility as citizens and in what measure their organizations successfully express cooperative social action. If Japanese social organizations are not democratized, they will be a continual threat to Japanese democracy and American objectives. Some organizations are probably being used by influences inimical to the objectives of the occupation. In small associations people can learn to express themselves freely, listen to both sides of a question, make up their minds as to their opinion after hearing all points of view, and in all respects put into practice the principles of democratic government. At present, organizations are as far from this ideal goal as are their sponsors or federation directors who retain their hold through feudalistic, fascistic, or communistic control.

c. The old patterns and concepts of the Japanese social structure, which still persist with their attendant evils, are an anachronism and a hampering force within a developing democracy.

d. The study of and participation in democratic processes must begin in the schools if people are to learn how to operate democratically in the community. Adult education in these same processes must parallel school education.

e. The education of adults habitually accustomed to obedience and with no experience in personal responsibility for group action is necessarily slow. To make such education permanent the process of change should be evolutionary rather than revolutionary.

f. Continuity of training of Japanese leaders and public officials must take place if the occupation is to leave behind it a well-informed and active democratic body to carry on education in democracy.

g. A growing number of sincere Japanese men and women realize the necessity for changing organizational patterns if their groups are to be true media of democratic expression.

h. Directives issued by the Ministry of Education early in the occupation must be rescinded in the very near future so ther is no conflict with the Social Education Law. Such rescision is vital if the influence of bureaucrats is to be removed from private social organizations and a healthy liaison relationship of service is to be established.

i. Recommendations made by Miss Dorothea F. Sullivan, Visiting SCAP CI&E Expert, in her report of visit, dated 1 May 1949, should be implemented in developing both American and Japanese trained organizational leadership and promoting social-organization activities.

j. No national government agency or Ministry and no prefectural section should retain the power to direct or order establishment of any social organization; and no such agency should control, or have directive power over, any independent social organization.

k. Japanese who understand democracy must be encouraged to accept leadership of these independent social organization.

8. Recommendations:

a. Implementation where possible of Miss Sullivan's recommendations for trained group workers to help develop independent social organizations and social education as soon as feasible.

b. Rescission of Hatsukyo #83 and Hatsusha #15 (ordinances re-establishing women's and youth organizations) by the Ministry of Education. Rescission of Hatsusha #197 (social education bodies in prefectures) by the Ministry of Education.

c. Rescission of Hatsusha #122 (establishment of CPH's) by the Ministry of Education.

d. Development by qualified educators in cooperation with CA officers of units of study in democratic processes for inclusion in the social-studies curriculum.

e. Organization of study courses on democratic procedures for student-government members (materials for such a course are being developed by CE Section, Kinki Region, and will be forwarded to higher headquarters).

f. A continuing and regular period of in-service training for the social-education sections, in methods and materials of democratic education and the techniques of presentation of such materials.

g. Encouragement of inclusion of trained, qualified women in the social-education sections of prefectural and city education secretariats.

h. Development at national and local levels of interest groups which will parallel the Institute for Propaganda Analysis in the United States and which will take leadership in combating all publicity media of feudalistic, fascistic, and communistic groups and of all other obviously biased groups or individuals.

i. Development of course materials at all levels in democratic procedures, purposes, planning and use of constitutions, discussion techniques, program planning, community service, etc.

j. Continuing encouragement at Corps, region, and team levels of the current I Corps Adult Education Course, so long as this course is handled locally by such interest groups as PTA or CPH and is adapted to the needs of the local communities and people.

k. Encouragement and assistance by CE Officers in the selection and training of consultants on PTA's, CPH's, program planning, recreation, folk dancing, democratic procedures and parliamentary law, and discussion techniques. These consultants should ultimately replace the organizational setup of the present social-education sections with specialists for women's groups, youth groups, etc.

l. Assist interest groups in development of problem-solving activities toward production of a new concept of community service in keeping with democratic action.

m. Publication at national and local levels of increasing guidance material and program material for social organizations so that there is no evident need for top-down control of any sort.

9. This headquarters is putting as many of these recommendations into effect as is possible under current directives.

FOR THE COMMANDING GENERAL:

(408) F (203)

REPORT OF KURE YOUTH CONFERENCE

December 1948

Confirmed.

REPORT OF KURE YOUTH CONFERENCE

December 1948

Letter Dated 14 Jan 49

By Harry Iguchi, DAC
Asst to CE Officer
Ehime MG Team

I. Advantages:

1. YMCA with its modern facilities (steam heat included) established a very excellent atmosphere and the delegates were well pleased of it.

2. The conference was very successful as a morale boaster and the constant reminder of the fact that the Youth present, represented the young leaders of Japan today, did much to keep the conference alive.

3. A very versatile young Japanese women (of Hiroshima), well versed in recreational instruction, kept the conference alive with square dances, and songs. Boy Scout leaders also did much to prepetuate the spirited atmosphere by introducing new group songs. Participation was excellent.

4. 2 very excellent interpreters saw to it that the meetings did not slaken.

5. The delegates organized their own committee (publishing, recreational, room and board, etc.). A committee of 9 was established. Each Ken sent 1 representative. This fair method of dividing interest and responsibilities also a morale boaster.

6. The group was very cooperative and active (Miss Briesemeister told me after the Conference that this unit was the most active of all the ones she met with). Participation was "stentorian," and yet orderly.

7. The members wanted materials, informations, knowledge. They were information "hungry" and they wanted to take back materials from the speakers and from other organizations. Plenty of general information was had.

8. The members had a chance to discuss the subject material of the day. They also were able to group themselves into units where "like" groups met. They chose their own discussion leaders. In short all of them were able to participate and to exchange ideas. There was the feeling that they were accomplishing something by themselves.

9. The speakers were always freindly and created a "warm" atmosphere. They spoke with "authority".

II. Shortcomings:

1. The speakers were too general in what they had to offer. The members constantly asked for something concrete (gutai-teki). This was

Incl 1

especially true in the discussion groups.

2. Speakers weren't too well versed on the Japanese clubs and organizations. At times, the interpreter's had to tell them that the question directed to the speaker branches from ideas that the clubs in Japan, as a matter of custom, does not "act" they way. 2 specific examples of this: 1. Miss Briesemeister, on the matter of finding speakers to teach leadership at the local areas, suggested that they find volunteer authorities who will speak free of charge. The members stated that in Japan, speakers usually expects (if not, always), at least to be "banquated" after their lecture, She insisted that the youth pioneer in the field of volunteerism. Youth doubted that this can be done. 2. Mr. Typer stated that Youth groups should ask the support of the community chest. Youth explained that in Japan, community chest is a fund used solely for relief purposes. Mr. Typer insisted that Youth Org. was important and that if they lack funds, the community chest should aid them. (The members agreed by themselves that if the program was to aid the needy, that such measure was a possible source of income, but doubted that it will work).

One of the speakers told me specifically that they did not understand Japanese Youth Organization as such, as they do not have the time to study the cases. Mr. Typer confessed on the last day (which was misinterpreted by one of the poorer interpreters) that language barrier made it impossible for him to understand fully, individual problems at the conference. (which was very true)..

3. The members looked for more materials of which they can themself use. As for example, a girl scout leader wanted programs (recreational and otherwise); Seinen dan wanted to learn ways to raise fund; they all wanted to have samples and models. They wanted to know the types of youth org. in the US. A model of each to give them an idea where to start from and how. The crux of the problem is <u>how to get started</u>. In short, they needed materials to start an organization. A girl scout wanted a system. They wanted a parent org. They wanted to know how to organize it. These more basic things were definitely lacking.

4. The speakers did not and could not conceive the importance of teaching the leaders the steps necessary to organize a club. To not only organize it but to plan for programs. Therefore the entire training program was advantageous only to those few organizations which were already functioning such as some of the Seinen-dans, boy scout troops etc. But it did very little for those who were interested in forming new organizations for children, and youth. And if I am not mistaken, it is new organizations and club for children and youth that is so wanting in most of the communities. The speakers did very little to encourage the developing of new clubs based primarily on interest and recreation.

Comments of 1st 3 days at the conference:

Undoubtedly, never before in Japan have a Youth group been confronted

with such an enormous task of social, political and economic reform than that which faces the youth of Japan today. Though some of those who live in the outlying farming areas may not sense it as greatly as those in the larger cities, the Youth of Japan have overnight become subject to a change they never prepared to take. And for this the Youth cannot be blamed. The persons who made the mistakes are their father and mother, and parents of all the countries of the world. Loose morals, misrepresentation and misconception of democracy, ridiculing and abusing freedom, all this and many more is the result of Youth who were caught off guard and not prepared. But good youths, and there are many good Youths, in Japan, became aware of it. And the member present, of course are representatives of the conscientious Youth's in Japan who understands the shortcomings of a social reform which is nothing short of a revolution. The teachers who have come to teach should understand it. The task is great. But through my short experience in Japan, mostly as a third interested party, I was able to see a few things that those whowere working at close range were not able to see.

Characteristically Japanese, the Youth are attempting to battle the entire conflict too boldly. Consequently, most of the followers are tired. In essence Youth, as a Youth group are trying to build a library to educate the youth, a vocational institution to improve the economic standard, a welfare organization to care for war veterans and orphans, a cultural conglomeration of events and programs to raise the moral and ethical standards of society, a Ken-wide track meet and sports event for physical development, and to practice democracy, all of which adds up to an enormous task, necessary without doubt, but very complicated and difficult.

At the same time, in the educational system alone, school buildings needs to be repaired, new schools must be established where schools have been burned down, teachers must be re-educated in many lines, their salaries must be raised to a more respectable standard, curriculums must be altered, and they are short of money.

In effect Youth must be aware of their responsibility, yet they must realize actually and factually their own limitations in yen. A youth is in that state where money is most dear. He needs to work for his family. He must start thinking of his own family. Much of it comes from the family itself.

Whereas a national or ken-wide oratical contest shall be more influential in spreading the ideals and good wishes of the youth, if present economy cannot support it, why plan for it. The strength of the pack are the wolves. The strength of the Youth of Japan are the groups. Without interested groups initially formed, how can youth expect to have their desires accomplished. Of course, if such a time offers itself that Youth activity can Ken-ize, more power to it, as is it not the wish of the so called advanced internationalists to someday be able to see World Peace through a federalized system of these various organizations of the world? The question now is are they ready?

My question is not in the spirit of youth. That, through the response of this group is evident to a much more stronger degree than one can ask. In fact, it has taken on too much heat at the present time. My question is basically this. Not those who are present, so much, as leaders like them have necessarily at one time or another been exposed to it, but do the Youth of your Community understand the basic principles of an organization? Is there a feeling among a group of young men and women the want for joining a club? Does not a young men or women in your community who is interested in music desirous in joining a small music club. Does not he or she who is interested in photography interested in establishing a photography club? Why must he or she wait until some organization (which is so few) which seems so expensive especially when he or she is not interested in the main of the organization, why must she or he wait until someone comes to ask her to join it, as if to say.....we've got the largest club, please join... and expect her to feel honored. Does not this feeling exist because the youth themselves believes that there is only one type of a youth organization, that which her predecessors have joined. Is it not because he or she is not able to organize a new one?

