DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

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721.2

ITEM 3 The Discussion Meeting of Leading Journalists (I) - Tokyo Shimbun - 24 Dec 45. Translator: N. Tachibana.

Extracts:

The year of defeat is passing away and the first peaceful year, filled with hope, is coming. Let us arise and salute the establishment of a new JAPAN. The members of the social department held a discussion meeting of leading journalist to talk about this passing year and the coming year. Those present were journalists in charge of the Education, Home, Justice, Finance, Commerce and Industry, Welfare, Agriculture and Forestry, Transportation, Imperial Household, and Demobilization Ministries, the Metropolitan Police Office, the Metropolitan Office, and other departments.

Chairman: "At first let us begin with educational administration. Students are moving actively in political and social thought and are becoming the focus of discussions. Don't you agree?"

Mr. H: "Students have been aroused both in body and mind by the gospel during the war, to do everything all at once. It is better to educate them gradually and make them excellent members of society, for this democratic era will not vanish suddenly. There is no doubt that some learned men and educators support this idea. On the other hand, some people think that it is necessary to permit the students to get into touch with government and administration through a new educational methods in order to make them excellent members of society."

Chairman: "It is said that political or election movements within schools are not good, but I think it does not matter at all. Don't you agree?"

Mr. H: "Of course, students of universities and colleges are the same as general members of society, but they must learn special sciences. Therefore, it is too much to say that they should be absorbed in political movements and thereby neglect learning. It is bad from the educational point of view. We don't mind if they take part in political associations or election campaigns, for they are allowed to do so by law. However, it is not good to be absorbed in that exclusively and neglect learning."

Chairman: "At least 50 per cent of the public are opposed to the administrative policies of the Education Ministry. It is impossible to give more consideration to the students' standpoint and the reflection of public opinion?"

Mr. H: "There are many causes for the failure of the Education Ministry to pursue nonsatisfactor policies. I think it is most important to reform thoroughly the Minister's present nominal status and the administrative organization. The Education Minister's nominal existence has weakened political action. Even if the Education Ministry drafts education policies they are smothered at the Cabinet conferences. Under such conditions, we cannot hope for the promotion of education. The Cabinet will often change with the development of party cabinets; it is desirable that an Education Minister of Vice-Premier grade of excellent character, knowledge and ability, be chosen for this office for a period of three to five years. In regard to administrative organization, there are only 200 universities, colleges, and other schools over which the Education Ministry has real authority. Directives are carried out as expected in the middle schools, which are most important in education; this means that the prefectural offices have not much authority. Only one Education Section in the prefectural Internal Affairs Department is not enough. It is necessary that an independent Education Department be established. At the same time the harmony and co-operation of the whole Ministry is necessary in order to make significant, progressive reforms in harmony with the School Education Bureau. It is deplorable that the quarrel over the sphere of influence between the General Affairs Bureau, which takes charge of

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POLITICAL SERIES: 118 (Continued)

ITEM 3 (Continued)

general planning, and the Bureaus which take charge of practical affair: is still going on. The days of strict adherence to laws and regulatio: are past; it is necessary to give consideration to the general will of the people without religious adherence to rules. Differing from the food problem, the education problem has no influence upon the present situation. Therefore, it is apt to be disregarded, but it is of the very first importance. When JAPAN is being reconstructed as a peaceful state without military power, her contribution to the civilization of the world and to internal prosperity must be to develop good citizens and excellent men of science and culture. For this reason education is vital. It is necessary that the people co-operate to promote education.

931.6-509 26 Dec 45

(Continued)

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ITEM 3 Teachers' Minds must be Democratized-(Provincial Paper) Chubu Nihon Shimbun-9 December 1945. Translator: Minagi, Kunizo.

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721.2

Summary:

The AICHI Prefectural assembly held its second session on December 8. In reply to the interpellation by YOSHIMURA on the curtailment of officials and on birth control, Governor KOBAYASHI said that there are cries from the general public that the number of present officials should be cut down 50 percent. Personally speaking the staff of Provincial Affairs Offices, who are in closest touch with the people, should be formed of the most competent men.

The problem of birth control, according to the head of the provincial home affairs, MATSUSHITA, depends on the definite policies of the Government.

Assemblyman KAWAMURA interpellated about the democratized system of education for school boys who have been given military training; the insufficient democratization of the thoughts of teachers which causes school strikes; the method of strengthening education, which was neglected during the war; and the system of entrance examination to secondary schools next spring.

The Head of the Home Affairs Section, MATSUSHITA, replied that most important item in democratizing schools is that of democratizing the teacher's mind. The shortage of mental training is to be supplemented by the periods hitherto allotted to fencing or judo(TN. JUJITSU). The entrance examination of next year will be the same as that of last year; that is, will be made the selection according to the reports from primary schools on the boys' merits.

931.6-318

ITEM 1 Students' management of schools - Tokyo Shimbun - 5 Dec 45. Translator: S. Inoue.

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721.2

Full Translation:

According to the TOKYO SHIMBUN of 27 November the Education Ministry is of the opinion that it cannot support student management of schools because of their unsatisfactory personal qualifications as students. Doesn't this correspond with the situation in the early days of the MEIJI Era when the authorities disapproved of the people's participation in politics and of the opening of a Diet?

As he grows older, the student manages first, a family, second, a society, and finally, a state. He should have reason enough to help manage his school while he is a student. I want to know how the Education Minister replies to the above premise. He who does not learn to manage a school properly may go into society and poorly manage the state; he may promote a police system, a public Procurator-General, or a Justice Minister whose subordinates trample upon the rights of the people. But a student, who mismanages his school shall be corrected by his teachers or comrades. We want to know whether or not the Education Ministry is eager enough to support the students' aims at achieving full democratization of school education along the lines of the POTSDAM Declaration. Since it is important for us to establish a democratized JAPAN, we expect an honest and responsible answer from the Education Ministry about this matter.

931.6-255

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ITEM 4 MUSASHINO Primary School Education Reorganized - Mainichi Shimbun - 2 Dec 45. Translator: T. Ogawa.

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721.2

Summary:

MUSASHINO 2nd Primary School has decided upon a new educational policy recently. The new policy aims chiefly at eliminating militaristic education, elevating the moral senses, promoting a progressive spirit, pursuing truth and encouraging scientific research, and improving formal education. In accomplishing this, the Imperial intention expressed in the Imperial Rescript on Education, the Imperial Proclamation of Termination of War, and the Imperial Covenant will be enforced. The Imperial Covenant was issued by the late Emperor. Its purpose was to provide for the industrialization of the country by providing for training in the various practical arts.

Under the new program, children will also be given chances to go out on field trips or to see movies. Athletics and physical exercises will be encouraged. Utilization of school libraries as an additional means of education is planned. Teaching which emphasized militaristic ideas, however, will be eliminated. Books on the maintenance of a national structure and the establishment of a moral sense are to be supplied. To let the child know the cause of our defeat, democracy and politics are also scheduled to be taught. In addition to all of these, a "Mainichi Simbun for Little Folks" will be used in order to enable the children to keep up on current affairs.

931.6-214

ITEM 3 Honor Students are without Spirit - ASAHI SHIMBUN - 3 Dec 45 Translator: M. KATO

721.2

Summary:

So-called honor students or children with excellent grades are usually without spirit and blindly obey their teachers. This may be attributed to the bureaucratic attitude of the school staff. This attitude led to formalism; the school master followed only the directives of the authorities, in conviction of the fulfillment of their duties, and the teachers were liable to limit their sphere of research and formal matters such as teaching methods and studies in teaching materials, the entire neglect of self culture. This resulted in ignorance and self conceit of teachers, lack of originality and initiative in teaching. The reflection upon the students by these conventionalities must be removed in the attempt to democratize education.

931.6-231

ITEM 2 Reconsideration of Education - Miigate Nippon - 4 Dec 45. Translator: Y. Ebiike.

721.2

Extracts:

The re-establishment of education and the solution of the food shortage are the pressing needs of the hour. Then what were the defects in education of the past? In short, too much adherence to formality in the militaristic education has ruined education.

