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PUT THE CHAIRMAN TO WORK

On the whole, most meeting chairmen don't do too well. Now don't get sore. Perhaps you are one of the ones who do the job just as well as it can be done, but as a guest speaker who has appeared before hundreds of clubs, I can say that most chairmen seem to fumble. They look upon the job as a chore that they would like to get over, and they handle it pretty much in that way.

A lot of this confusion is the program chairman's fault. Sitting at the head table, I have seen the program chairman hand the presiding officer a sheaf of paper and tell him what to do about each. That is wrong; the chairman needs preparation too. Again, sitting in that same spot, I have watched the chairman work from an outline that was completely prepared. I have also seen scripts that told him exactly what he was to do about every part of the program, even what he was to say. The men in charge of the program had taken the trouble to write out for the chairman the complete details of what he was to do.

Another idea for keeping the chairman on the beam is to get together with him beforehand and have him agree with you on what he is to do. Bring up the problems, and then let him work out his method of handling the details. This takes time, but it pays off in a smooth-running meeting.

Each of the chairmen's jobs in connection with the meeting might be covered in this preliminary outline.

When you are chairman, these suggestions may be of help to you.

Open the meeting appropriately. You contribute nothing when you start with: "Here we are again. Mr. So-and-so will now take over." Tell why Mr. So-and-so will take over. If he is the program chairman, give him a build-up on what he has done in getting this particular program together.

Give the speaker a helpful introduction. You don't contribute much when you turn the meeting over to the speaker without giving the audience some reason why Mr. Speaker should be talking to them on this subject. Try to be sincere in what you say; (such introductions as, "We're unusually fortunate" or "It's my privilege-my pleasure," sound as if you are putting on. Tell them why this man is a good speaker for them to hear. A plan for such an introduction is to do the following:

1. Tell them why the subject is on the program.
2. Tell why Mr. So-and-so is the expert to talk on that subject.
3. Say why the subject is particularly important at this time.

You might give the introduction some thought and put some work on it; make it short but helpful nevertheless. If the members of the audience see that you have done some real thinking on the speaker's talk and its purpose, they can better understand why they should be there listening to him.

Don't take any of the speaker's time with an oration on your social, economic, or political views. By sounding off, you may unconsciously tear down something the speaker means to build up. Time and again you have seen a speaker come on at a luncheon-club session and try to dig himself out from under the chairman's opening remarks. The chairman didn't mean to tear down, but he did.

Never read the speaker's biographical material. Learn what you can about him and skip the rest. When you read the data, it always sounds as if you too are asking, "Who is this guy any way?" One way to keep on the beam with your opening remarks is to meet with the speaker beforehand to determine what you can say to be of help. No doubt, he will have some ideas. If you can't get together with him, handle the matter by correspondence. Have him give you an outline of what he would like you to emphasize. Many times one point made in the speaker's introduction sets the tempo of the meeting. Never introduce a speaker with a remark like, "Joe, can you tell us about this subject in ten minutes?" When you indicate that the subject is worth only ten minutes, you tell the audience that it isn't worth very much. If it is important that Joe limit himself to ten minutes, take him aside beforehand and inform him that you will break his neck if he runs over ten minutes, but don't mention the ten minutes before the audience. 39

And don't, as you bring up each speaker on the program, mention time. Don't say, "We're running behind," or "We're right on the nose on time," or "Joe didn't take his allotted time." No sense worrying the audience about the time the speakers are taking. If you keep reminding them, they will start worrying about time too.

Next time you introduce a speaker, try to do it without saying, "Without further ado . . ." That will be difficult I know, for all chairmen seem to run out of words or suddenly realize that they have talked too long. Then out comes that hardy perennial "Without further ado." Try to skip this one, please.

When you introduce a number of speakers, don't tell the group, "This talk is particularly important." Why single out one as more important than the others. Let the speaker prove why his talk is important. Never tell a vulgar story with the speaker as a hero. Always build him up, don't tear him down. As soon as you have finished with your introduction, get out from behind the speaker. Don't sit there soaking up some of his spotlight. And don't give him the job of asking you to move out. Perhaps he doesn't know that you should not be there behind him, attracting attention every time you move, but you know it, so move out on your own steam.