I ask these questions because the members of this conference prompts me to. It seems to me that the Youth leaders are far ahead of the youth of society. It's a race to grow. And the misconception is that a single Youth Group must tackle the problems of all the Young People. But that, can never work today..Why it worked before the war and during it, youth and his predecessors will know best. But today it will not work because the very structure of the society has changed. Japan cannot today, at her present condition support such an institution.

In a Democratic organization, all members must actively participate in affairs of the organization and that affair must necessarily be of interest to all. And though the group may be but one nationality (Japanese in your case), the interest shall be divided to no less a degree than anywhere in the world. My hobby is writing and listening to classical music. I would be bored if I had to go fishing. You may like to fish, and may sleep at a concert. A Youth group can be ken-ized if there is enough common interest. However today in Japan, there is <u>no</u> private oganization that can bear the load of an activity based on a ken-wide common interest. In fact it is hard enough to find one which can support a small group. Of course political activity groups may not support my last sentence.

Why do I stress group organizations such as a hobby club? Because here for once can an individual experience democratic technique and practice with persons he shall feel at ease with. Democratic organizational technique, for one,and an educational opportunity and <u>a channel to explore ones interest in a small inexpensive way</u>. Let us cite an example: Say that 10 persons of a village or a block wanted to form a harmonica club. 3 knew how to play it, the other 7 willing to learn. They shall first learn how to organize, how to write up a simple constitution, and how to propare for meetings. In their field of music, they shall learn the various types of

music, names of composers, and the history of the music. They shall perhaps meet once a week.

And here, basically, I believe is the job of the leaders of youth in Japan today. To do the enormous job of reformation with full recognition of the financially dear and democratically under-exercised Japan as it stands today with the hope that sometimes in the near future, the youths may grow to its pre-war heights and even greater.

The Shikoku MG region proposed the following policy to the youths in its area. I believe it follows what have been said above.

To encourage group activity with emphasis on:

1. Organizational technique (how to organize a club; how to run meetings; election procedures; parliamentary procedures etc... basic knowledge highly necessary for a successful organ.)
2. Planning and execution of small programs.
3. Constitution writing with model constitution as basis and the understanding of the underlying principles.
4. Discussion technique.

And in following this meeting, I feel that the majority of the members are fighting to keep a system in tact when in fact, the basic factors which make up the system have changed. Especially can this be said to the factors of finance and interest of the community.

It is very evident that there is a great desire on the part of the youth of Japan to learn. In this respect, there appetite is insatiable, their spirit is obvious. And too, I have noticed their eagerness to form units and clubs in interested fields and to exchange literature and materials they can get a hold of in there respective fields. I believe that here for one is the need and it is at this point that emphasis is needed.

Rpt. Kure Youth Conf. Dec. 48 - H. Iguchi, DAC (Continued)

Training Course for Leaders in Juvenile and Youth Eduction

Place : Kure
Period : 4 December to 10 December 1948
Instructors: Mr. Typer
Miss Briesemeister
Miss Sullivan
Prof. Sumeragi
Attendance : Approx. 90

4 December

Opening ceremony.
1000: The purpose of this week is to acquaint you on the following..Mr. Typer
1. Purpose and use of Youth work.
2. Informal education of young persons and adult.
3. Better understanding of adolescence psychology.
4. Principle and practice of group work.
5. Recreational leadership.
6. Clarify between gov't and non-gov't activity in youth relationship
7. Volunteer leaders.
8. Informal education.

1120: Orientation in Japanese.
Appointment of committee

1300: 1. Factors that affect group life..Mr. Typer
a. Dominent vocational life of the community.
b. Family pattern.
c. Educational facilities.
d. Religious institutions.
e. Political structure.
f. Geographical factor.
g. Population factor.
h. Economic factor.

2. Gov't vs. Private.
(Article 89 of the Japanese Constitution explained.)
a. Assumptions of a democratic government.
(1) Gov't is the means to an end. It is the servant of the people.
(2) Will of majority rules.
(3) Two-way communication between governed and gov't
(4) All organization, gov't and non-gov't cooperate for common welfare.

b. Functions:

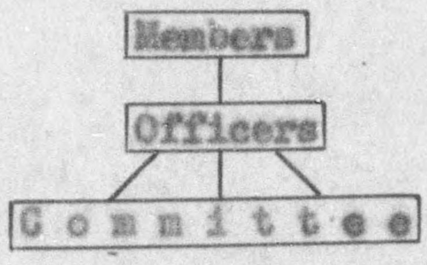
Government	Private
1. To encourage and stimulate adult and youth education	1. To conduct all types of group program.
2. To publicize and interpret various kinds of program in given territory.	2. To experiment 3. To serve special members. 4. To train volunteers 5. Provide special facilities.

3. Provide study and information services.
4. Recording and Reporting.
5. Conducting classes in adult education.
(Note: 1-4 is non-operational)
6. To encourage volunteerism.
(Note: All operational)

1415: Group discussion (divided into 3 groups to discuss lecture on gov't vs. Private organizations)
Group 1: Miss Briesemeister.
ques. Political party and private organizations.
ans. (Shall be discussed later in the week) Individual may join both, but a private org. as an entity cannot (due to the fact that club consists of various political views)

1530: Lecture in Japanese by Prof. Sumeragi, Bunri Univ. Of Hiroshima.
1. What road must the present Japan take in her road to recovery?
ans. Must be realistic about it. There are four roads:
a. Realistic; b. Pessimistic; c. Marxist; d. Idealist.
Must be realistic and recognize an individual as an integral part of society. That society and individual is synonomous and the recognition of one is the recognition of both.

5 December



A. Organization: Miss Briesemeister
1. Characteristics of a democratic organization.
a. Selection of officers through will of members.
b. Officers responsible to members.
c. All members actively participates in affairs of org.
d. Full and free discussion of all issue that confronts the org. by the members.
e. Ruled by majority with ample recognition to the minority.
2. The members.
a. Strength orginates here.
b. Responsibility.
(1) Decide purpose of org.
(2) Draw up constitution and by-laws.
(3) Elect officers and delegate responsibility.
(4) Decide programs.
(5) Finance the org. (fee and compaign).
(6) Maintain active interest.
3. The officers.
a. President: Highest honor and greatest responsibility. Responsible to the members. Have to be impartial, courteous, tactful, firm etc.

b. Vice-Pres.
c. Secretary.
d. Treasurer.

B. Committee work.
1. Definition:
An organizational device for getting work done by a group of selected members working together to accomplish one or more of the aims or the purposes of the org.
2. Why do we have committees:
a. Divides responsibility.
b. Can do wide range of work.
c. Interests can be channeled into group activities.
d. Provides opportunity for many leaders.
e. Find leaders.
3. Types of committee.
a. Standing committee.
(membership, finance, program, house (property), nominating).
b. Special committee.
Short time for special events.
4. Common characteristics.
a. Have a definite job.
b. Group responsibility and not individual.
c. Does not decide but offers suggestion.
d. Reports to members (sometime to executive group) Presents report for approval.
5. How a committee is formed.
a. Purpose or aim established.
b. By members, or appointed by President with approval of members.
6. Chairman's duties:
a. Prepares agenda.
b. Prepares seating arrangement.
c. Prepares materials necessary.

1000: Discussion group on above topic.
ques. Committee vs. officers. The limitation of rights of committee members.
ans. Committee, only a study group. Presents report for approval.
ques. Can one belong to more than 1 committee?
ans. Yes.

1300: Group B: Mr. Typer.
Discussion group (Sei-nen dan, cultural group, women's organization and industriel and labor organization.)
Problems delegates listed on which they wanted to discuss.
1. How to develop majority of less talented people.
2. How to organize and operate local Youth associations.
3. Position of Youth associations in society.
4. Women in youth association.
5. Educational and cultural problems of youth.
6. How to organize youth group in labor unions.
7. Social and political movements and youth org.
8. Financial problems of youth org.

Rpt. Kure Youth Conf. Dec. 48 - H. Iguchi, DAC (Continued)

9. Leadership training.
10. Ken Federation.

A. Financial problems of youth associations.

1. Sources of money:

a. Membership fees
(About 30-40% of members present stated that fees amounted to less than 10%; 5 org. paid 20%; 2 paid 30% per mo.)
The amount fee account for total income:

20%	of total income--21	persons out of 48.
30%-50%		9
50%-75%		9
80%-100%		9

b. Business enterprise.
c. Labor service.
d. Interest.
e. Donations from interested persons.
f. Community chest. (Mr. Typer asked if an organization is supported by it. Answer was--no. Mr. Typer suggested this as a possible source. It did not "take")

6 December

Group Work: Miss Sullivan.

I. Objective and characteristics of a group work.
A. Characteristics of a good group.
(from the floor)
1. Devotion to leader.
2. Sense of freedom.
3. Common interest.
4. Same age.
5. Common objectives.
6. Feeling of confidence.
7. Friendly adult leadership.
8. Service.

B. Necessary Characteristics.
1. Warm friendly atmosphere.
2. Leaders must be good.
3. "Like" activity and similar interest.
4. Similarity in group. (homogenous group)
As to: age, sex, educational background, geographical location, economic background, family vocational occupation, race, religion, physical development. 1 interest and several homogeniety is necessary.
a. as to age difference.
adult--does not matter too much.
children--makes big difference (3 years limit)
over 16--not important factor.
b. About 7 years of age.
Becomes group conscious.
11-14, strongest group feeling. Adult--less strong.

II. Requisites:
  A. Attendance be voluntary.
  B. Group to meet frequently.
  C. Group must be small.

III. Program should:
  A. Know needs and interest of members.
  B. Democratic participation.
  C. Democratic objective.
  D. One which members can be proud of.

1020: Group discussion of above:

1. ques. What if many people want to participate, what then?
   ans. It is democratic to limit size of program attendance or of club membership.
2. ques. Can 1 new member change the psychology of the entire group?
   ans. Definitely.
3. ques. Can a systematic chart be made as to what the size of a group should be in ration to age (As for expl. 15 is ideal for 8 year olds etc.)
   ans. No, too much variables.
4. ques. What can we do if we get more volunteers to join our scout troop than we can handle.
   ans. Must set age limit and try to find new leaders.
5. ques. What can we do if the interest of our group turns to the "bad"?
   ans. Offer new programs and variations.
6. ques. Liaison used between clubs in the U.S.
   ans. Council of Social Agency, however newspaper, telephone directories etc. suffice.
7. ques. What can we do if we get extremely bad boys in our group?
   ans. Take them to professional social workers.
8. ques. Types of Youth Org. in the U.S.
   ans. Impossible to list. Suggest reading "Social Work Year Book."