Both social and national education must be based on the education of personality. In spite of this fact, the students have been treated as a corps. Hence, owing to this fallacy, the Japanese have all become mediocre and equal; the talented being reduced, and the inferior being elevated.

All the evils of this formality in education are the products of a wrong conception of a corps. The students' rejection of teachers, which occurs frequently now-a-days, is the result of this formality. The authorities of the school can be said to have been caught in their own trap. Education in the future entirely depends upon the overthrow of formality.

931.6-283

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Constructive criticism of the present educational reforms appeared in Tokyo papers for the second consecutive day. YOMIURI called for reforms in the middle schools as well as in the elementary and advanced educational institutions. The editorial pointed out that the students in the middle schools are in the most "dangerous" age when they are most impressionable but as yet the educators had neglected to reform the school system.

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YOMIURI believed that respect for the individual character of the students and the instructors giving more opportunity for exercising individual ability and ideals would be a key to improving the middle schools. Graduates of the normal schools, who are narrow-minded because of their education and social failures, are termed not fit instructors for impressionable youth.

Many papers carried without comment the announcement of Education Minister Maeda that both men and women would have equal educational opportunity and that a system of political education courses for the general election would be started. More than 20,000 schools and 50,000 school teachers would be employed, it was reported.

The controversy between the Principal of Gakushu In, Peers School, and four professors who were termed "reformists" was reported without comment. The school is currently operated by a former admiral. 931.4-39

721.2

ITEM 9 Democracy in the School - Tokyo Shimbun - 10 Nov 45. Translator: H. Nishihara.

Summary:

Many policies toward democratizing schools are materializing due to the efforts of the Education Ministry.

Militarists and Ultra-nationalists must be expelled from schools. The reappointment of liberals has already begun.

The establishment of Committees to investigate the qualifications of 400,000 teachers of the country is planned by the Education Ministry, prefectural governments, and universities.

Training schools will be opened for the purpose of orienting teachers to new Education methods. The administration of a school's affairs will be left completely to the discretion of the principal's of each school. As a result of the dissatisfaction evidenced in several recent school strikes, the minister of education is taking steps to remove principals of various government universities, high schools, technical schools, and normal schools by the middle of this month. This removal has significantly spurred the resignations of those who have reached the retirement age, making room for the promotion of young men. Approximately 40 principals will be removed, and later as the first step this change will extend to the principals of 200 government schools. 931.6-47

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ITEM 4 What Cultural Education Should Be by HOKI, Saburo (Part 1) - Tokyo Shinbun - 3 Dec 45. Translator: K. Miyazaki

721.2

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Summary:

"According to the Potsdom Declaration, the education of JAPAN is to, 'Serve to uphold the national constitution, to clear out the militarism elements, develop the culture of the people, construct a peaceful country and develop the peoples scientific reasoning power, deeping the idea of a peace-loving nation, raise the standard of the peoples intelligence, and render service to the world."

"The same thing can be said of cultural education. On it depends the peoples improvement of their thought in order to reconstruct JAPAN and contribute to the peace of the world and welfare of mankind.

"The plans to put the above items in practice are as follows: (1) Establishment of the department of cultural education in the provinces; (2) A rapid organization of young men's associations and women's cultural societies; (3) Opening of more schools; (4) Establishing all kinds of co-operative organizations; (5) Equipping and utilizing all libraries, museums etc; (6) Contributing efforts toward utilizing the town associations.

"Education is one of the elements which will settle the future JAPAN CULTURAL EDUCATION which is directly connected with society in general must be the main theme. In this respect I am very much interested in seeing what the educational authorities entends to put into practice. However, after having seen the notification and orders which have been issued so far, it was a great disappointment to find them so different from what I had expected. In short I find a lack of concrete ideas, or rather a lack of rationalism." (Quoted from the article by TSUDA, in TEIDAI SHINBUN)

What we worry about in this problem is its lack of a cultural basic for cultural education. What is required on the part of the people of JAPAN, who are to stand in world competition as a peaceful nation, is sound judgement and knowledge of the world's politics and economics, the lack of which has already been disclosed to the world. It is necessary to our coninued existence that the people of JAPAN understand this.

But what do we find around us ? We do not know CHINA which we consider similar to us in culture and race. In spite of the fact that we speak about The Greater East Asia Coprosferity Sphere, we have no knowledge of the South Seas, and how much more do we know about the western world? Our knowledge in this respect is only slight, channelded, and certainly not concerned with peaceful pursuits. This is what the men of intelligence should consider at the start of reconstruction of JAPAN. 931.6-230

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721.2

ITEM 2 How to Reform the Present Japanese Education System (series B) (By YAMADA, Fumio) - Tokushima Shimbun - 13 Nov 45. Translator: K. Minagi

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Summary:

Devoting oneself to the service of one's state or community does not mean the state-for-state or the state-first principle, nor is it in any way inconsistent with the free development of an individual. Moreover, free individual development or individual character building can be achieved only when one has the spirit and courage of self-devotion to the state or community.

The spirit of serving the public must be one's own personal motive and not a result of outward compulsion. Opportunism or chiming in with the current of the times is not a mark of self devotion to society.

It is fine that Liberal or democratic education has been insisted upon recently, but have those who advocate it ever learned the proper idea of, or the significances of, liberalism and democracy? It would be perfectly ridiculous if the insistence is made only for the sake of popularity or to take advantage of AMERICA and the Allied forces.

Liberalism is precious because it serves to make a man what he ought to be, or to aid individual development of character. On the other hand, freedom is apt to be confused with a riotous way of life and it is by no means desirable for some people to imagine that democracy means banding together to cause social disorder.

True liberalism ought to be common, to some extent, with idealism or a perfect aim of character-building. Liberals, therefore, must be faithful observers of national laws.

The late Professor KAWAAI, Eijiro, Professor of philosophy at KEIO University was opposed by the general public because he was said to be a "liberal", and when I advised him, because of the people's misunderstanding of his liberalism, to rename his principle idealism, he said, "It does not matter, as liberalism ought to be the basis of idealism. I shall stick to the former name." And in spite of all difficulties, he continued until his death to retain this terminology in reference to his principles.

While the object of education lies in character-building, if we examine the present educational policies or systems, we find that too many of them are quite contrary to the real objective of education.

Regarding the examination system, for instance, the boys put too much emphasis on cramming for the examination or on getting good grades. Throughout all the courses at primary, or secondary schools, or at colleges, they should aim at being interested in learning on voluntary research. Boys should be taught what is good or evil, the fundamental subject of ethics, and what man ought to be. Individual intercourse between teachers and pupils is disregarded and consequently lacking, especially in colleges. 931.6-119

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ITEM 1 No 1 Our movements for a new settlement - YOMIURI HOCHI - 23 Dec 45.
Translator: K. Nagatani.

721.2

Summary:

The present poverty facing our Nation was all that out country acquired, at the sacrifice of science and education, under the pretext of carrying out the war. Our country is now groaning under nation wide starvation and poverty. Mental poverty, born of physical starvation, is steadily driving the people to despair. We are undergoing penance for our destruction of science and our neglect of education.

Education needs to be immediately established as part of long-range administrative reconstruction. Based upon a thorough-going criticism of the old form of education, a drastic reform should be made in the present system. Now is the time when intelligence, instead of militarism, education, instead of armaments, should play an important role in pulling the Nation out of the pit.

As a means to this end, we are attempting to reconstruct the TOKYO Imperial University. The poverty in thinking and learning fundamentally accounts for our surrender. In JAPAN, up to the present time, the masses have had little opportunity to learn about science. That is the reason why we are attempting the re-establishment of learning. The students who are so fortunate as to be studying at the highest educational institutions can no longer monopolize up-to-date knowledge. In this light, our movement for educational readjustment needs to undergo a physical change.

The objective of our movement should be the productive populations, especially farmers. In this way we have decided to reconstruct the farmer's education. We intend to rationalize the daily lives of farmers, to enrich their culture and offer them equal opportunity for education. The only way to relieve our nation is to introduce a new kind of education along democratic lines.

(ISHIJIMA, Tai--student of the TOKYO Imperial University)

No 2 Concerning the exchange of professions between JAPAN and ITALY.

I am giving my answer to Mr. "H's" contribution, "Popularization of education."