Try to remain in the meeting. Don't leave the meeting room unless it is absolutely necessary. Stay with the meeting until the end. If the members of the club see that you don't care whether or not you hear the talk or see the presentation, why should they be interested?

Pay attention to the speaker. So many times the chairman starts disturbances himself; he talks to the man on either side of him; he calls men out of the room for consultation; he goes into a rump session with the president or the secretary: Make it a rule that you will put no obstacles in the way of your speaker. Show that the meeting is important to the club by demonstrating that it is important to you.

I know you are the chairman, but don't fumble with the lecturer's props while he talks. Don't ask or offer to hold up anything unless he asks you to. He, no doubt, has practiced his presentation. You haven't practiced, and anything you try to do may look clumsy.

Help out in the discussion session. If the speaker seems to be having trouble getting questions, give him a lift. You know the men most likely to talk. Say something like, "Bill, you are an expert on this subject, what's your question here?" Many times that is all that is needed to start a lively question-and-answer period. Do your bit, and the boys may go on asking questions until the subject is exhausted.

If the questions that members ask are embarrassing to the speaker, step in and stop them. Also stop anybody who tries to make a speech. If it happens to be a question-and-answer session, you don't want somebody else sounding off with his views. As a courtesy to the guest speaker, the chairman should stop any argument a member starts, even if he agrees with the member.

Always thank the guest speaker appropriately. A good plan for such thanks is to

1. Tell why you liked the talk.
2. Mention something that he said with which all can agree.
3. Tell why the club will be helped by what he said. Don't go overboard on this thanks. Say enough, but not too much.

Here again are the suggestions for getting a better job from the chairman.

1. Give the chairman his instructions in a usable form. Don't hand him a lot of peices of paper and ask him to do something about each.
2. Get together with him beforehand and plan what he is to do about each meeting. On weekly meetings this may be difficult, but if the meetings come once a month you could profitably spend the hour or so necessary to plan the chairman's work in detail.

3. Write out complete instructions for your chairman. This can be in outline form so that he knows what to do and the order in which each task is to be done. You might make this more complete and write out full scripts of what he is to say.

When you are the Chairman

1. Open the meeting in a way that makes the meeting seem important to the club members.
2. Give the speaker a helpful introduction.
3. Don't read his introduction. Try to memorize what you are to say about him.
4. Don't mention time in the introduction.
5. Try not to say, "Without further ado."
6. Get out from behind the speaker promptly and let him have his back to the wall.
7. Remain in the meeting. Don't immediately call a couple of the members of the committee and walk out of the room.
8. Pay attention to the speaker-don't hold a rump session with the secretary or someone else while the speaker tries to talk to the group.
9. Don't try to help the speaker with his properties unless he asks you to.
10. Help in the discussion if you can. If the speaker needs questions, get some of the members of the club who like to ask questions to ask questions of him.
11. Never get into an argument with the speaker. That is not your job, even though you don't agree with him, let him go ahead and have his say. This is^a free country.
12. If some of the members of the club seem to be asking the speaker unfair questions or taking advantage of him, step in to help the guest speaker. Remember he is a guest and he shouldn't be pushed around.

The chairman of your meeting is more than an ornament. If you go to work and give him a complete understanding of his job and then give him all the information he needs to carry on that job, you will have much better meetings. When you are chairman yourself, set a good example. These suggestions should help.

Mar 49

ADULT EDUCATION

At the time of the recent national election a group of Japanese women met in my office. They were good citizens and wanted to assume the responsibilities of citizenship. However, they knew nothing about recent laws, the way candidates had voted or how they might make an intelligent decision. Now this was an election of national officials whose decisions would effect the execution of great national reforms for years to come and in addition^{to} be carefully observed by all the world powers as they judged the Japanese worthiness to again join the family of nations.