1300: B Group. Continuation on the discussion of finance.

1. Expenditures:
   a. Transportation; b. Postage; c. Program; d. Books and supplies; e. Equipment; f. Printing; g. Literature and cultural materials; h. Publicity. Should budget these items. Program should be the major item.
2. Youth in Labor Union.
   prob. We want to get independence.
   ques. of Mr. Typer. Will it take place of local sei-nen dan?
   ans. No, for many of us belong to both. Activities are not similar.
   ques. What prevents it?
   ans. Constitution of the labor unions does.

Then--there is no possibility but to have the constitution changed. (The youth wants vocational as well as cultural education and evidently the present program does not give them these opportunities.)

Rpt. Kure Youth Conf. Dec. 48 - H. Iguchi, DAC (Continued)

3. Politics in Youth Association.

1515: Group B (all Japanese discussion meeting) Was divided into 2 groups as this group was too large. Includes Sei-nen dan, women's org., cultural org., and labor and industrial org. 1. Finance group; 2. Politic group. Both elected women discussion chairman.

1. Finance group.
   Issue: How do the other org. raise fund. (general and quite normal) The Sei-nen dan which was able to collect fees was able to do so because they dropped out members who did not pay. How many willingly paid? (Answer ??). Those Sei-nen dan which was not able to collect had a great number of "paper" members. Active members paid.
2. Politic group.
   Issue: To what extent should we deal with politics. All interested in getting voters to vote but as to political parties, they all agreed that youth org. as such should be neutral.

7 December

Program Building: Miss Sullivan.

1. 3 types of group.
   a. Natural group (like children)
   b. Interest group.
   c. Multiple activity group.
2. Age levels and kinds of activities (In US)
   a. 7-12 age group:
      (1) Work with hands (large things as dexterity undeveloped)
      (2) Short span of interest, ie. great variety of activities.
      (3) Prefers own sex.
      (4) Not interested in formal club (does not keep minutes etc. Representative gov't insofar as electing leader.
      (5) Not interested in discussion topic.
      (6) An activity group.
      (7) Leader needs wide interest.
   b. 13-16 age group:
      (1) More formal (org. procedure)
      (2) Interest span is longer.
      (3) Purpose is more definite.
      (4) 1 sex group but interested in joint activity. (question from floor: How about interest differential due to sex. ans. Very true at this age. This is largely due to cultural and social forces)
   c. 16-20 age group:
      (1) Discussion interest group (social, political, and world affairs).
      (2) Feel they represent youth.
      (3) Mix sex groups.
      (4) Club organization and formal meetings.
      (5) Vocational interest.
      (6) Usually an adult leader in charge up to age of 20.

d. 20 and over.
   (1) Own leader.
   (2) Most are interest groups.
   (3) Collective tendency no longer exists.
   (4) Have a definite purpose.
      a. Study group.
      b. Social group.
      c. Recreation group.
         (all with purposes that suits interest)

e. A general rule to remember:
   (1) Interest starts at 7 ie. collective tendency starts at 7.
      15 is peak of collective tendency for no definite purpose.
      Just meet because they like to gather.
   (2) Get many programs and select for majority.
   (3) Cooperative and not competitive. Compete only against yourself.
   (4) Emphasis is on "team work".
   (5) Encourage talent.

3. Types of activities.
   a. Group activity.
   b. Creative activity.
   c. Service - Satisfaction of performance only.
   d. International friendship.
   e. Teaching of handling money.

1530: Divided into 2 groups (1. welfare; 2. discussion)
Discussion method: Miss Sullivan.
(will not work for every subject)
   a. 2 kinds.
      1. To bring a conclusion.
      2. Experiment and explore (explore a topic)
   b. Requisites:
      1. Problem must be identified.
      2. Facts must be gathered.
      3. Materials must be gathered.
      4. Ideas must flow easily (necessity of a small group)
         (25 people or less)
   c. Methods--things to watch.
      1. Drift from main subject.
      2. 1 member doing all the conversing.
      3. Have a certain amount of objectives.
      4. Cooperative, freindly (disagree in a friendly way)
      5. Explain what one has to say. (A generality is no good unless it can be supported by a specific.)
         (Members seems to be puzzled on the following: "Must not there be a decision")

Types of discussion:
   a. Round table.
   b. Forum (Speech-then open discussion).
   c. Not much audience participation.
   d. Time limit necessary.
      Does not work for people under 16.

How to become a good discussion leader:
a. Needs practice.
b. Must read and study leadership manuals.

8 December

Leadership: Concept and Qualification:
1. Requisites:
   a. Should be concerned of welfare of people under him.
   b. Should be versatile.
2. In children.
   In US children of 7 shows first sign of leadership. Discovers power to lead playmates. Children group offers best training ground for leaders.
3. Adult.
   Choose own leaders.
   Qualification of good adult leader:
   a. Must be strong willed.
   b. Cooperative.
   c. Optimistic (but not a daydreamer)
4. 2 essential quality.
   a. Ability to start activity and keep it going.
   b. Integrity (honest and consistant with the will and wishes of the group.
   c. With above quality, the rest such as poise, practice etc. comes with practice.
5. Education and leadership:
   a. Best to have a leader with equal or little higher education.
   b. Not always most intelligent (homogeniety important).

1300: Group C: Miss Briesemeister (CPH, welfare group etc.)
Problem of teaching and finding leaders:
1. ques. How can we train our leaders.
   ans. The social education dept. or the CPH may take the lead. Get as many leaders of various organizations in your community and hold a conference. The advantages are:
   a. It converge skills; b. Good for morale.
2. Steps necessary (as suggested by Miss Briesemeister).
   a. Call group from all organizations.
   b. Let the members run it.
   c. Let them plan it.
   d. Have a general meeting and specific ones for various specialized organizations.
3. Resourses--of leaders to teach leaders.
   a. School, gov't officials, journalists, librarian, club leaders, professional people etc.
4. Finance:
   Voluntary, therefore inexpensive.
   The idea is to hustle volunteers.

1515: Group B
Organization and Re-organization of Federations (all Japanese)

ques. Is the present Sei-nen dan too large to function?
ans. No, we didn't have enough experience, and that was basically the wrong with it. We need more materials to work from, more ideas for programs.
ques. Is not the problem of the Sei-nen dan that of the lack of individual interest?
ans. Yes. and this is primarily due to the fact that it is too large. (opinions were exchanged)
All agreed that this group needed more leadership.

9 December

Measuring the results of our work: Mr. Typer.
1. Introduction:
   a. A measuring device (statistical and otherwise) is necessary in every organization. A good expl. is the Scoutorg.
2. Definition of evaluation:
   The attempt to measure the quality of an individual or group experience in relation to the prupose of the org.
   2 elements:
      a. Quantity or quality
      b. Measuring stick to measure above.
3. Where do we evaluate:
   a. Individual (attitude, skills, habit, conduct, appreciation, values)
   b. In the plan of organization.
   c. In the program content.
   d. In group process.
4. Essential elements in evaluation:
   a. Purpose.
   b. Standards for measuring progress (criteris)
   c. Must have a starting point.
   d. Program of Org.
   e. Record.
   f. Judge the results.
   g. Interpretation of evaluation to the people.
5. Standards of measurement.
   a. Frequency of meeting.
   b. Attitude of member toward the group.
   c. Percentage of members attending regularly.
   d. Payment of fees.
   e. Percentage of members who participate regularly.
   f. Percentage of members active on committee.
   g. Tenure of member.
   h. Percentage of members who voted. etc.

Purpose of youth organization in Japan Today: Mr. Typer.
1. Develop international understanding.
2. Improve personal and social skill.
3. Stimulate educational growth of people.
4. Develop better habits and attitudes of citizenship.
5. Provide wholesome recreation activity.
6. Strengthen the moral-spiritual life.

10 December

I. How to propogate what we learned.
   A. 4 areas to work.
      1. Organization of children's group (find leaders).
      2. Own group.
      3. Training leadership.
      4. Professional leaders.

II. Conclusion: Mr. Typer.
   A. We must get:
      1. New information.
      2. Cooperation of young and old.
      3. Interrational cooperation.
      4. Inter-agency cooperation.
      5. Place of gov't. to be understood.
      6. Learn about other organizations.
   B. Unfavorable outcome of this conference:
      1. Schedule was too crowded.
      2. Language barrier.
      3. More Japanese speakers wanted.
      4. Not enough had a chance to read books that were available.
      5. Recording and publishing committee lost out. Worked after mid-night and many times to 3 in the morning.

END

REPORT OF KURE YOUTH CONFERENCE

December 1948

Letter
11th Jan 49

By M. Bando
Tokushima MG Team

1. As a whole this conference was very pleasant because of the pleasant room which the conference was held and the various program which attract interest of the attendance.

2. The system of forming committees, such as program, recreation, record living, etc., by the attendance was very good on several points.

a. The value of forming committees, to do work in a large group, was realized by doing so.

b. This also helped to attract interest of the attendance by doing some part of the work.

3. The importance and value of the group discussion, in my opinion, was somehow understood but the real method of democratic group discussion is not grasped firmly.

4. One weak point of this program, in my opinion, is that it was a little over-loaded for that much day. Therefore, it was possible to gain little idea of various parts but not deep enough to really understand one thing and transfer it to other people.

Incl 2

REPORT OF KUKE YOUTH CONFERENCE

December 1948

By K. Ikeuchi
Shikoku MG Region

4 December (Sat)

1300 General Lesson - Roles of the Government & Civil Organizations

I. Relation between the Government and civil organizations

Government:

1. To promote all sorts of the adult education.
2. To make various campaigns and propagandas for civil organization and explain what is contained in them. However, such are entrusted to the Prefectural authorities.

Civil Organization:

1. To take actual actions.
2. They have freedom to study new divisions.
3. They have a right to limit anything as they like.
4. To bring up spontaneous organizations.
5. They have equipments and institutions.
6. To endeavor to increase spontaneous leaders.

II. Factors that effect group life

1. Vocational lives.
2. Family pattern.
3. Educational institution.
4. Religious institution.
5. Political administration.
6. Topography.
7. Population.

1420 Questions and answers of the lesson - Mr. Typer (See page two)

5 December (Sun)

0830 General Lesson - Committee and Group Thinking - Miss Briesemeister

Sorts of Committee

1. Audit Committee.
2. Program Committee.
3. Organization Committee.

Incl 3

Rpt, Kure Youth Conf, Dec 48 - K. Ikeuchi (continued)

1120 Questions and answers of the lesson - Mr. Typer

Q 1: It seems that each organization is in economic difficulties, because the governmental support is prohibited by Article 89 of the New Constitution.
A 1: An organization must be independent by all means.
2: In this sense it should be managed by the dues paid by its members.

Q 2: It seems that a consideration must be paid for history of each local youth group.
A : Its necessity should be studied.