I hear that the reason why I was selected as an exchange professor to go to ITALY was that I had studied there considerably and that the by striving for mutual understanding and friendship among the nations through science. For this purpose, I am convinced, every opportunity should be seized, regardless of political ideology or the political state of affairs. That is why I visited AMERICA on my way to ITALY and exchanged ideas with American professors. Further, despite the opposition of the Italian authorities, especially of the late MUSSOLINI, I dared to lecture at universities in FRANCE and BELGIUM.

My lectures were purely academic and not related to politics. All the manuscripts of those lectures were printed and made public. Even now they are preserved in my study. I must confess that my work, "The Theory of Universal Law," on which I lectured most often, could be regarded as a criticism of Fascism. Therefore, lecturing on this theory in ROME required a great deal of courage for me. But, since my lecture was based on a purely academic viewpoint, there occurred no trouble.

931.6-503 25 Dec 45

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931.6-1
724.2

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
ALLIED TRANSLATOR AND INTERPRETER SECTION

PRESS TRANSLATIONS

No. 469 DATE: 23 Dec 45

SOCIAL SERIES: 112

ITEM 1 Educational Trends in NAGANO-Ken - Provincial Newspaper Shinano Mainichi Shimbun (Nagano) - 16 Dec 45. Translator: Y. Akabane.

Summary:

An educational meeting was held on 15 December, at the branch office of the prefecture education society in NAGANO, in order to understand the true features of democratic education in the NAGANO area. Over 50 teachers from secondary, national, and youngmen's night schools were present. They discussed various questions concerning educational reform, such as the fundamental ideal of a new education, scientific education, guidance of students, education for teachers, students' discipline and improvement of living conditions for teachers and students. The following are some of the opinions expressed at the meeting:

1. Japanese philosophers, insisting on Japanese rule over the world, have committed an error in overestimating the affects of "all out attacks," while ignoring the trends of the times. We must respect the spirit of study in education and hope to enjoy life by connecting education directly with social life.

2. The Emperor system has existed for 3,000 years and it must be discussed as an element of a democratic country. Japanese morals are derived from Japanese culture, but they have been corrupted since the defeat. The necessity of securing stabilized living conditions is now very acutely felt. At the same time, we must courageously campaign for a just guidance of public opinion and do away with old prejudices. We must choose Diet members from among us to connect education directly with politics.

3. Defeated as we are, we need not be defeated in thoughts and ideals. The word "new," alone, is meaningless. New education will not show how deep we reflect upon the defeat of old JAPAN. We must have a critical attitude and form new beliefs.

4. At this time, when the Emperor system is criticized, we insist upon the following: a. A thorough-going education on national policy; b. establishment of social morals; c. establishment of scientific education for popular welfare. A respect for freedom and rights is essential for a democratic country. The return to individual improvement from totalitarian education is a demand from within, not from without. The armed country has failed God. Now JAPAN, without arms, is an apostle of world peace. May the Japanese be courageous before God.

5. Because of the war, young men have become wicked due to the discrepancy between ideals and reality. Young men have been deprived of self-discipline through collective movements or the military system

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ITEM 1 (Continued)

which was prevalent during the war. A moral atmosphere is absolutely essential to young men. To eliminate the evils in farming villages we place much confidence in the earnestness of young teachers.

6. We want cultural cities and cultural villages. Throughout the war we have known the importance of farming villages. The center of a cultural village is a school, followed by village offices for village administration and agricultural associations for economic activities. We hope to develop villages with a good education system, and with politics, economy, science, and arts suitable to rural areas. The present undeveloped villages must be educated. For this purpose, the reorganization of night schools is also necessary.

7. The recovery of educational autonomy and the fundamental renovation of the educational system are necessary at present. In this matter, opinions of educators must be respected. All school teachers must be graduates of universities. Discriminatory treatment must be abolished. Teaching materials should be drafted by teachers themselves, and village life itself should contribute to civil education.

8. Social education must be given in national schools. In JAPAN, we are art to be considered socialistic if we study society. Hereafter, the guiding power of the press must be strengthened and students must be so educated as to study newspapers to learn about social conditions.

9. JAPAN is now a small country, over-populated, numbering around 72,000,000. In order to manage under the present emergency, night schools must be directly connected with production and each student must make his studies useful to his home village before graduating.

10. It is regretted that there have been no great educators in JAPAN in the past. Teachers must now work together with students physically and mentally, connecting labor with lessons.

11. Night schools are institutions deeprooted in the traditions of village life, and students must be fully educated there as individuals and professional persons. In doing this, the student's individuality must be respected, and teachers must be appointed by school heads, irrespective of qualifications based on seniority.

12. Thirty soliers and twenty volunteers went to the front from among our student body. We are ready to be punished when militaristic education is abolished. If allowed to remain in educational circles, we will do our best for the democratization of Japanese education.

13. It is necessary to help the young men as individuals and not adhere only to classroom teaching.

14. The night schools must awaken the public and a compulsory system of five years' duration must be adopted. Middle schools must be decreased, young mens' night schools must be increased.

15. Defeat in war has exposed the inefficiency and inconsistency of the intellectual classes. thus testifying to the need for education. Educators who advocated this reckless war should have been retired. Democratic education is not a mere fashion but a fundemental theme, running through world history, so we must expel the feudalistic sentiment rooted deep in popular thought.

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SOCIAL SERIES 112 (Continued)

ITEM 1 (Continued)

16. We must respect the originality of students since it may be difficult to change fundamentally the students' aptitudes. Students will be advanced at the teachers' discretion.

There followed discussions on the Emperor system, the gist of which is as follows: 1. the revival of the ancient system of a direct connection between the Emperor and the people is the mode of revolution and it is now high time for it; 2. the establishment of democracy in the Japanese style is part of our national policy; 3. no one hopes for the abdiction of the Emperor, but the pressure is increasing. America will not deny the Japanese their liberty and right to worship; 4. the Emperor system must be criticized fundamentally; 5. discussions now prevalent are not worth while. The real intentions of General MacARTHUR will cover the situation.

931.6-469 23 Dec 45

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ITE: 3 Educational Reform and Educators - Provincial Newspaper, Hyuga Nichi-nichi Shimbun (MIYAZAKI) 20 Dec 45. Translator: Y. H. Suzuki.

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Summary:

We Japanese have been taught and have believed that we were the best race on earth. This self-confidence war, however utterly crushed by the defeat. All JAPAN qualities were exposed in their true light. Until the surrender we had been forced to believe that all other races were egotistic, self-indulgent, and immoral, while our Japanese race had the best morals. Nevertheless, when the Allied Forces landed in MIYAZAKI, and we actually observed their daily conduct, we could not help comparing their character, knowledge, and public spirit with ours. Then we realized how narrow-minded we had been. We saw how lacking in research, how small-hearted and how low was our public spirit. Nevertheless, there is no need to deprecate our race and be slaves to the Americans, English, and other foreigners. The principal idea is to acknowledge our faults and weak points, to overcome these, and become a scientific and moral race. If we do, what shall we use to cultivate our minds and characters so as to become a worldly and peace-loving nation?

There is no more important fundamental factor than education. Here we must understand thoroughly the importance of education. In examining the education of JAPAN and our prefecture we find the students have grasped erroneous ideas and have become narrow-minded, because the majority of the educators were imperfect, limited, and addicted to bad habits. We have been given opinions on education reform by two members of our Prefectural Assembly. Mr. MORI discussed the relationship of American Boy-Scouts and our future boy scout organization. It's main point is to train boys in public morale, independence, and co-operation. At the same time it should harden them physically to create liberal, gentlemanly men, possessing the virtues of philanthropy, tolerance, progress, cheerfulness, and health. Mr. ISHIGAMI discussed liberal education. Besides these we must keep in mind the following three points:

(1) Reform the original ideas and basic plans on education; for example, abolition of the former narrow-minded nationalistic virtues and militant education. Stop useless lectures and review scientific studies.

(2) Reform educational facilities. Re-establish co-education. Rebuild burned school buildings and reform normal schools.