Certainly it was wrong that these women had not received the information necessary to use their democratic rights properly. Freedom of information and freedom to learn became meaningless when there is no opportunity to learn.

This problem has been discussed with your government and they have organized a program of information that will help the people understand. But no government can do more than provide the opportunity to learn. The people must contribute the time and effort necessary to learn to govern themselves. Those who treasure their children will want to learn so they can build for them a fine nation in which to live. Those who treasure the freedoms to learn the truth, the right to speak as they think, to vote as citizens with equal rights and those who want to prove to the world that Japan wants to live as a peaceful friendly nation with the rest of the world will welcome this opportunity which has been provided by their government.

I'll use the other thought
Thanks.

JK

At Adult Education Inauguration Ceremony 1 March 49.
Nakanoshima Hall.

Text of the
message sent to
be given at the
Asahi Hall Teachers'
Conference on Visual
Education

14 March 1949

New Significance of Educational Film in Community School

12 March 1949

As a visual aid for community school education, educational films have emerged with new significance.

The old academic school that emphasized mental training and discipline of mind rejected the use of films in the classrooms as valueless, if not a disturbing and harmful method. Then came the so-called progressive school after the first world war. This type of school made a feast on film as motivation and interest promoting method of teaching. According to the theory of this school, the interest was centered on the child activities. It stressed on natural growth and free expression of the pupil. To the advocates of this school, the film seemed so valuable that some even suggested to supersede textbooks with film. In actual practices, however, the progressive schools used to plan programs of educational films that are loosely connected with the courses of study. They were selected from the points of interest, novelty, and entertainment.

The educational film really became educational when the community school adopted it as its visual aid, for it is the community school idea that has given new meaning, new interpretation, and new orientation for the use of film in school.

In the community school, the curriculum is based on the community setting. It is built on community materials, community ideals, and community environment. In short, life itself is the center of activities. As its visual aid, the educational film will be used, not only for information and reference, but for the clearing house of experiences and problem solving methods that are directly related to the community life.

In the community school, the showing of film does not end in itself. There is no merely educational film program. There is only the educational program, and the film is used as its aid. It is used only when it will increase the effectiveness of specific phases of courses of study. In actual practice, it means that the film should be carefully selected with a view to supplementing and enriching the printed lesson materials or verbal presentations or certain projects, or that it will be used to stimulate interest in certain courses of study, to clarify obscure passages or points, or to inspire the pupil with a new and vivid concept of subject.

In connection with the study of moral and ethical problems, or in respect to social studies, the films may be used to change or shape attitude, or they may be used to stimulate thought and encourage discussion, to develop new points of view and awareness of social responsibilities as citizens at the levels of their growth and advancement.

Thus, whether it be scientific, technical, historical, or scenic beauty, the education film for community school should be used and interpreted in terms of the community life of children and should try to enrich their experiences, which, in turn, will lead to the successful living of the pupils.

11 May 1949

The Education Times has kindly asked me to write a farewell message before returning to my home. My purpose is not to offend any one but I am going to be very frank and honest. Before coming to Japan I had developed a respect for the Japanese. It has been my good fortune here to meet and work with sincere and courageous individuals. But I have also learned that there is a group more interested in power and their own selfish purposes than in the welfare of others.

Japanese parents make great sacrifices in order to educate their children. But there are some parents who will bribe teachers and officials to get special privilege for their own children. There are parents who selfishly exploit their children as if they were toys for the mother to play with, -thinking only of their own pleasure rather than what is truly best for their children. They would prepare their children for life by hiding the real conditions of the nation from them.

There are principals, teachers and officials who accept bribes, who blackmail wealthy parents, who conceal their own ignorance (which is the worst form of dishonesty) and who would stop any change that forces them to study or labor to prepare for new conditions. This is especially noticeable in the high schools and colleges.

There are officials who after election are concerned more about their own honor, importance and pleasing a high class few than in studying and solving the problems which the people face.

If I should be asked about the acceptance of democratic ideas in Japan, I could answer that only in a few schools and among a few persons is it really understood and practiced.