Q 3: Present activities by youth groups seem to have no progress comparing to those in past.
A : It is difficult and dangerous to do very much progress at one time. It should be gradually revised.

Impressions:

1. As to the relation between the government and the civil organizations, it seemed that the government should cooperate in arranging equipments of civil organizations as a part of its actual activities.

2. Mr. Typer, in his lecture, explained how an organizational life should be changed in the future. As a leader, one must take care of how it be changed by circumstances.

3. As interpreters interpreted word for word irrespective of context, the students looked difficult in understanding.

4. When the questions and answers was made, questioners presented inconsistent questions. It made interpretation difficult and the answerer sometimes made misdirected answers.

Rpt, Kure Youth Conf, Dec 48 - K. Ikeuchi (continued)

4. Public Service Committee.
5. Social Committee.

A committee various with the purpose of an organization.

Committees should not be created variously in vain, but a committee suitable for the purpose of an organization should be done. There are two types of committees, that is, (1) Standing Committee, and (2) Special Committee. A committee should be created after a proper task is found.

Group Thinking

"Group Thiking" is what makes a talk in an open and unreserved manner among friends more systematical one which has a definite purpose, and all the participants make free discussion and full consideration in order to resolve a problem at hand.

1020 Questions and Answers on the Lesson - Mr. Typer

Q 1: How the present situation that there is a gap between leaders and members should be resolved?
A 1: Systematic plan is lacked.
2: It will be better to propose a plan to the members after it is fully examined.

Q 2: How to resolve time difficulties in managing a youth group in the country caused by officers being very busy with their work?
A 2: It is good to creat sub-committees and share the duties.

Q 3: In a labor union is a tendency which electing the chairman among a group, make the group profitable. How is the lecturers opinion to such a tendency?
A 1: An absolutely neutral and fair person should be elected as the chairman.
2: Therefore, he must be fair and neutral.
3: It is an autocratic action that the chairman makes much of his group only.

1300 Lecture and Guidance - Miss Briesemeister

Q 1: As to organization of women's association in USA?
A 1: Educational association.
2: Professional association.
3: Association of taste.

Q 2: Can person be a member of two committees?
A : He can be if in an organization he is able to perform the duty. In a large organization of many members, however, it is desireble to avoid.

Q 3: How to solve the present economic difficulties of organizations?
A : The actuality should be realized much more

6 December (Mon)

1020 Method of Discussion - Miss Sullivan

1. Importance of discussion in a group.

   a. Various ma terials and a wealth of knowledge are necessary to hear opinions of others through a discussion.

   b. It is unnecessary only to receive a lecture or an address by a lecturer at the time of discussion.

2. Topics cannot be a material of discussion. A conclusion of discussion without actual proof is unworthy.

3. There are two types of discussion:

   a. To make foundation of an action, looking for various ways of through discussion.

   b. To study a matter thoroughly by discussing it.

4. The sponsor should be leader of a discussion even when he invites other lecturer. (Note by Asst CE Officer: This is the explanation of how to start a new organization.)

5. Discussion should follow the following order:

   a. To require all the members to gather.
   b. To decide the purpose (to decide whether of items described in 3 as the purpose).
   c. To invite specialists relative to theme and contents of consideration.
   d. To select a leader of discussion who is well acquainted with the matter of discussion.
   e. All the members should express their opinions voluntarily.

6. When not active, the following methods will make speech of the members easy.

   a. Nomination.
   b. Reading of a book concerned.
   c. To propose what seems to be a conclusion of the discussion or what seems to be an opposite view.
   d. To propose a graph, etc., concerned.
   e. To make the members consider the matter presenting an investigation report.

7. The chairman should:

a. Be neutral.
b. Divide the members into small group and allot them a part of the matter, when the members are too many or the matter is too complicated.
c. Always take care of time and make it possible to make a conclusion within the expected hours.
d. Take care of making speech fairly and by all the members.
e. Set the discussion on the matter.
f. Limit time for speech and warn against monopolizing time.
g. Always take care of not turning the members attention aside.
h. Give a warning with diplomatic words.
i. A meeting must be what aims at acquiring knowledge.
j. The leader must be honest and have sense of justice.

8. The members of a group should:

a. Realize what is being discussed, and take care of not being beside the point.
b. Respect opinions of others.
c. Make the reason clear, when he expresses an opposite view.
d. Avoid personal prejudice.
e. Avoid to take up a personal matter.
f. Not entertain antipathy against a warning of the chairman.

9. Types of discussion:

a. Forum system. Method to discuss on a matter expressing different or opposing opinions.
b. Panel discussion. 4-6 discuss before the assembly and the others listen to the discussion.
c. Round-table discussion. It is made by all the members.

10. To be a good leader, it is necessary:

a. To have much experience.
b. To study.
c. To always reflect on his own conduct.

Impressions:

1. Today, students listened to lectures comfortably as they became familiar to circumstances. Such seemed to be much useful of understanding lecturers.

2. But it was regrettable that some students talked about in whispers.

3. There were few ~~questions~~ questions on the subject but many ones apart from it, when a question and answer was made.

4. Such questions were on what the questioner could not understand and in usual days, and they were almost personal questions. They worried lecturers.

5. The students must not forget that they are considering and studying together.

6 December (Mon)

General Lesson - Group Work--Characteristics, Objective - Miss Sullivan

Experience of students

A Woman - 1. After her husband was dead, she made her effort to help other widows. She also made a merry home for children.

A Man - 2. He created an association to respect his teachers with his classmates. In the association they can freely express their opinions. They respect their teachers.

The common points between the above two stories are friendship and cheerful circumstances. It is especially important to be free, when one becomes seven years old, one likes to participate in an association. For children, it is necessary to hold a meeting once or more than once a week and for adults, once a month.

Impressions:

1. Today's lecture was "Method of Discussion". The students seemed to have understood it. But, it would have been much better to make them thoroughly understand, if an actual practice would be made after the lecture.

2. It seemed that posters were not used in lectures as we are usually using.

7 December (Tue)

1300 Lecture and Guidance - Miss Sullivan

Q: How accurate is reality told to children by leaders?
A: It is a problem in every organization and every parent. Leaders must be realistic on such a matter. First they must each children the standard of good and evil, and second, they must teach them to control themselves over contracting evil deeds.

It is easier to teach children evil deeds than good ones. They must also teach them to reflect themselves.

Q: As to a role played by a man for a Girl Scout.
A: In USA a man cannot be a leader of a girl scout (In Japan, too). Sometimes, however, a man can be an officer of a womens' association. In such a case, much care must be paid. Again, a woman can be a leader of a mens' organization.

7 December (Tue)

General Lesson - Miss Sullivan

Program Building, Types of activities, standards for activities

In a large group, the leader must discuss on a program with the members. In a small group, the leader can make a program according to the members interests. In case of children, the leader may nominate members of the program committee and let them select program as many as possible. In this case, it is very important to let them have freedom of selection, and it is a problem how is the freedom education. But, if duty for freedom is not given, it will give bad affect to them psychologically and mentally.

Classifying interest for program by ages, it will be as follows:

7 - 12 year olds:

1. They like to make various things with their own effort.
2. The time interested in one matter is very short.
3. Wide scale programs are necessary.
4. They like to divide sexually.
5. It had better not to create official groups.
6. They have no interest in discussion.
7. They like various games.
8. Leaders for them must have wide tastes and interests.

13 - 16 year olds:

1. They are interested in organization, and take into practise what is decided at once.
2. As to program, there is not so much difference with those from 7 - 12 year olds.
3. The time interested in a matter is quite long.
4. They have a definite sense for what they like.
5. They do not like the opposite sex but are interested in them.
6. Leaders should plan what both sexes are able to do, such as picnic and camp, etc.

17 - 20 year olds:

1. They become interested in discussion, especially about social, political and international problems.
2. They are interested in the opposite sex.
3. Those of 17 year olds do not like to be with the opposite sex, but those of 20 years have a desire to be with the opposite sex.
4. They want to have excellant leaders.
5. They are fond of making manual labor with a few members.
6. They are interested in their own futures.
7. A group of those under 20 years is necessary to have adult leaders, but, for those above 20 years, it is good to chose the leader among the members.

Above 20 year olds:

They like to participate in a group fittable to their own interest, and do not like many programs.

1020 Questions and Answers on the General Lesson - Miss Briesemeister

Q 1: It seems to be a contradiction to say that it is necessary to take up what all the members are fond of, and that it should be made according to ability of each one.
A : It should be harmonized according to situation. For example suppose there are two groups in an organization, that is, one is those who want to play base-ball and the other is those who want to go on a picnic. In the case, it may satisfy all the members to play base-ball (or go on a picnic) in a week, and then go on a picnic (or play base-ball) in the next week. In a larger group members of which are more than 50, however, the program is different. In this case, the program is divided into 2 parts, one of which is for all of the members and the other is for several groups each of which consist of those of the same interest. It should not be refused, when a child belonging to a group wants to change to the another one. Again, men of a group should not talk about the program of the another. In a large group, in general, it is difficult to act all the members together. Accordingly the small a group is, the better.
Q 2: How is it, when all are concentrated in the same interests?
A : There is nothing to say in this case.
Q 3: When an organization is divided into small groups, how should the leader, behave?
A : It is the best to support each group, but it is unable. He should act fairly.
Q 4: How should it be treated, when an opinion of a group in a federation seems not to be important.
A : In this case, it should be stopped according to opinions of all the members.

Q 5: How are the children educated on handling money?
A : They should be educated on it actually, when they are still young.

1300 Lecture and Guidance for each group - Mr. Typer

Q 1: What is the federation?
A : It is consists of small groups of the same purpose and serve for small group participation in it.
Q 2: Duties of the federation.
A 1: To guide and support management of groups participating in the federation.
2: To collect and distribute materials necessary to groups.
3: Liaison business.
4: Distribution of records and materials necessary to management.
5: Mediation, purchase, distribution or loan of materials necessary to management.
Q 3: Matters all the leaders should know.
A 1: How do they lead the members.
2: Method of managing business.
3: He should be able to make an address before the public.
4: The may to make a report on a meeting and how to use it.
5: He should have an ability to coach a game and a song.
6: How to organize a group.
7: Ability to measure how the organization is progressing.
8: How to utilize educational sesource in the town.
9: To realize the intention of the members.

Impressions:

1. The students listened in the lecture on federations, because they had wished to know something about it.

2. It seems good, for lecturers to answer a problem, accertaining what the students hope. Besides, there is another way, however, that a lecturer makes thought of students development saying no contents of his lecture. It should be studied which of them is better.

3. As Japanese lecturers finished their lecture in the first 2 days, and, after the 3rd days, they utilized lecture hours for meetings of committee, so those except committee members were singing during these hours.