(3) Reform educators. Since the end of the war, certain chapters concerning the military and other things which do not suit the new situation have been cut out of text books, but that is not enough. Educators, themselves, have to be re-educated and, at the same time, pure and capable teachers have to be selected to carry on the education of the students.

931.6-537 27 Dec 45

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ITEM 3 New Policy in Teaching Our National History - Asahi Shimbun - 7 Dec 45. Translator: T. Ogawa.

Summary:

The review of our national history, which had been distorted by militarism and ultra-nationalism, has become a most important factor in the construction of a democratic JAPAN. At a meeting held yesterday afternoon by the committee in charge of the approval of of bills in the House of Peers, Mr. TANAKA, Director of the Education Bureau of the Education Ministry, made a statement in answer to an interpellation made by Count KURODA of the Research Association in which he gave the attitude of education authorities on the problem of how to deal with mythology, an extremely interesting subject, and on the manner of teaching national history. Mr. TANAKA stated that our national history has been described as a history based not on reality but on anti-historical, or distorted facts to conform with a certain ideology. Such abuses of true historical facts should be eliminated.

First, the truthshould be described in order to be able to study history in an unprejudiced manner. History, up till now, has been purely political in scope. More importance should be attached to its cultural and social aspects. The practice of describing the Nation's successes and concealing its failures should be abolished. Historical facts teach us a great deal if they are presented accurately.

The Director further explained that mythologies and national traditions, especially those connected with the foundation of our country and the "Divine Age" are very delicate problems. We must, however, make a distinction between those based upon historical fact and those which are not. Nevertheless, mythology and tradition will be introduced frankly as such because they have significance in explaining the racial characteristics of our Nation.
It is also a mistake to consider only the democratic parts of our history. Our history could not be accurate if this were the case. Also it would not be right to over emphasize the part which democracy did play in the history of JAPAN.

93.6-287

ITEM 2 Ministry of Culture gives instruction to schools regarding New Year Respects to the Emperor - TOKYO SHIMBUN - 30 Dec 45. Translated by M. Ohno.

Regarding acts of worship at the Imperial Palace, the KOANDEN enshrining the Imperial Ancestors and the New Year's Ceremony, the Educational Authorities are of the following opinions:

The Imperial Portrait Worship Ceremony is not to be held this year, because many schools do not have the New Imperial Portrait which is to replace the old one.

The New Year's Ceremony may be conducted and the Imperial Palace worshipped as an expression of the people's respect toward the Sovereign Power.

93.6-603 2 Jan 46

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ITEM 2 Democratization of TOKYO Schools - Asahi Shimbun - 12 Dec. Translator: H. Nishihara.

721.2

Full Translation:

Formerly, middle and primary schools included militaristic education in the curricula, but consistent with other changes, various plans have been devised to complete democratization of the school.

The TOKYO Metropolitan Office has notified ward offices, provincial offices, and schools that:

1. School masters will manage all personnel administration.

2. Control over school budgets will be removed, but restrictions under the Laws of School Accounts will not be abolished.

3. Controls over school fees of private schools will be removed.

4. Organization of alumni societies and class associations will be encouraged.

5. Freedom of religious education will be recognized except in schools which are maintained at Metropolitan expence.

6. Physical training will be limited to athletic sports.

The Metropolitan Office also proposes to re-educate teachers. All primary school head masters will be trained in an educational course. Subsequently, a course will be set up on 10 December for assistant head masters of primary schools, and one for middle school headmasters starting 11 December. All school teachers are scheduled to be re-educated by March of next year.

Items now under study are:

1. Removal of school from the supervision of ward chiefs.

2. Dissolution of schools burned down during the war.

3. Reopening of kindergartens.

9316-339

721.2

I listened to a re-broadcast of a discussion held by J[illegible] University students and professors. This was perhaps broadcast as an experiment of a new program, but the content of the discussions was very poor.

The debate was chiefly on the bonus for professors, a new large X-ray machine arrangement, and the establishment of an agricultural department. There was no need to broadcast these problems, which are no more than mere squabbles in the school. The participants seemed to argue so passionately that I often failed to catch what they said. Even though it may have been a broadcast of an informal discussion, it was certainly nonsense.

It is unreasonable for the students to blame school authorities. They themselves selected their university, though they knew that their school was not the best and that there were many other shcols.

Let them have their discussions on open ground or on some burnt-out site. Such a broadcast was an abuse of radio time, which should have been used more effectively. It would be far better to amuse people by broadcasting more music.

9316-326 26 Dec 45

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 5 Round Table Talk on Education (part one) (Provincial paper) - Provincial Newspaper Sochi Shimbun (YAMAGUCHI) - 16 Dec 45 Translator: [illegible], Y.

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721.2

Summary:

Although the new educational policy in Japan has been indicated, the details and actual teaching methods are left to the teachers discretion.

The following are some of the opinions expressed by five national school teachers of YAMAGUCHI-Ken, in response to questions asked by this newspaper:

Question: How will you change the hitherto authoritarian method to one more liberal and progressive?

Answer: 1st teacher-There are some children in any class whom teachers dislike, but it is necessary for the teachers to try to find their strong points. These children are apt to cause trouble. Teachers must solve these difficulties from the childrens' standpoints and not the teachers'. If teachers listen to the voices f the children, the latter will gradually be led to listen and obey what teachers say; but hereafter it would be better for teachers not to interfere too much in trouble arising among students, leaving them, as far s possible, to be solved by the students themselves. Children hate justice, and they are greatly ifluenced by their social surroundings. Therefore social education is also very important.

2nd teacher-Hitherto, the expression of childrens' thoughts has long been suppressed, prohibiting any thoughts inconvienient to the plans of the authorities. This attitude naturally led to an extreme paucity of original thoughts and ideals. Hereafter, children must be given and opportunity to hold open meetings at least once a month to say what they want to say, and teachers will teach them what is right. Children must be as free from interference as possible, but their sense of responsibility must necessarily be cultivated, together with freedom of action.

3rd teacher-Liberty is apt to be misunderstood as self-indulgence or looseness, and individuality as egoism. Likewise, some people have the mistaken notion that if children's freedom of action is respected their proper up bringing world be difficult, and that if their individuality is respected, they cannot be effectively disciplined. I believe it better to teach and fasten children rough-hewn, so-to-speak, in order to leave them opportunity to become men of excellent caliber, physically and spiritually strong.

[illegible] to become mentally strong enough to combat social evils and injustices. Selfish utilitarianism has long been prevalent in JAPAN. Public moral have developped in EUROPE and AMERICA as the people there adhereto individualism, whereas in JAPAN morals have degenerated through adherence to totalitrarianism.

DISTRIBUTION "X"

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 4 Call the Textbook Compilers to Account - YOMIURI HOCHI - 6 Jan 46.
Translator: K. Sato.

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SRS

721.2

Full Translation:

It is needless to stress how important is the subject of education in present day JAPAN. But, at this moment, what are the educational authorities doing?

Since the MEIJI Era, the Education Ministry has compiled textbooks exclusively and has enforced their use upon the Nation. Their contents and how they impeded human progress are known all over the world. They even reached out in their influence to middle schools. These books are now being successfully rewritten by the hands of world civilization and the same can be said of the singular "Duty of a Subject" and "Original Meaning of the National Constitution," which they edited. Do they feel an iota of responsibility for them? Was it not they who, when the works of university professors were suppressed, dismissed them, celling to account the writers' responsibility?

Without taking the responsibility for wartime textbooks, they are again "whole-hearted by compiling quite new text books." Do they not know what is meant by shame and responsibility? I understand that they, endowed with such peculiar brains, are again compiling some queer material "in order to alterthe teachers' minds."

There is no reason why the whole country should use the same textbooks. One cannot find such an exemple in any other part of the world. Who is responsible for the measures that turned the awakening minds and growing bodies of young students to militalism and plutocracy and brought about an astonishing decline in their scholarship?