If I should be asked if the American aid in the form of cotton, raw materials and food should be stopped, I would be torn between the human appeal to my heart when I think of hungry children and the fact that it is that very aid that has made the people and officials forget that it was following blindly a group of power-hungry, selfish, honor seeking, class conscious individuals that led the great mass of uncritical Japanese people to follow like sheep to a point where the lives of all people of my generation was brought to the brink of disaster. And I know that there are those today who want to keep the people from becoming thinking individual by stopping needed educational changes.

I feel that the children of Japan and the world deserve a better future than bombed homes, burned cities and bullet-torn flesh. I feel that understanding and democratic individuals can prevent that but I feel that the educational program in Japan is just starting the organization and changes needed to product these individuals.

No words are sufficient to express the honor due those whose courage, wisdom and initiative have created many real achievements in education. But also there is no adequate way that I can express my feelings for those who have done all in their power to discourage these few.

In my absence I have asked that schools visited by the Civil Education Section be voted on the following points. It seems to me that all schools should get at least 70 points. Perhaps the Education Times would be willing to publish the score received by each school. In this way we can recognize those schools who are really operating with efficiency.

In Henry's Backyard

1948

It is a great honor for me to be here at this adult education meeting. The purpose of this meeting is to train the first cycle ^{leaders} of adult education, ~~to help people understand the meaning of democracy and to help the Japanese Government pass democratic laws.~~ In order to explain what democracy is I have selected a little story called "In Henry's Backyard."

Henry is a very ordinary type of person who lives in a very ordinary type of house and likes to ~~have~~ ^{has} his own little worries and troubles. For example, Henry is getting bald headed but that doesn't worry him very much. "I take after my father, I guess," he would say, "and my grandfather, and probably all the other bald heads in my family going back to Adam, for all I know."

But Henry has common sense enough to realize that it isn't the hair on one's head that is important. What is important is in the head. Henry is very impressed about what is going on in the world; the round-the-world flight, the discoveries of atomic energy. He has realized how small the world is getting. Why, you can have lunch in Osaka and the following day have breakfast in New York, or visit friends in Shanghai.

That night Henry had a very unusual dream. He dreamed that the whole world grew small enough to fit in his own backyard. Well, Henry thought that was a very strange dream and, as he made this remark, he glanced out the window and, by George, all the things in his dream came true. There were Japanese, Eskimos, Egyptians, all in his own backyard. Henry got all excited, dressed as fast as he could and rushed out of the door into his backyard.

(3) Just as he started out there was an ugly sort of tug that stopped him. It was Henry's Green Devil who lived inside him. Henry's Green Devil said, "Wait a minute, Henry. Those people are different from you." (4) All the people that moved into Henry's backyard had green devils too and the green devils were whispering, "Loo, they are different. You are better than they are."

(5) What do you suppose happened? Everybody was at each other's throats. Biff! Ugh! Bang!...which means fight in any language. But fighting leaves you out of breath and while they were taking a breath they stopped to think, "Why are we fighting? Are we afraid of each other because we are different? (6) But we are different. Look at our colors. Just how do you explain that?"

(7) Well, Henry, it happened a long time ago. At one time men were all in one area and they were pretty much alike. But as they spread out over the face of the earth, differences in people's skin color gradually grew more marked. One part became white, another black, and still another yellow. Scientists know that the color of the skin doesn't make any real difference; that you can't classify or judge people by their complexions.

8 The Green Devil didn't like that kind of talk. "You and your science," he sneered. "Henry, don't believe it. You are different because you are stronger and have more brains." Henry wondered, "How about that? Is that true?"

No, Henry, it is not true. 9 Strong men come in all colors. There are lion killers in the yellow, black and white groups. Henry thought, "Well, I guess that is true. 10 But about brains? Surely I have more brains."

All right, Henry, if you really want to know. 11 On the average there are small differences in brain sizes. The Eskimos have the largest average brain. 12 And the largest brain on record belonged to an idiot. It isn't the size of a brain that counts, it's what you can do with it. 13 There are people of all colors, nature, who have problems. 14 They use their brains and get the same answers.