4. I dont think singing is wrong, but think that they should observe the meeting in the hours and make study themselves.

8 December (Wed)

0830 General Lesson - Miss Sullivan

Leadership, Concept, Qualification

1. It is not easy to be a leader.
2. He who cannot criticize the others words, cannot be a leader.
3. He should not be an egoist.
4. A leader must be a optimist.
5. He must not be a pessimist.
6. He must have an eye to gaze at the reality and be able to pursue the ideal.
7. He should be able to take an action.
8. He should be able to contime an action and make it develop.
9. He must be able to start an action and complete it.
10. He must be honest.
11. He must be a man of will (He must be able to ride over difficulties)
12. He must be able to express his view to the members, when he finds a way.
13. When a egoist be a leader, the member cannot follow him.

1020 Questions and Answers - Miss Briesmeister

Q 1: How should the adults act, when a leader selected by the children seems not to be suitable?
A : In this case, they should not change him even when he seems unsuitable.
Q 2: When an unfittable leader is elected in a youth organization (more than 16 year olds), how should the leader be reelected or how a good one is elected?
A : If there is one or two bad leaders among good leaders, there is not so much anxiety, but when only one leader is leading the organization, such is undesirable. In this case the member must be taken care of at the next time of election, and they must prepare not to elect him. When a reelection is made, they should discuss on the matter.
Q 3: But, is there no fear that the leader is hurted his pride in such a case?
A : In the case, it should the time to reelect the leader as he is unfit.
Q 4: Is it good that the adults recommend a child leader, at the time of election, as the children have no affirmative attitude towards-the election?
A : For the adult leaders, it is their duty to educate how to elect and it is the democratic education. The adults should consider with the children. In U.S.A. the 3 grade pupils elect the secretary and their leader. But there is a case of course, that the adults elect the child leaders.
Q 5: The adults should elect the leaders of children, when they have no ability to elect them.
A : In U.S.A, it is a custom to elect a temporary leader at first, and, after they are well educated, a two or three leader is elected.

Rpt, Kure Youth Conf, Dec 48 - K. Ikeuchi (continued)

Q 6: When children make a election, there is some time such a case that votes are casted for various candidates and a candidates of become the leader by plurality vote, despite his votes are a few. In this case he seems not to represent general sentiment. How should the case is treated.
A : Though the number of votes is a few, he may be the leader children are not interested in the number, but in voting.
Q 7: What kind of a leader should be elected in case of a federation?
A : The leader should be elected according to his personality, because, if a bad leader is elected, the federation can not be well managed.

1300 Lecture and guidance - Mr. Typer

I. Federation in a prefecture two types of federations:

1. Prefectural federation by representatives of gun federations.
2. Prefectural federations directly connected with individuals.

The reason for dividing into the above 2 types:

1. Topographical condition
   Traffic convenience
   inconvenience 1) Hokkaido
   convenience 2) Osaka
2. Number of members.
3. Land condition.
4. Financial condition.
5. Whether the leaders have leisure or not.
   As labor unions in Japan have too much organization, they are inconvenient.

II. Cooperation among organizations characters of which are different. Each society is just as a group and a organization, and it is divided into the following several divisions. They are called organizations of different characters. To solve a big problem, cooperation among organizations of different characters, YMCA Boy scout, Minsei iin, School, Church, Teacher Union, Women organization, Youth organization, Girl scout, Political organization, YWCA etc.

III. How to cooperate:

1. Leaders must realize purposes of various organizations in a community, and study on organizations which cooperate with theirs.
2. Right to speak must be equally shared.
3. They must have time of cooperation.
4. Clear understanding on cooperative work is needed.
5. Clear understanding, it is necessary to make careful study on the work.

6. To have regular meetings.
7. Necessary expenses must be equally shared.
8. Report of attending organizations on the work.
9. Cooperative spirit.

IV. Reason for difficulties on cooperation:

1. Lack of common and convenient time.
2. Cooperation is uneasy between organizations of same purpose and that of different purposes.
3. Location and topography.
4. Difference on ideology. Even if the purpose is same, the way to act is different.

1515 Discussion: Half of Group B (20) on Federation

The chairman was elected at first. Then the discussion was begun. The recording corps took charge of the secretary.

Chairman: "We shall begin a discussion on federation today. The matters on federation are so important that we want to decide what is discussed at first" (Gun - federation)
Mr. A : "I want to begin with purpose, organization and management".
Chairman: "Are there any opinions on Mr. A's proposal?"
(There were voice from floor: "Yes" "No objection")
Chairman: "As there are many supporters, we shall begin with purpose first then organization and management. Are there opinions on the purpose of a federation?"
Mr. B : "Communication among organizations, cultivation of members and collection of materials".
Mr. C : "Bringing up, development and cultivation of unit group".
Chairman: "We have heard 6 purposes. We want to reach the conclusion".
Mr. D : "The biggest purpose of a federation consists in bringing up the unit groups".
(There were voice of agreement)
Chairman: "Then this opinion is the conclusion. Next, let's change to organization."
Mr. E : "Those who live in a gun, and those who agree to the purpose".
Chairman: "The next is on management".
Mr. F : "To perform a program which is unable to do by a unit group and which is common to all the group".
Chairman: "Then the discussion is closed".

Impressions:

1. We are in lack of training on collective life. And it makes the questions-and-answers a personal talk between a questioner and a lecturer. He forgets there are many people besides him.

2. At the time of discussion, students made it in a wrong way, though they seemed understanding the right one. If lecturers had taught them the right way when they made mistakes, they would have understood the essential on how a democratic organization should be.

3. Thus, if they had been taught with practical interests, it would have been much useful of clearly understanding the lecture. It should not be done to only write a lecture heard through ears on a notebook, but to understand through eyes and actual actions.

9 December (Thus)

0830 General Lesson - Mr. Typer

Measuring the result of our work

1. Introduction.
2. Dispose of session.
3. Definition of evaluation.
4. Where do we evaluate:
   a. Personal attitude, ability, habit, behavior, forgiveness, and value.
   b. In the plan of organization.
   c. In program.
   d. In groupwork.
5. Essential elevation evaluation.
   a. To realise personal and organizational purposes clearly.
   b. There must be a standard.
   c. One should realize the standard for measuring a matter.
   d. Contents of a program.
   e. Records.
   f. To judge the result.
   j. To make one know (or understand).
6. Standard of measurement.

1020 Question and Answer on the lesson - Miss Briesmeister

Q 1: It is able to do about the progressive condition in a group. How about comparing to the another organizations?
A : It is good when the program is common. But such chances are few.
Q 2: How to test an organization.
A : 1. To test eagerness.
2. To test the number of time of speaking. When a test is made, its result should be considered to utilize.
Q 3: There are two sorts of holding a meeting, that by officers and by demand of members. It seems good to make tests on demands. When meetings are hold by demand of members, Is it good?
A : Good idea! In that case however, it is necessary to consider how to utilize the result.

1300 Lecture and Guidance - Mr. Typer

I. How to conduct inactive young people:

1. Good organization.
2. Various programs.
3. Leadership.
4. Place and time of a meeting.

II. Actual training for girls on expressing opinions:

1. To divide into small groups.
2. To discuss a problem, poposing it, and criticize, and examine its result.
3. Rational way of letting speak by the chairman.
4. To make women play equal role with men, making them take part in men's organization.

III. Purpose of the adult organizations.

1. To make them understand international relations.
2. Necessity to make social education to the members of organizations.
3. To give educational encouragement.
4. To guide citizen so as to have better attitudes and habits.
5. To prepare for healthy recreation.
6. To help ethical and spiritual life.

Q 1: Our attitude towards religion.
A : 1. It is free to choose religion.
2. To study various religions comparing them.
3. A means to depend upon the Big Power as a spritual foundation.

1500 Special Lesson - Mr. Typer On Record and Report

Q 1: Necessary matters for record of a group.
A : 1. Record of each member (member's list).
2. Record of the group (member's list and program etc.).
3. Record on the number attendant (Statistical materials)
4. Record of program in detail.
5. Record of properties (List on income and expenses).
6. Record of news.
Q 2: What sorts of record are there for school of taste in U.S.A?
A : 1. Number of participants.
2. Number of lecturers
3. Number of classes classified by age.
4. Observation of practice.
5. Topic news.

Q 3: How to record a lecture and knowledge for it.
A : To record what is valuable as a record.
Q 4: What is the purpose of record?
A : 1. Historical purpose.
2. Materials for education.
3. For explanation.
4. For valuation.
5. For investigation.

Impressions:

1. There were about 20 women among the students. But they were inactive. They seemed not to act positively. Few questions were made by women at the time of the questions and answers.

2. Various committee were created and took actions on program, record and life. All the member said it was necessary to have preliminary knowledge.

3. For example, there was a case, when questions were made dividing into each class, that a member of A class (paid leaders) presented a question which should have been made by B class. The lecturer in charge of A class answered the question in detail to the lecture in charge of B class. The questioners should have questioned from their standing point.

10 December (Fri)

0830 General Lesson - Miss Briesmeister

Methods suggested for dissemination of this course

I. To organize many youth and juvenile organization.

II. Matters to be practised in adult organizations.

1. Test.
2. Election of officers and their term of office.
3. How to create subcommittees.
4. How to make a program.
5. To make many members take action.
6. Record and publicity of accounting.
7. Independence of an organization.
8. How to make a constitution.

III. As to training voluntary leaders.

1. As to a plan to train new officers.

IV. For voluntary and paid leaders.

1. To create a study meeting.
2. To equip a library.

1020 Lecture - Mr. Typer

Reconsidering the positive point of this course

1. New information.

Discussion is very important and we must make it develop, We also can get materials with books. Leaders should read and they can catch the new ideal for works of the group.

2. Cooperation of adult.

It is wrong to have an adult as a leader.

3. International cooperation.

The nations of the world must cooperate with one another.

4. Intelligent cooperation.
5. Result of government.

On the last day, a reflection meeting was held and representatives of each group expressed what they felt.

A group

1. To hold a training course like this hereafter, the preparation committee is demanded to take care of the following matters.

   a. To make concrete and detailed plan at the spot.
   b. Expenses, convenience of participants, utensils etc.
2. We wanted to have studying meetings at the lodgings as well, inviting various organizations.
3. The Training Course of this time was made with different structure and management from the previous ones.

B group

1. It was glad that the program has been proceeded smoothly. But the lectures were external as we had much within a short time.
2. Lecturers were kind enough to questions.
3. We have been conducted not to lose interest.
4. As we have had suitable mixing of lectures and questions and answers, we were very convenient for understanding lectures.

5. Interpreters are demanded to study so as to promote better understanding between lecturers and lecturers.
6. We wanted to know contents of lectures previously.
7. Students spoke too much to lecturers on their own problem. They should study themselves much more.
8. We wanted Japanese lecturers a little more.

C group

1. We are very glad that lectures were concrete and kind ones.
2. All have been managed voluntarily.
3. Program was compact.
4. Lodgings were too small.
5. It was hoped to give substances to free hours.
6. As pressed for time, we could not arrange.
7. We hoped to have sleeping and reading hours.