Is it not queer that they, paying no attention to these facts, should poke their noses into the problems of students and education? Who was it who declared, "I do not much care that students in their position should participate in the school administration," and, as a result, was severely criticized by Mr. HANI, Goro, and the members of the Students' Federation? Instead of SOVIET RUSSIA, in 1944, in the midst of a hard war, made a concessionof 48 per cent of the Budget for education, apart from the expenses of schools paid by each republic. If they have the right intentions, they can save the teachers from their wretched life and keep them from the black market or other more dubious means of livelihood. Furthermore, they should give them enough spare time for free study. They can even guarantee the democratization of our education with a concrete institution, by defraying the educational expenses out of the national Treasury. Let me repeat this admonition. Stop influencing the "Leaders". If they feel themselves incompetent, I seriously propose they dissolve the Education Department, and go to mental institutions or to war criminal prisons. Just as in the case of the militarist party and Special police, if the surveillance of the Education Department were discontinued, the education of JAPAN would be far more admirably advanced by the hands of the people.

931.6-671 Jan 46

(Letter from a central executive committee of All NIPPON Educational Association, MONOBE, Nagaoki).

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 1 Japanese Myths Must Be Rewritten - Provincial Newspaper Kahoku Shimbun (Sendai) - 17 Dec 45. Translator: H. Arai.

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Full translation:

Having pointed out that State Shinto was being used to political advantage for ultra-nationalistic, militaristic and chauvinistic purposes, General MacARTHUR's Headquarters ordered its abolition. This includes the cessation of propanda of State Shinto and all myths and idols which were derived from State Shinto. Hereafter, State Shinto is to be regarded as general Shinto as other religions are, and will be maintained by donations from its devotees.

The Japanese Nation has unconsciously lived a long time in an inspirational atmosphere as a result of the conspiracy between ultra-nationalists and the Army and Navy leaders. In order to control this national feeling, all educational facilities were utilized and the whole nation was compelled to pay homage to shrines in gatherings or at the beginning of work. Those who had no KAMIDANA (TN God shelf.) in their houses were treated as traitors. When things concerning the war went wrong, the leaders berated us completely and shifted the responsibility for mistakes to us. If we made an error, they tried to single us out for punishment. It was impossible for the guards who blindly followed the authority of the Army and Navy, bureaucrats and ultra-nationalists to make a fuss, when they discovered such traitors. Some socialists and liberals were free from trouble during the war because of KAMIDANA.

As for myths and the nationality of our country, we were, of course, forbidden to make criticism. We were obliged to believe in many things about which even school-boys had doubts. A history teacher says that he has never heard of such self-conceited people in all Japanese history. We believed that the Japanese people, whose country is unique in the world, is the superior race, and could conquer the world. Moreover, we were convinced that Heaven would help us, even when the state of the war was going from bad to worse. Figuratively speaking, in spite of the scientific and cultural war, the Japanese Nation seemed to be waiting for miracles, to come from an objectional and unhealthy shrine where the uncanny eyes of idols were gleaming. The reason for hatred. No one had any spirit to settle doubts and problems, but everyone was forced to keep his eyes closed to trouble and doubt and to work as hard as a whipped carriage horse.
Now we have become enlightened as a result of our defeat. Though we had the intelligence, we could not use it. The order issued by General MacARTHUR's Headquarters has taught us what to do.

First, Japanese history must be revised. We must correct errors in Japanese myths which make Japanese history false and mysterious. We must amend the history which was written for enlargement and propagation which was distorted for a certain purpose must be revised. At the same time we must rewrite local history in the same manner. The basis of the past mistaken egotistic conception of our country has been that provincial people feel their own absolute superiority to others in regard to their birthplace, its personality and scenery. Many retrospective and narrow-minded compilations and studies of local histories were made. These self-complacent and feudalistic studies must be rewritten according to this new directive. We feel that ultra-nationalists did not live on theory but on blind faith. They used intimidatory measures which disregarded the true life. It is important to remove these measures and let them amend their blind conduct. We are conscious of a concrete change in JAPAN. We think that this directive marks the beginning of a new JAPAN.

931.6-457 Dec 45

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

ITEM 3 a) Protest by a Middle School Boy. b) We Wish to Learn and Study. c) Playgrounds for Us. - Asahi Shimbun - 24 Dec 45. Translator: K. Sato.

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SRS

721.2

Summary:

"We middle school boy have been educated thoroughly in militarism. That is why adults believe it difficult for us to change our attitude. However we are rapidly changing our views and are becoming greatly interested in political affairs. We grew up through the periods of the MANCHURIA Incident, CHINA Incident and the World War II. Accordingly, we took it for granted that a state should make war." Now, for the first time, we see a non-warring JAPAN, that is to say, a miserably defeated JAPAN. The reality is quite contrary to all that we have formerly been taught. We can no more trust adults as our leaders.

"In the Diet, those who once approved the war and supported militarism are now advocating democracy and liberalism. Compared with these infamous assemblymen, we can not help respecting the Communists who, imprisoned and persecuted, did not change their beliefs to the last. We rather doubt the dubious attitude of the adults, who blame us for the remnants of militaristic ideas in our country." (Letter from a middle school boy, OKA, Shoichiro, TOKYO.)

"For two years, we were conscripted for labor, and never received instruction at school. In addition, our attainments decreased further due to a lack of mental exercise. Moreover, since our school building burned down, we could only receive half day lessons in co-operation with other schools. We are quite poor in basic knowledge and so a cramming method is being undertaken.

"Please give us enough time. Please do not throw us out of school with fine diplomas, but without the fundamental knowledge we should have acquired." (Letter from a middle school boy, MURAKAMI, Tadashi, TOKYO.)

"At the beginning of the war we ent red middle school, but for a long time we were away from the school as mobilized laborers. Consequently, the level of our scholarship has fallen considerably, and our subjects are too numerous. We have fallen behind one whole year, and are studying with text books of about second year level. The four-year system of middle school, a product of the war, must be abolished. (Letter from a middle school boy, SHIMO, Kazuyoshi, CHIBA.)

"We fourth-year students are now studying very hard, preparing for the entrance examination close at hand. The teachers are doing their best for us, and were planning to give us lessons during this winter vacation. However, as result of the reduction of train service, the use of our season tickets was prohibited. Therefore, it is impossible for us to finish the whole four-year course of middle school." (Letter from a middle school boy, MAEDA, Takashi, CHIBA.)

"During the war, the middle school course became a four year one. However, many were removed from middle schools for service on farms, so that the lessons at school were quite scanty. In some places, school broke up before noon because of the shortage of food. Now that the war has ended, it is natural that the five-year system should be restored." (Letter from a middle school boy, NAKANO, Masaki, ASHIKAGA.)

T31.6-522-Dec 45

"We heartily wish to amuse ourselves by sports participation. However, when we return home from school, there is no place to exercise. Please give us pleasant playgrounds. We are always willing to work and help if the authorities should plan to build them in fire-raged areas." (Letter from a primary school boy, NAKAJIMA, Iwao, TOKYO.)

EDUCATION IN THE PAST MARKED BY GOVERNMENT INTERFERENCE

System of Teaching Was Completely Deprived of Vitality and Initiative By Bureaucrats

721.2

By EIICHI NISHIZAWA

II

In America, the Federal Government has no special Ministry in charge of education, nor is there, accordingly, a secretary for education. And all educational matters are given over and entrusted to the charge and juridisdiction of each state which is allowed to adopt and pursue any policy it may think good and proper. By this free system, each state is enabled to make its own proper characteristic development in educational activity, as witness the notably prominent characteristics which Harvard, Yale, Columbia, and many other high seats of learning all boast as their precious heritage and traditional privilege.

The Code of Education of the 12th year of Meiji (1879) was the manifestation of the grand policy of the Government, which aimed at the gradual development of the educational system, never losing sight of the real state of circumstances in the localities concerned, by abolishing the old school system and by rectifying the policy of over-excessive interference of the Government.

In sharp contrast with the former "school system," which was governed by mere hollow idealism and visionary theorists, the "Code of Education" was a system which stood out conspicuously for freedom and progress, really worthy in full measure of the warm welcome extended to it by the general public who aspired to the renovation of our education system; for the said "Code of Education" was truly born of the many trials its authors had undergone.