Impressions:

I. As to program.

1. There were too many programs. The students should have noted only questionable points and asked of them at the time of the questions and answers. It is a mistake to want to get the conclusion at this training course, because it is different from the usual ones which have been planned to get a conclusion. I think the purpose of this course consists in giving a chance to re-start rather than solving one's own problem. It was regretful, however, that what we wanted to speak were not spoken thoroughly because of lack of time.
2. Students were apt to know only result and conclusion of a question. They should have made their effort so as to utilize the answer for their own theory and practice.
3. The students should have understood that there were two type of lecture, that is, the method to guide them giving a subject and that to educate them extracting a problem from each of them.
4. A question presented at the time of special lecture, etc. should have not been what was understood by the questioners only and necessary for him only.

II. As to management.

It seemed that connection among committees was well made. But some committees, like the Record Committee, were busy till night and it caused for unsufficient understanding of lectures. If each committee had utilized what was taught in lectures, they would have gotten better result, on connection among them and training.

Conclusion

At the Training Course, there were 3 classes, that is, A class (paid leaders), B class (adult leaders), and C class (juvenile leaders), and professional lectures were made for each class respectively. It was very useful and reasonable way of teaching. But, in a class, a special feeling was not melted easily, and it disrupted effective management of the way, causing for gathering of members of same prefecture. It is important to get new knowledge but it is more important to find cooperation and friendship. I think it was cooperation what the Training Course aimed at. For common benefits, the cooperative action is necessary, and, one can expect an epoch - making development of education for youth and juvenile by it only. And so I was regretful for such feeling as occupied by "prefecture".

In this Training Course only one on two times of discussions were made, I was very disappointing for such a few times of discussion. I can understand there was a difficulty in making program, but I think there must be freedom of study and discussion on any problem. I felt that each must plan actual activities and perform them according to ability, after he has return.

Rpt, Kure Youth Conf, Dec 48 - K. Ikeuchi (continued)

LIST OF ATTENDENTS

10 December 1948

	Kagawa ken	Tokushima ken	Kochi ken	Ehime ken	Okayama ken	Totsutori ken	Shimane ken	Hiroshima ken	Yamaguchi ken	Total
Salaried Leaders	1	1	3		5	4	2	5	1	22
Leaders of Adult Edu'n	8	6	7	5	3	3	4	13	4	53
Leaders of Juvenil Org	1			3	1	1	2	2	6	16
Man	7	4	8	7	7	6	7	14	6	69
Woman	3		2	1	2	2	1	6	5	22

REPORT OF KURE YOUTH CONFERENCE

December 1948

By T. Inagaki
Kagawa MG Team

To me this was the most interesting and exciting course I ever received. I could not express how much I was impressed by the new lectures the kind American lecturers granted us. The wonderful lectures and my enthusiasm for learning kept me wide awake all through the course even though I slept very little every night at the hotel. It took me a day or so to catch the atmosphere of the conference. My interest in the course increased day by day and the final day of the course which I feared so much arrived just when my enthusiasm reached the climax. I wish I could learn more.

I was very lucky that I understand the language in which the lecturers spoke. The interpreter from Tokyo was not a very fluent speaker in Japanese but he was a very faithful and conscientious interpreter and I think the students understood him well, I hate to criticize the other interpreters when I know from my experience what a hard job interpreting is. One of the woman interpreter was a very fluent Japanese speaker and I think the students understood her well but I was discouraged when the adequate answers from the lecturers which were of thrill of joy to me were sometimes misinterpreted. The other woman interpreter was not good. At the reconsideration meeting the students said that they wished the interpreters had interpreted their questions correctly. (Some of the students' questions were very abstract and vague so I think the students are to be blamed too.)

The method adopted in this course was very good. In the morning there was an one and a half hour lecture for all the students from one of the lecturers. Discussions regarding the lecture was conducted centralizing the three lecturers in the respective rooms. As a principle the students were free to attend any of the discussion but to avied confusion we were instructed. Then there was recreation till lunch. In the afternoon the students divided into three groups-A Class-paid leaders (Miss Briesemeister, YMCA), B Class-leaders in adult education (Mr. Typer) and C Class-leaders in juvenile organizations (Miss Sullivan, National Girl Scout), heard lectures from their respective leaders. This lecture was mainly based on the questions the students submitted on the first day. Then there were recreation, discussion, lectures from Japanese lecturer etc. planned by the students' program committee.

Beside this each student belonged to one of the following committees; program committee, recreation committee, living committee, record committee, library committee and business committee.

The points I thought very good in the method were:

Especially the discussion period after each morning lecture was very effective. The questions occurred while listening to the lecture were solved concretely by the lecturer with the students' active participation.
(I began to have confidence in trying to practice what we have learned.)

Incl 4

The afternoon lecture was in answering the actual confronting problems of the students in the respective A B C groups. This of course was interesting too.

The lecturers provided in their lectures opportunities for the student to think and participate. It was not just listening and taking notes.

The lecturers answered constructively and systematically. I liked all of the lectures. Mr. Typer and especially Miss Briesemeister taught us so that we could put into practise immediately. Miss Sullivan explained mainly from the psychological standpoint but I liked the deepness too.

The recreation program was conducted by a Japanese recreation teacher in Hiroshima. She was a very good teacher and we all enjoyed that period too.

Each member belonged to a committee so everyone had a chance to know by experience what committees are.

Some unfavorable points were: Nothing was mentioned on parliamentary procedures. There was no practical discussion after learning methods of discussion through the lecture.

The contents of the morning lectures

4 Dec (Sat) Facters that affect group life,
Role of government and non-government agencies in youth education (Mr. Typer)

5 Dec (Sun) Committee, Group thinking (Miss Briesemeister)

6 Dec (Mon) Group Work-characteristics, objectives (Miss Sullivan)

7 Dec (Tues) Program Building, Types of activities, Standard for Activities (Miss Sulivan)

8 Dec (Wed) Leadership, Concept, Qualification (Miss Sullivan)

9 Dec (Thurs) Measuring the results of our work (Mr. Typer)

Questions answered by Miss Sullivan and Miss Johnson in Group C. from Monday (6 Dec) afternoon.

Organization of Girl Scouts and its activities in the States.
Sponsoring body and troop committee.
Elements in making childrens' group.
Program
Developing scouts in rural districts.
How to maintain interest already secured.
How many teachers are there in scouting.
How much interest does America have in youth organizations in Japan?
Leaders' responsibility is letting children know bad things.
What part men should play in women's and girls' organizations?

Rpt, Kure Youth Conf, Dec 48 - T. Inagaki (Cont'd)

Financial problems.
Disciplinary problems in children's group.
Schools and the Junior Red Cross.

Special lectures

Methods of Discussion Miss Sullivan
Answers to following questions by Miss Briesemeister
How can women successfully continue professional life and family life?
How does women participate in politics?

10 Dec Friday (Final Day)

Methods suggested for dissemination of this course, Miss Briesemeister
Reconsidering the positive and unfavourable points of this course.
Mr. Typer.

REPORT OF KURA YOUTH CONFERENCE

December 1948

By R. Mori
Shikoku MG Region

This training course generally was very concrete and useful. They were surprised at what was quite different from usual Japanese one which always being abstract and only conceptual. It was planned so concrete and usefully to practice, which might be caused by American's scientific way of thinking, that they were able to understand well and learned a great many things.

Specially interested subjects in the program were:

1. How to make program
2. Measuring result of the work
3. To train volunteer leaders
4. Activities of C. P. H.

Towards some leaders who blamed members in their organizations for not to take part in the program which they had made, the lecturer said that it should have been rather them, leaders, to be blamed for not making enough interesting program, and they, three American lectures, were showing everyday by their own practice how to be good leader, not only about making a good program but also in the attitude of mind to members. It became a very good lesson for us as leaders.

But there were some unsatisfactory points as follows:

1. English letters on the black-board which were not put into Japanese letters.

It was natural that the lecturers wrote English on the black-board as they were speaking, but as these were not followed by Japanese written by the interpreter, it became senseless. If instead of this, more interesting ways had been prepared, for instance like using a chart which any Japanese could understand, it would have been more effective.

2. Constitution.

The subject about constitutions which was important to be basic to all kind of organizations was very little spoken.

3. Federations.

At the present time in Japan, especially in local districts, it is a real fact that people to organize themselves to federation receive more harm than benefit. For this, distinct knowledge about federations had to be given to them.

Incl 5

4. Too big problems.

Some problems were too big for such short hours (about two hours), so that they were not satisfied.

5. Discussion.

It should have been better if we had had practical training hours for discussion, for almost all people scarcely knew about it. So often we heard the voices of "sansei" "iginashi" at this meeting, and it was nothing but to prove their lack of experience of true discussion.

6. Majority or Plurality.

About the diference of these two kinds of ways more thorough explanation should have been given.

REPORT OF KURE YOUTH CONFERENCE

December 1948

By M. Okaji
Kochi MG Team

In general, the Kure conference was very educational and successful and I think that all of the delegates had something new to take home to their respective organizations.

One unfortunate thing for us M.G. representatives was that we couldn't participate with every activity and program the other delegates had. By this I mean the lunch hours and evening programs which they held at their quarters. It was said that the day meetings rates only about one half of the entire conference.

Recreation was very enjoyable and worthwhile. It really did keep us lively and awake. But I think that the time wasn't sufficient. I believe that all of the delegates who are leaders of their organizations had the desire to learn them thorough enough so that they could take them back to their people and teach others too. We have learned just enough for us to enjoy but not to teach others with confidence.

Lectures on small group discussions may not have applied to these delegates representing federated Youth Organizations. Also, subject on carrying out activities with only monthly fees and minor donations did not apply to them. The objects of these youth organizations are usually doing something big for the benefit of the entire community and it was said that fees are only sufficient to cover 1/3 to 1/10th of their expenditures.

Incl 6

'F
12nd
Conference
#54

Kure Delegates

CE

Mr. Iguchi
Miss Johnson
Mrs. Inagaki
Miss Bando
Mrs. Mori
Mr. Ikeuchi (no billet needed)

KOCHI

Mr. M. Mizuta
Miss A. Hirose
Mr. K. Sakai
Mr. K. Hamada
Miss. C. Hamada
Mr. K. Yoshikawa
Mr. Y. Kamimura

EHIME

Mr. T. Kageura
Mr. Y. Matsumoto
Mr. N. Jinno
Mr. M. Inada
Miss T. Nomoto
Mr. H. Aono
Mr. T. Masuhara
Mr. M. Inaoka

Supplement

Mr. Y. Norimasu
Mr. S. Imamura
Mr. Iguchi

TOKUSHIMA

Mr. H. Yamada
Mr. H. Yamamoto
Mr. H. Ikesugi
Mr. S. Mori
Miss M. Ozaki
Mr. K. Moriyoshi
Mr. H. Yamazaki

KAGAWA

Miss M. Mimura
Miss Y. Miura
Mr. N. Deishi
Miss K. Namikoshi
Mr. T. Ikeda
Mr. H. Osuka
Mr. H. Fukumoto

	men	Woman		Americans
				1 man - 1 woman
CE	0	3		
Kagawa	4	3	⑦	
Kochi	5	2	⑦	
Ehime	7	1	⑧	
Tokushima	6	1	⑦	
	22	10		1 man - 1 woman
no billet needed	1	—		
	23			
	10			
	2			
	35			

SYMBOLS: RD Replacement Depot
ACS Charged to Army Command Strength
BFAGMT By 1st available govt mtr T
BFAGRT By 1st available govt rail T
Number in parentheses before paragraph number indicates platoon
Capital letter before paragraph number indicates ship

HEADQUARTERS
FOURTH REPLACEMENT DEPOT

APO 703
28 June 1948

SPECIAL ORDERS)
:
NUMBER.....156)

E X T R A C T

(3) (0) 63. Following named (8) EM, BR SV indicated, MOS 521, ACS, RA, reld asgd Hq & Hq Det, 2d Repl Bn, this RD, asgd Shikoku MG Region, APO 1050, WP BFAGMT or RT TDN TCNT EDCMR 5 July 1948. (Auth: VOCG 8th Army, dtd 28 June 1948; T Auth: Cir 185, Hq 8th Army, 1947).

GRADE	NAME	ASN	BR SV
Pfc	SCHWERTFEGER, JOHN D	RA16279666	Armd
Pvt	MORENCY, VICTOR A	RA11178856	MD
Pvt	POPPE, MILLARD L	RA12298975	Armd
Pvt	PREVRATIL, CHARLES W	RA12298948	CAV
Pvt	RHINO, PAUL P	RA12299381	CE
Pvt	RHODES, WILLIAM S	RA11178684	CAV
Pvt	ROPPOLI, CARMEN P	RA12297821	Armd
Pvt	THAYER, THEODORE L	RA12299051	Armd

(3) (0) 64. Following named (6) EM, BR SV & MOS indicated, ACS, RA, reld asgd Hq & Hq Det, 2d Repl Bn, this RD, asgd 598thEngr Base Depot, APO 503, WP BFAGMT or RT TDN TCNT EDCMR 3 July 1948. (Auth: VOCG 8th Army, dtd 28 June 1948; T Auth: Cir 185, Hq 8th Army, 1947).

GRADE	NAME	ASN	BR SV	MOS
T Sgt	WYNNE FRANCIS J	RA20112922	CE	583
Pfc	BOWEN, ROBERT R JR	RA19308515	CE	521
Pfc	GINTER, WALTER P	RA13268842	CE	521
Pfc	O'NEILL, CHARLES J	RA13265633	CE	521
Pvt	BUTTERS, BYRON K	RA12299431	INF	521
Pvt	MAXCY, JAMES E	RA11178783	CE	521

(3) (0) 65. Following named (2) EM, CE, MOS indicated, ACS, RA, reld asgd Hq & Hq Det, 2d Repl Bn, this RD, asgd Hq 8th Army, duty w/MG Sec, APO 343, WP BFAGMT or RT TDN TCNT EDCMR 3 July 1948. (Auth: VOCG 8th Army, dtd 28 June 1948; T Auth: Cir 185 Hq 8th Army, 1947).

GRADE	NAME	ASN	MOS
Pvt	FLYNN, JAMES E	RA12298165	521
Pvt	SPURLOCK, THOMAS O	RA15255191	521

BY ORDER OF COLONEL PHILLIPS:

WILLIAM A. TOTH
Major FA
Actg Asst A. G.

OFFICIAL:

William A. Toth

WILLIAM A. TOTH
Major FA
Actg Asst A. G.

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Schedule for the Juvenile & Youth Education Leaders' Training Course

青少年教育指導者講習會日程表

Day →

Time ↘

時間 日曜	12月4日 土(Sat)	5日 日(Sun)	6日 月(Mon)	7日 火(Tues)	8日 水(Wed)	9日 木(Thurs)	10日 金(Fri)
8.30		general lecture 一般講義					
10.00							
10.10	opening ceremony 開講式	1.					
		2.					
11.20	orientation オリエンテーション	3					
		Study Period 学習時間					closing ceremony 閉講式
12.00	lunch 晝食						
13.00	general lecture 一般講義	lecture and guidance in ABC groups 及指導(C)講義 別(A、B、C)グループ	〃	〃	〃	〃	
13.50							
14.00	question & answer 質疑應答 A、B、C group	recreation (explanation of principles & practice) 実際理論及シヨンのレクリエー	〃	〃	〃	〃	
14.50							
15.00	question and answer lecture 講質疑	free period 自由時間	lecture & question & answer 講質疑	free period 自由時間	lecture & question & answer 講質疑	free period 自由時間	

13.00	晝食					
13.50	一般講義	C別(A、B、)グループ指導及講義	〃	〃	〃	〃
14.00						
14.50	A、B、C質疑應答	實際理論及シヨンのレクリエー	〃	〃	〃	〃
15.00						
16.50	講義 質疑應答	時間 自由	講義 質疑應答	時間 自由	講義 質疑應答	時間 自由
17.00						
18.00	自由時間	〃	〃	〃	〃	〃
19.00		夕食				
19.50	準備會議	自由時間	〃	〃	〃	反省會
20.50		映畫	グループ會等			
22.00		自由時間 就寢	〃	〃	〃	〃

備考

A組 …… 有給指導者 …… A Miss. BRIESEMEISTER
B組 …… 成人教育指導者 …… B Mr. TYPER
C組 …… 少年團体指導者 …… C Miss. SULLIVAN

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REORGANIZATION OF PUBLIC SCHOOLS

(CA I Corps Nine-Point ESP Study #7)

12 July 1949

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

AG 000.6 - BA

SUBJECT: Reorganization of Public Schools (GA I Corps Nine-Point ESP Study #7)

TO: Commanding General
Eighth Army
APO 343

1. SUBJECT: Reorganization of Public Schools

2. PURPOSE: To evaluate progress made to date in the reorganization of the Public School system in I Corps, and to make recommendations for continuing development in line with SCAP, CI&E, and Ministry of Education policy.

3. SCOPE:

This study evaluates the degree of attainment of equal educational opportunities for all children as guaranteed by the Board of Education Law and implemented by Ministry of Education publications, at each level of the 6-3-3 ladder. A brief survey is made of primary schools which are most adaptable to change and have fewest problems remaining. Llwer and upper-secondary schools are considered in relationship to total needs, facilities, and plans. Steps already taken in reorganization, consolidation, districting, development of comprehensive schools, elective subjects, and a guidance program are reviewed. Each of these areas of study is evaluated in terms of its import to school reorganization and to the economic stabilization program.

4. Primary Schools:

Basic reorganization of the primary schools throughout I Corps is almost complete. In comparison with the secondary schools, primary schools remain relatively unchanged. Under the old Japanese system, 6 years of schooling was compulsory while many children were allowed to remain for 2 additional years of highe -primary education which was in no way distinguished in materials and methods from the first 6 years. Those pupils who were able to pass examinations at the end of the 6th grade entered the middle school, the girl's high school, or a specialized vocational school. To the new aims and methods, sponsored by the occupation authorities in the 6-3-3 system, primary schools were adaptable and the teachers were ready for immediate help in curriculum.

methods, in-service training, and all-round responsibility for pupil growth. Whenever prefectures and local communities utilized parts of primary-school buildings for lower-secondary schools, the primary buildings became overcrowded and little differentiation between levels of instruction has been observed.

Primary schools are slowly regaining their independence in most prefectures as transfers to indenendent lower-secondary schools are effected. Many of these transfers in the Tokai-Hokuriku and Kinki Regions came about through consolidation of primary schools.

As new buildings for the lower-secondary schools become available by transferring buildings from old middle schools, by use of former primary buildings, and by new construction, the number of primary schools which are handicapped for space because of attached lower-secondary schools has decreased. By 1950 most primary schools, except in mountainous areas, will be free of lower-secondary schools.

Primary schools in Tokai-Hokuriku Re ion now have one teacher to 31.9 pupils, a drop from 1 to 35 in 1948. Shikoku Regbn has 1 to 36.1 pupils, somewhat higher then the desired average.

5. Secondary Schools:

Handbooks prepared by SCAP and Ministry of Education Committees, following provisions of the various school laws and ordinances, have suggested ways to approach equal educational opportunity for all children. This opportunity was not available when only certain children were allowed in the old middle-grade school, in many ways a school of favoritism. The inauguration of 6-3-3 system, with the lower-secondary years required of all children as of April 1949, should have seen universal transfer of buildings, teachers, principals, and equipment from the old middle-grade schools to the lower-secondary schools. However, this transfer was effected only when CA officers insisted th t the law be carried out. In 1947, when only one year of the lower-secondary school was required, most primay schools included that grade in their buildings. In many places the same thing happened in 1948 when the second year was required, but is some prefectures 2 to 4 rooms were built with or near primary schools to care for these additional required years. Few prefectures or towns deemed it necessary to make a thorough survey of rooms, teachers, and equipment. Instead, when upper-secondary schools were established in April 1948, pressure groups attempted to cource all old middle-grade achools to become upper-secondary schools -- an achievement quite possible under the law and Ministry of Education directives. Because certain Japanese and American took

leadership in information programs and insisted that the 85 to 90% of the children who would never be in middle schools were the important ones, some prefectures actually did transfer up to half of the middle-grade schools to lower-secondary schools. In a few of these places, notably Kyoto city, there was a subtle promise by Japanese politicians that all old middle-school buildings would be used for the upper-secondary schools by 1950. They felt that even though the old middle-grade school included grades 7 to 11 it would be contaminated were it not made a school for the 10th to 12th grades and attendance limited.

Most education officers in I Corps started work by January 1948 on surveys, information campaigns, and preliminary assignments of buildings to lower-or-upper-secondary schools according to needs. The surveys included study of maps, of blue prints, of population, and of school attendants. This study, made jointly by Japanese and Americans with help from region and Corps officers, led to intelligent re-evaluation and re-assignment of buildings for new purposes. Some primary schools, having had 2 years of higher primary work, were not being used to their capacity and middle-grade schools, which have been limited in enrollments by Ministry of Education order, have seldom, been used to capacity even with 3 years of work. As a result, most prefectures which took the new system seriously found that from 40% to 60% of the middle-school buildings could easily be transferred to the lower-secondary schools, and that considerable numbers of primary schools could be transferred in those areas where consolidation of primary pupils in fewer buildings would not work hardships on the younger children. Far less new building was found essential than original plans would have indicated. But building continued, even where not essential, because the Ministry was subsidizing the program to the extent of half the bill and it was a way to get something for little.