However, as this new system was built on the pattern of America, whose eminent traits are freedom, it did not agree with the Government's policy of public education

Strange to say, Yurei Mori once studied in England, and then went over to America, as he was greatly moved by her political ways which were founded upon fair play and righteousness. After returning home in the first year of Meiji, he entered the official world. Later, he was appointed Japanese Minister to the United States and went to Washington to take up his duties there. He did not lose any opportunity to make an extensive and deep study of America's culture and institutions as the result of which he was profoundly inspired by her national traits of broad-mindedness and initiative, so much so that he finally came to be a great admirer of America. He even went to the length of averring openly that for the sake of enlightening and civilizing our country, it would be necessary, nay even imperative that the vernacular language should be abolished and, instead, English adopted as the national language, so radical and thoroughgoing he was in his view of Europeanizing our country.

But as Minister of Education, he metamorphosed himself into a thorough conservative, and strongly advocated a system of education on the lines of Nationalism. Once, Mr. "Soho" Tokutomi, the noted journalist, said as follows in criticizing Mori.—

"In the first half of his life, Mori came under the overmastering influence of America, while in the latter half he was quite helpless before the overwhelming influence of the Continent (Europe); in the first half of his life, Mori was even obdurate in maintaining his own opinions and ideas, whereas in the latter half he changed into an ardent advocate of Nationalism; in

at accustoming the people to collective living.

Be that as it may, the "Code of Schools" of Education Minister Mori may be accorded the credit of firmly laying down the fundamental principle to guide and promote the whole educational structure of our country along the broad lines of Nationalism, and this basic educational principle has been faithfully followed by the successive Education Ministers.

And what strikes us as most prominent in giving utterance to Mori's thoughts and ideas about education, is the Code relating to the Imperial Universities, which firms a part and parcel of his famous Code of Schools. In Article 1 of the Code of Universities, we read:—

"The Imperial Universities make it their object to instruct the students in arts and science, in order to meet the need and requirements of the State, and to conduct the research and investigation into the most profound truths thereof."

Now, this Code of Universities was personally penned and drafted by Mori himself, which fact enables us most clearly to understand how absorbed he was in the task of formulating this Code in which was embodied his own views and opinions on the subject of national education, and which showed how he was resolved to translate his ideals into realities. The concept of individualistic utilitarianism of the Spencerian type had entirely vanished from it. In January, the 22nd year of Meiji (1889), just a half month prior to the day of his death at the hands of an assassin, Mori made an address of instruction at the conference of the principals of the higher educational institutions held at the Education Ministry. He said in part:

Was Ardent Exponent

"The reason and aim for which our Government establishes and maintains the Ministry of Education and puts it in charge of matters relating to the education of the people, and also opens various schools and colleges, by the outlay of an enormous sum of money out

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mer "school system," which was governed by mere hollow idealism and visionary theorists, the "Code of Education" was a system which stood out conspicuously for freedom and progress, really worthy in full measure of the warm welcome extended to it by the general public who aspired to the renovation of our education system; for the said "Code of Education" was truly born of the many trials its authors had undergone.

However, as this new system was built on the pattern of America, whose eminent traits are freedom, it did not agree with the Government's policy regarding education as a means for prosecuting national policy, and therefore there arose, soon after its actual operation, a strong current of opposition.

Therefore, the Education Ministry, in December next year, announced amendments to the Educational Code in question, whereby the said Ministry intended to render more strict its control over the abolition or establishment of schools, and also in the matter of the details relating to the subjects and methods of teaching, the Ministry was determined to pursue its policy of wide interference. On the other hand, in the province of finance, it announced the abolition of subsidies.

Code of Education

However, the revised Code of Education, the successor of the the former "Code of Education", still retained some traces of decentralized or local autonomy in educational administration. But this system of freedom of local educational self-rule on American lines continued to lose its power and influence with each successive revision and modification, and, in inevitable consequence, the power of interference vested in the central Government grew ever stronger and more pronounced, till at length, in the 19th year of Meiji (1886), Viscount Yurei Mori, the then Minister of Education, effected a sweeping reform in the educational system, and so the American setup characterized by unfettered freedom was overthrown. Thus, at last a new system of education as a structure adapted for the realization of Nationalism was firmly reared upon the ruins of the Code of Education.

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"In the first half of his life, Mori came under the overmastering influence of America, while in the latter half he was quite helpless before the overwhelming influence of the Continent (Europe); in the first half of his life, Mori was even obdurate in maintaining his own opinions and ideas, whereas in the latter half he changed into an ardent advocate of Nationalism; in the first half he was an extreme progressive, but in the latter half he turned into a most stubborn conservative; in the first half he stood forth as a valiant champion of the cause of freedom of speech, to change, in the latter half, into a stout protector of absolutism."

To elucidate his views more in detail Mori once penned a composition titled "On the inadvisibility of the party cabinet." It appears that he was of the opinion that the basis of a wealthy country and the armed might of the state was to be founded on Nationalism. Of the three chief objects of education, Mori evidently attached the most importance to physical culture; for he was keenly alive to the unquestionably inferior condition of the physical constitution of the Japanese. And to remedy this defect, he introduced into the school curriculum a form of military drill, rigid in discipline.

Military Drill Enforced

At first, he seems to have thought that the whole matter of physical drill should be entrusted to the care and charge of the War Ministry, and that, for this purpose military officers should be entrusted with its guidance. This may be said to be the very genesis of the purely military drill as enforced till the close of the war at all schools in Japan as a compulsory part of the school curriculum. However, it must never be supposed that Mori's idea about military drill and physical exercises was actuated mainly by aspiration inspired by Militarism, but his main and basic idea was simply to promote and raise the general level of the people's physical state at the same time also aiming at fostering disciplined obedience and

month prior to the day of his death at the hands of an assassin, Mori made an address of instruction at the conference of the principals of the higher educational institutions held at the Education Ministry. He said in part:

Was Ardent Exponent

"The reason and aim for which our Government establishes and maintains the Ministry of Education and puts it in charge of matters relating to the education of the people, and also opens various schools and colleges, by the outlay of an enormous sum of money out of the national treasury, is simply and solely for the sake of the good of the country; and if so, then we cannot but say that the ultimate aim and object of educational administration consists in the promotion of the country's interests and the attainment of its prosperity. To illustrate my point with the instance drawn from the case of the Imperial Universities, you must understand that, if you should find yourselves in a dilemma, you should always remember that the interests of the State should be the first thing uppermost in your minds, while the good and interests of truth and science might be relegated to the second place. In the practical plane of educational administration, therefore, you should never for a moment forget that the good of the country, and not that of the students, must always claim the exclusive attention of the school authorities."

Mori, who stood forth as an ardent exponent of the principle of "State First," was naturally also an enthusiastic advocate of education on the lines of pure national tradition. Said he: "By the education founded on the pure national tradition is meant that education by which we can hope to manifest and clarify the true aspect of the national polity, to make people always keep in view the precious legacy of national pride and dignity, and at the same time, to engender in their minds the virtues of prudence and affections of Mori's we seem to hear the pioneer utterance of the arguments so loudly vented just after the outbreak of the Manchurian Incident, by those stanch champions of high Nationalism on the subject of the clarification of the national polity.

(To Be Concluded)

Nippon Dempo 7 Nov 40

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DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDG # 775015

EDUCATION IN THE PAST MARKED BY GOVERNMENT INTERFERENCE

System of Teaching Was Completely Deprived of Vitality and Initiative By Bureaucrats

721.2

By EIICHI NISHIZAWA

III

Thus, Mori looked upon our seats of higher education as organs or nurseries to rear and foster the ruling classes in our country, and especially as organs for educating the bureaucracy who were to destined to shoulder the responsibility for the future destiny of their country. Therefore, the Imperial Universites were all placed under the direct Therefore, the Imperial Universities were all placed under the direct control and strict supervision of the Government, thereby imparting to them the strong coloring of officialdom. Further, when the Government promulgated the Regulations concerning the examination for civil service, the graduates of the Imperial Universities were accorded special privilege in cordection with their appointment as government officials. This liberal privilege bestowed upon the Imperial University graduates had continued in existence till quite recently when it was at last abolished under the crushing pressure brought to bear upon it by the universal strictures and adverse criticisms showered on the system by the general public in our country.

Next to the promulgation of the "Code of the Universities, the fundamental law regulating education of the lines of Nationalism in our country, there were framed and promulgated several Codes relating to education in normal and middle schools, and primary schools. Thus, the whole educational system in our country came to show an imposing aspect. Since then various partial reforms and modifications were effected under the successive Ministers of Education, but the substance of the structure of education itself has remained practically intact. In

About two decades and a half since the regime of Education Minister Mori up to the present day, the educational policy of our country has been characterized by the principle of "State First"—the very quintessence of Nationalism—and all things have been conducted under the elaborate interference of officious Bureaucracy. This uniformly monotonous march was broken by Prince Kinmochi Saionji when he was Minister of Education. Prince Saionji was far ahead of his time in entertaining the most advanced and enlightened ideas about the practical side of education, and so it was only natural that our country's education should come to be tinged by Liberalism. This was the sole exception to the rule of bureaucraticism in our country's educational annals.

Prince Saionji, fully recognizing the importance of scientific training, the diffusion of the knowledge of the English language, and the encouragement of the education of women, los no time in drawing up a plan. Especially, the propagation of the English language seems to have received great attention, so much so that he even insisted on curtailing the hours assigned to other subjects of study at schools and giving the hours thus gained to the study and teaching of English. But Prince Saionji's plans were not understood by the people who were not so progressive in practice and advanced in thought. It was, therefore, only natural that there should have been raised in time a whirlwind of adverse criticisms against Prince Saionji, so that the Prince's ideas failed to be translated into practise.

In recent years, in our country, schools multiplied considerably with

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the system by the general public in our country.

Next to the promulgation of the "Code of the Universities, the fundamental law regulating education of the lines of Nationalism in our country, there were framed and promulgated several Codes relating to education in normal and middle schools, and primary schools. Thus, the whole educational system in our country came to show an imposing aspect. Since then various partial reforms and modifications were effected under the successive Ministers of Education, but the substance of the structure of education itself has remained practically intact. In short, the role of the Ministry of Education may be said to have been restricted to the orbit already definitely prescribed and allotted to it, so that there were shown no signs of any conspicuous reforms or innovations tinged by the spirit of progressive initiative.

In consequence, in due time, the Minister of Education came to have a highly unenviable epithet conferred upon him by the sarcastic portion of the public, that is, the "Parasite Minister," feeding upon the sweat and blood of other cabinet ministers and having the ministerial portfolio given to him only by the exigencies of the constitutional politics of the country. This state of things inevitably brought about in time the highly undesirable method of giving the port of Education Minister to a person who belonged to either of the two armed services, and who possessed, of course, neither understanding nor sympathy for education or matters connected with education. The following instances substantiate this statement: there were, in the earlier years of the Meiji era, Marquis Tsugumichi, who was Admiral of the Imperial Navy, followed by Count Sukenori Kabayama, who was Admiral of the Imperial Navy, followed by Count Sukenori Kabayama, who was also an Admiral, Vice-Admiral Viscount Takeaki Yenomoto, Marshal Prince Iwao Ohyama, General Prince Taro Katsu, General Count Gentaro Kodama, and, finally General Baron Sadao Araki. In most recent days, another instance was furnished by Lieutenant General Harushige Ninomiya.

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In recent years, in our country, schools multiplied considerably with a corresponding increase in the number of students, so that, superficially observed, our country's educational structure presents a really amazing appearance. But as for quality we regret to state that, it is far from satisfactory. As if to emphasize this point, the actual experience gained in the war just ended has made us feel most keenly how insufficient are our ecientific knowledge and technique. This is due in large measure to the huge appropriations set aside for military purposes to the neglect of education.

It is really a great disadvantage and loss to the State that the important portfolio of Minister of Education has for many years been occupied by men lacking in foresight and enthusiasm, constantly living under the influence of Bureaucracy.

Now that we are going to reconstruct our country as a peaceful state along Democratic lines, we should put forth all our efforts to enhance the level of the people's culture and knowledge and stimulate the progress of science. At the same time, we should try to foster the spirit of initiative among our educationists by means of a radical reform in the educational system which would crush the principle of nationalism.

(End)

Nippon Times
8 NOV. 45

DECLASSIFIED E.O. 11652 SEC. 3(E) AND 5(D) OR (E) NNDC # 77-5015

Education For Personality

721.2

721.2

Following up their first directive laying down the general principles to guide the reform of the Japanese educational system, the Allied authorities have recently issued another directive concerning specific measures for screening out objectionable individuals from the personnel of the Japanese school system. Some quarters have already been criticizing the Education Ministry for its slowness in taking concrete steps in weeding out the unsuitable teachers, and the new Allied directive is to welcomed if it will result in the adoption of a more comprehensive and systematic program to reform the quality of the teaching staffs of the Japanese schools.

Necessary as it is to eliminate the teachers who are incurably militaristic and ultra-nationalistic in their ideas, however, it would be a mistake to think that the necessary reform of the educational system can be completed in its entirety by simply carrying out such a selective process. Such a process, after all, is merely negative. It is necessary to go further, to take positive steps to change the basic aim of education.

The basic fault of the old educational system, as has been pointed out before in these columns, was not that it emphasized militarism and ultra-nationalism, necessarily, but that it regimented the students and subordinated them to the immediate purposes of the State. The true aim of education, particularly in a democratic society, should have for its principal aim the development of personality.

Education for the development of individual personality, by the very nature of things, cannot be fostered by bureaucratic control. Regimental indoctrination in democracy is hardly more democratic than regimented [illegible]

aim and method of education as well as a change in the content of education.

The great teachers of history, whether of Japan or of the West, have always been strong personalities who could not be bound to any formalized pattern of education. Japan had a galaxy of such great teachers in the interim period after the control of the Tokugawa regime crumbled and before the control of the modern regime became established, as evidenced by such men as Yoshida Shoin of Shoka-sonjiku, Fukuzawa of Keio, and Niishima of Doshisha. But such teachers disappeared with the establishment of rigid government control over education.

A great teacher is a rare phenomenon in any age or country, but education for democracy depends upon the creative initiative of great teachers. Everything must therefore be done to promote the emergence of such teachers in Japan at this time. If this involves the withdrawal of government control from education, as it undoubtedly does, such a withdrawal should be carried out without hesitation.

Screening out undesirable teachers in accordance with the Allied directive is necessary and desirable, but that is only a negative preliminary step. A further positive step is to allow the teachers who remain after this screening to enjoy the greatest freedom in carrying out their activities with the minimum of control by the governmental authorities. In this way it might be possible to foster the emergence of great teachers of distinctive individuality who can bring about the true unfolding of the personalities of their students.

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but that it regimented the students and subordinated them to the immediate purposes of the State. The true aim of education, particularly in a democratic society, should have for its principal aim the development of personality.

Education for the development of individual personality, by the very nature of things, cannot be fostered by bureaucratic control. Regimental indoctrination in democracy is hardly more democratic than regimented indoctrination in totalitarianism, and is just as destructive of personality. A truly democratic education requires real freedom of learning and instruction. Where there is little freedom, there can be but little development of character and personality. And freedom cannot prevail in education as long as bureaucratic control of the schools prevails.

The educational policy of the past, which deprived the people of their freedom of judgment and which extolled obedience as the highest virtue, was made possible by the rigid control of the schools by the State. If this old policy is to be changed, it cannot be done by mere fiat by the State; the State must withdraw from its rigid control of the schools and leave the direction of the schools to the educators.

Education Minister Maeda apparently understands the need for a basic change in policy, for his speeches and public statements reveal his enlightened attitude. But it may be questioned whether he is going about his task in just the right manner, for he seems to be still trying to attain his ends through government control and within the limits of the traditional system. If he tries to control education by the same administrative means as have hitherto been used by his predecessors, he may succeed in producing automatons reciting the shibboleths of democracy instead of automatons reciting the shibboleths of totalitarianism, but they will still be automatons and not personalities. There must be a change in the spirit and

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Observance of National Rites at Schools In Nippon Is Now No Longer Compulsory

Educational institutions need not hold national rites before lessons each morning or on national holidays if they do not desire to do so and also they will not be compelled to take the new Imperial Portrait to be distributed soon by the Imperial Household, according to a memorandum issued by the Education Ministry to all schools in Japan.