In Tokai-Hokuriku Region 45% of middle-grade schools have been transferred to the lower-secondary schools. The buildings and rooms left to the upper-secondary schools are sufficient to care for all upper-secondary pupils without double shift or other inconveniences. 48 principals and 1078 teachers were shifted in April 1948 and during the year to the lower-secondary schools. More were shifted in April 1949 with the opening of the new school year.

The lower-secondary schools in this region were given a distinct boost by reorganization of the old secondary school. 81,630 lower-secondary pupils are now using old middle-school buildings. The present estimated value of buildings released to lower-secondary use is about a billion Yen. Some of the buildings could not be duplicated at any cost today as materials used such as ferro-concrete are unavailable. This amount represents a net saving to Japan of over a billion Yen and much building

material. It is a most important consideration under present economic conditions.

6. Lower-secondary Schools:

Hatsugaku #63, the Ministry of Education Handbook for the Preparation and Execution of the New School System, was published on February 17, 1947. It recommended thorough-going reorganization at all levels, and establishment of Temporary Conference Groups or citizens' committees for local evaluation of the school system and recommendation of most effective ways or reorganization. These groups were advisory and could not make final decisions. Such decisions were left to the Governor. It recommended building transfers among the 6-3-3 levels according to need, and set patterns for change. Hatsugaku 534, the Handbook on Preparatory Steps for the Reorganization of the Upper-Secondary Schools, was published 27 December 1947, and completed the pattern by establishing standards for the upper-secondary schools. It also showed numerical reasons for transfer of many buildings and teachers to the lower-secondary schools so there would be equality between equal partners in the school system and not dominance by the highest. In Kinki region, Fukui (later transferred to Tokai-Hokuriku), Shiga, and Wakayama made necessary surveys and transferred many buildings to lower-secondary schools for the year opening April 1948.

Kyoto city transferred 11 of 21 old middle-grade buildings to lower-secondary schools to care for the huge number of 8th graders in compulsory education. By June, Nara felt the need to fillow suit because of the inadequacy of lower-secondary space in prisary schools, and in September transferred many buildings to the lower-secondary schools on an equitable basis. Osaka, Hyogo, and Kyoto prefectures were slightly slower in total transfers but were going step by step in the most equitable organization of lower-secondary schools.

Kyushu region was parallel, with Miyazaki, Oita, and Kumamoto taking the lead in redesignation of teachers and buildings. Miyazaki and Oita acted in a manner similar to Kinki prefectures. Kumamoto established for that year mostly 6-year secondary-schools under one principal, but has found divided schools more to their liking. These are now in process of transformation. Kagoshima, with over one hundred excellent youth-school buildings, had a ready-made set of buildings for lower-secondary schools and has(unforunately for real growth) felt no pressure for transfer of middle-grade buildings. Nagasaki made its change more gradually, but by September had transferred some schools to lower-secondary and organized upper-secondary schools on a district basis.

Shikoku region expects to complete its 6-3-3 system by 1952 with

a good balance between lower and upper-secondary schools. They feel that by that time any boy or girl should be able to get an adequate 12 years of education according to his or her needs and the needs of the community. The system of compulsory education is complete and all 9 years of education are available to young people who must have it. Reorganization of the lower-secondary schools through consolidation is necessary, and the quality of opportunity varies considerably. In Shikoku Region an average of 34% of lower-secondary schools are in their own buildings. Only a small part of these have their own playground and facilities, for they are separate buildings adjacent to primary schools. This sharing is against established policy, elsewhere, for separate schools. When sharing will stop is hard to tell because correction is largely a local matter. Forced contribution for building lower-secondary schools is working hardships on people in Shikoku as well as in other regions. Few old middle-grade schools have been turned over to lower-secondary schools in Shikoku. That there is no intention to do so is evident. Civil Affairs Officers feel that vigorous efforts almost amounting to orders might produce some turn-over, but "The result would not justify the possible resulting resentment." It is possible that 4 or 5 schools in Shikoku may be turned over to lower secondary schools, far too few for any equitable sharing or for strengthening lower schools. Chugoku prefectures have transferred 41 old middle-grade buildings to lower schools, 27 in Hiroshima prefecture.

In Tokai Hokuriku region lower-secondary reorganization has of necessity paralleled upper-secondary changes. 118 buildings from the old middle-grade schools went to the lower-secondary schools. This transfer did a great deal to make the Japanese conscious of the fact that the lower-secondary is a secondary school and not some sort of continuation of elementary school. The fact that old middle-grade school buildings were large and could take in pupils from many smaller lower-secondary schools gave great impetus to the consolidation program. In some cases these two items were the most significant long-range results of lower-secondary schools' receiving facilities from old middle schools. Until the people realized that the lower-secondary is a real secondary school, and until they realized that small 1-or 2-room, so called secondary schools crowded into primary buildings were not suitable for secondary education, the lower-secondary program could have no middle schools, the development during the last year of lower-secondary schools in Tokai-Hokuriku has been remarkable.

The understanding in Tokai-Hokuriku region that the lower-secondary school is not a mere formal extension of primary education has been seen in the consolidation of primary buildings to give separate buildings to lower-secondary schools. In some places, pupils from 3 or 4 primary schools were concentrated in 2 or 3 buildings, leaving one free for lower-secondary.

As the realization of the true meaning of lower-secondary education spread, the consolidation program following these examples gathered momentum. This has led to a large number of consolidations and to the development of coherent buildings plans by prefectural School Boards. The people have been sold on this plan by a publicity program which includes pamphlets, posters, and radio and stage plays which dramatize the problems of lower-secondary education.

If the School Board plan in Tokai-Hokuriku remains in force, the number of consolidated schools completed by April 1950 will be 474. This will mean an average overall reduction in number of llwer-secondary schools from 1390 in A pril 1948, to 684 in 1950. This indicates real progress as the number of pupils is estimated at 600,000 in 1950 in comparison to the 472,000 in April 1948. Thus, more pupils are being educated in fewer but better schools, There is already a large net gain in lower-secondary schools of sufficient size to give good secondary education. In regions where the terrain is reasonably level, most lower-secondary schools will be in consolidated buildings by 1950. In mountainous regions the problem is more difficult to sllve. In one prefecture a partial solution has been effected by building dormitories at the first school on the plain below the mountains, where the students can remain during winter weather. In Japan Sea prefectures summer vacations are replaced by winter vacations and children are urged to commute to schools on the plains for special summer sessions.

Teacher shortage has been relieved by transfer of teachers to the lower-secondary schools. Tokai-Hokuriku now has a ratio of 1 teacher to each 29.8 pupils in the lower secondary schools, almost at the desirable national average. In Shikoku, the ratio is 1 to 25.2. In Tokai-Hokuriku, 50.4% of lower-secondary schools are in their own buildings and that percentage is rapidly rising. There, perhaps, more than in any other region, with the possible exception of Kinki, where 44% are independently housed, the lower-secondary schools can claim to be an equal parther in secondary education.

7. <u>Upper-Secondary Schools:</u>

An equality of educational opportunity remains the basic consideration at the upper-secondary level. The old middle-grade school which made no pretense at equality has been out of existence in most parts of I Corps for one year. The fear of the people that reduction in number of upper-secondary schools from the number of old middle-grade schools would cause less opportunity has been unwarranted. In Shiga, for example, where 18 upper-secondary schools were established in 1948, replacing 28 old middle-grade schools, this number was found too large for optimum operation. 4 of those schools were made 9th-grade schools in September and starting this

April, 9 districted comprehensive schools using 14 buildings care for twelfth graders plus 15% more pupils at 10th and 11th-grade levels than have ever before gone to school in Shiga prefecture. Similar patterns are developing throughout much of I Corps. Most prefectures have found it possible even with greatly reduced numbers of schools to permit all applicants to enter the upper-secondary schools. As short a time as three months ago, officials were fearful that no graduates of lower-secondary schools could be admitted because of crowding.

Basic considerations in reorganizations that have taken place throughout the last 15 months have been fourfold: (a) redesignation of former middle, girls, and vocational schools with first consideration given to the lower-secondary school without crippling upper-secondary schools; (b) upper-secondary schools should offer equal education to all boys and girls according to the needs of the boys and girls and the community; (c) upper-secondary schools should be districted so that boys and girls can have the courses they need as near their place of residence as possible, and not in the wandering, confusing manner of the old system where entrance was by examination only; (d) most upper-secondary schools should be comprehensive in course offerings to serve the needs demonstrated by pupils and community. Only in those major cities where districts might include several varieties of schools, would a comprehensive curriculum not be essential, and even there it might be desirable.

Redesignation of the middle-grade schools was essential since only 2 of the earlier 5 grades continued attending if the schools became upper-secondary schools. Llgic would have suggested that only 40% of capacity become upper-secondary schools with 60% continuing to serve their former 7th to 9th-grade pupils. Equality of opportunity is axiomatic and is required by school law. Districting is also required by law. A comprehensive curriculum and co-education are strongly recommended, both for economic reasons, the former to help the schools become large enough to serve demonstrated needs, and the latter to offer girls something better than the 4th-rate citizenship they were prepared for under the old system.

In Shikoku the most unsatisfactory situation in the 6-3-3 system is the condition of the upper-secondary schools. The Japanese have persistently ignored this problem, or pushed it aside, because it was too hot and touchy since the publication of Katsugaku 534 and 63. Since January 1949, however there has been interest, activity, and planning with this problem in the forefront of all education problems. Interest has not been limited to Board of Education and Secretariat but has included many newspaper articles and editorials and meetings on the subject. All Shikoku Boards of Education now have some plans for completion of reorganization. By 1 April 1949 a start has been made. Districting may be

accomplished in 1949, on paper. Co-education as a general policy will start on 1949 and be complete in 1951. Comprehensive schools will begin in 1949 and be complete in 1951. There is opposition to reorganization of the upper-secondary schools. Some Americans on Shikoku think this is mostly sentiment. Others think it much more. But Japanese educators and other people are accepting reorganization as inevitable, if somewhat delayed.

The time schedule as developed by officials in Shikoku it as follows:

1 April 1949:	Plans made in all prefectures. Districting--at least on paper--in Tokushima, Ehime, and Kagawa. Coeducation in most prima y schools, in a bit more than half of the lower-secondary schools, and in the first year of the upper-secondary schools. (Not satisfactory, however.) A few scattered upper-secondary schools comprehensive.
Fall 1949 :	Districting actually completed, i.e., districts set up on paper in all prefectures. A majority of upper-secondary schools consolidated on the comprehensive-school principle.
Early 1950 :	Most lower-secondary schools in separate buildings--perhaps 80%-90%. Second year of upper-secondary school coeducational (?) Comprehensive upper-secondary education available to most boys and girls. Actual districting almost completed--i.e., boys and girls attending upper-secondary schools by districts.
1951 :	Third years of upper secondary school co-educational (?) Actual districting completed. Most phases of reorganization completed. Comprehensive upper-secondary education probably available to all boys and girls.
April 1952 :	Probable completion of all phases of reorganization.