In compliance with the SCAP directive ordering the severance of Shinto religion from the State, the Education Ministry has ordered that the worshipping of the Meiji and Ise shrines and the installation of "kamidana" or a shelf for the gods in the classroom will be abolished entirely.

The memorandum also stipulated that Chinese, Korean, Filipino, Indonesian and other foreign instructors must be given the same treatment as Japanese teachers. Moreover, holidays not listed in the school regulations will not be allowed. However, if a proper report is made, the schools will be allowed special holidays in view of the transport, food and other current difficulties.

The memorandum also stated that instructors demobilized by the end of October of last year can teach in schools but all those returning after November 1, even though they have been reinstated into their former schools, will generally not be allowed to teach, although there will be no objection to their working on the office force.

Vice-Chief Tanaka of the School Section of the Education Ministry expressed the opinion that some who had returned to their schools by the end of October might be discharged as a result of investigations concerning their competency to be conducted shortly, while those returning after November 1 would, if found qualified, again be able to resume their teaching.

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TOKYO STUDENTS CONFER

Discuss Plans Democratization Of rsities

In response to the students' desire to discuss freely the questions of democratization of universities, the difficulty of living and other urgent problems, the preparatory committee for organizing the Students' League held its first meeting at Tokyo Imperial University at 2 p.m. on Saturday. The function was attended by the representatives of six universities—Tokyo Imperial, Keio, Waseda, Nippon, Meiji and the Agricultural University.

At the meeting the following resolutions were adopted.

First, the social and cultural consciousness of students must be enhanced, but no specific ideologies must be enforced and all questions connected with students must be solved by themselves; secondly, contact must be maintained among all research institutes in the universities; thirdly, through the cooperative union, books for common use must be purchased; fourthly, the increase of tuition fees must be opposed.

Nippon Times 13 Feb 46

Japs Need 10 Years' Schooling

WASHINGTON (UP) — Bishop Edwin F. Lee, director of the general commission on Army and Navy chaplains, returning from a Pacific tour, said at least a decade of occupation would be necessary "to teach Japanese children the fallacy of the belief that Japan is better than other nations. We won't be able to divorce Japanese adults from the belief in Shintoism and the divine mission of East Asia."

Stars & Stripes 5 Oct 45

Dr. Tanaka Opposes Extreme Ideology

Is For Independence

JAP EDUCATION IN MILITARISM WILL BE ENDED

MacArthur Order Calls For Emphasis on Free Way of Life in Schools

TOKYO (UP)—Sweeping changes in Japan's educational system designed to uproot the teaching of feudal militarism and other disastrous ideologies and to substitute instruction in the ways of peace, have been ordered by Supreme Allied Commander MacArthur.

MacArthur's directive requires the Japanese to keep his headquarters informed on the progress of the reforms and makes all government officials and teachers personally accountable for compliance with the spirit as well as the letter of the order.

The latest order requires the immediate abolition of military drill and instruction and the teaching of ultranationalist ideologies, and demands the substituting of concepts of representative government, international peace, the dignity of the individual and such fundamental human rights as freedom of assembly, speech and religion.

The directive orders the screening of all educators to eliminate militarists and ultra-nationalists and those antagonistic to the policies of the occupying forces.

Educators previously ousted from the schools because of their liberalism must be declared eligible and given preference in reappointment. Discrimination against any teacher is prohibited.

Teachers are to be informed of the purposes of the occupation, and textbooks which promote militarism are to be eliminated. A normally operated school system must be established rapidly.

Col. Ken Dyke, chief of the Civilian Information and Education section, GHQ, said that specific direc-

JAPANESE CHILDREN TO LEARN TRUTH ABOUT CAUSE OF WAR

By RUSSELL BRINES

TOKYO (AP)—Japanese school children will be told for the first time the reasons their country was defeated when they return to classes after holiday recess.

The lessons will be based upon an American prepared expose of the war and its preludes and will form part of a substitute program for the recently, temporarily banned courses in history, geography and morals. This was announced by the education ministry after consultation with American education officers.

Meanwhile, the task of winnowing ultra-nationalism from the heavily propagandized textbooks was proceeding step by step with numerous problems arising, said American officers.

Emperor Hirohito supplied the most recent problem when he denuded himself of divinity. Texts refer to him by numerous terms, the most common being "Tenno" which means "heavenly one." Others range from "The Great One" to "Only one in the world."

This illustrates the problem of accurately defining each character—generally translatable by many shaded meanings— said Commander H. J. Wunderlich of Moscow, Idaho, assistant to the president and dean of men at the University of Idaho. Wunderlich is now supervising Japanese revision of history textbooks.

The elimination of the divinity concept probably will mean rephrasing all current terms for the ruler, he said. Wunderlich said Japanese propagandists so thoroughly indoctrinated their people through lengthy embrasive campaigns that one phrase for rice is translatable as "strength for the Rising Sun."

The task of fully rewriting the histories which is being done entirely by the Japanese may take years. All Japan's complicated mythology including the story of Japan being founded by the sun goddess will be eliminated.

Wunderlich pointed out that mythology does not die and the problem now is how to classify these stories so they will be distinguishable from accurate history instead of being presented as a part of it as before.

Meanwhile Americans are supervising preparation of "stop gap" history texts to serve until the new works are finished, said Wunderlich. When ultra-nationalism is culled from current texts the remainder will be reprinted for interim use. This work may be completed for the April term.

Stars & Stripes 18 Jan 46

Educators Are Told To Observe Rescript

Maeda Says They Should Bear In Mind Statement, 'Emperor Not Divine'

Minister of Education, Tamon Maeda, in his instructions to the heads of all public and private schools, declared that the Imperial Rescript of New Year's day should serve as the basis of Japan's future educational policies.

Pointing out the heavy responsibility, placed on educators for the rebuilding of a new Japan, the Minister of Education particularly emphasized that all educators should

Civic Education Body Set Up

A Civic Education Section was created on Monday in the Social

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Stars & Stripes 5 Oct 45

Dr. Tanaka Opposes Extreme Ideology

Is For Independence Of Nippon Education

Independence of education was emphasized by Dr. Kotaro Tanaka, new Education Minister of the Yoshida Cabinet, in a press interview.

Dr. Tanaka said that as far as the fundamental educational policy is concerned, he is of the same opinion as former Education Minister Dr. Yoshishige Abe and Education Vice-Minister Yamazaki.

Cited as outstanding major problems were such matters as independence of education, question of the national language, establishment and promotion of educational institutions, better treatment of school teachers, and relations between the local administration and local educational management.

He further stressed his belief that education must stand neutral as in the case of judicial power

"Accordingly, education must not be influenced by either extreme rightist or leftist ideology," he asserted, adding that in this sense he was greatly encouraged by the report made by the U.S. Education Mission.

MAINICHI 22 MAY 1946

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Col. Ken Dyke, chief of the Civilian Information and Education section, GHQ, said that specific directives on special points would follow the general directive.

Stars & Stripes 24 Oct 45

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Pointing out the heavy responsibility, placed on educators for the rebuilding of a new Japan, the Minister of Education particularly emphasized that all educators should always bear in mind the parts of the Imperial Rescript which stated that the Emperor was not divine and that the tie between the Emperor and people was not based on mere myth or legend but on mutual trust and affection.

Meanwhile, it was learned that the Ministry of Education is contemplating on asking noted educators and others to compile a sort of an educational "guide book" based on the recent Imperial Rescript and to distribute it to all the schools throughout the country.

On the other hand, it is said that the Ministry, in compliance with a recent directive from the Allied Headquarters, has decided to set up a committee for revision of textbooks on various subjects.

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Stars & Stripes 18 Jan 46

Civic Education Body Set Up

A Civic Education Section was created on Monday in the Social Education Bureau of the Education Ministry as an organ designed to permeate the nation with sound democratic ideas, says Jiji.

A provisional organ set up in view of the forthcoming general election to be held early next year, the new section will attempt to drive home to the people the significance of the election by giving lecture courses on the election and other suitable means. The All-Japan Education Society and other organizations affiliated with the ministry will be mobilized in the campaign to be undertaken by the new section.

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