"Well, I guess so," mumbled Henry. 15 But the Green Devil wasn't satisfied. "What about blood? Surely my blood is better and different from the others." That is true. 16 There are four different blood types, A, B, AB, and O; but the fact is that you can find all these blood types in people of every skin color.

"Maybe that's right," said Henry. 17 "I remember my neighbor's son Joe. He was an awfully sick boy and needed a blood transfusion. 18 Joe's brother Stanley wanted to give him his blood because his blood would naturally be the best, but the doctor said Joe's blood is type A and Stanley's is B. Brother or no brother, their blood types were different. 19 So another man of another race was brought in. 20 His blood was of the same type and his blood made Joe well."

Henry got the point about strength, brains, and blood. But still he wanted to feel that he is better than the others. 21 He looked around at the group and said, "Surely, we know how to use machinery better than they do."

This may be true now but it is not always so. 22 When the caveman lived in Europe about 5,000 years ago, he was still making crude stone axes while the Africans were forging them out of iron. And the wheel, for instance. 23 The principle of the wheel was discovered by the Babylonians, who first used it for their ox carts. 24 Later on, the Romans put the wheel on war chariots. 25 The Chinese used the wheel to bring water to their rice fields. 26 And later on we used the wheel to steer our ships. 27 Wagon wheels took our pioneers for settlements, then they were used on railroads and planes that travel all over the world. So you see, Henry, all groups of people have contributed their share to the modern know-how. All human beings are the same with the same moving desires. 28 First, they all want a home and someone to love, and to be loved. 29 They want children to grow up in their homes and want to worship as they wish.

30 Children all over the world like to imitate their parents. Here's a little boy imitating his father who is a mechanic. 31 Here is an Eskimo child imitating his father fishing in the ice.

So sensible people stop kicking each other around and realize that we have to live together as a group and kick the green devils of hate and ignorance out of our own lives.

One more thing, remember some people want to keep the green devils because they can control and have power over us. We are not born with these hatreds and fears. You learn them. "Yes, I wondered about that," said Henry. "Why do we have these feelings? Why do some people want power; why is there fighting going on? What is the reason that causes them to do that?"

Well, there are many reasons.³⁵ Some may be afraid because in their childhood they were unhappy and insecure. Or they may have fears of unemployment or may be they are just afraid of being sick or of growing old. All these things causes a person to listen to the green devils but they are things we can change. Let's take children for example.

³⁶ Nothing worries people more than not being able to have their children born into a world of proper care and with a healthy start, to a good start in life and to⁴⁸ a good school and higher education so that no matter where they were born or what the color of their skin, they'll have the chance to work together at the jobs that need to be done.

So you see, Henry, many of our ideas are just plain ridiculous. We have only one world--and we are all here. If we treat each individual as we would be treated, we will have democracy. If we can developse a home - our nation - where no one is slow or master and where each individual is respected where the group is represented by elected individuals where the government is organized to protect us all equally. Where each person feels the responsibility to contribute his share of time, ability and materials. Then we will have democracy. - And Henry don't you think that will be a better world?

May 1949

SUBJECT: Educational Achievements of Osaka Team

TO: All Concerned

As you know, before entering the service I was with Houghton Mifflin Publishing company. Selling educational ideas in America is very similar to the work of military government.

First, we tried to establish confidence in ourselves and in our product. In Japan this involves the personal relationship between ourselves and the government, the example of the troops and dependants and the policies of SCAP.

Second, we were expected to see the problems our customers faced. This is especially difficult in Japan. For most of us it means greater patience and should require longer periods of tenure.

Third, we tried to show how our product would help the customer solve his problem.

Briefly, this is a list of the products or solutions the educators of Osaka have bought.

In the elementary schools we have the following:

1. The 100 Teacher Research committee started by Major Merritt which guides experiments in elementary instructor and administrator.

One try-out school was established by Mr. Johnson and nine are now on probation to be given that honor the beginning of next year. Recently 264 of these schools have adopted the homeroom program for better discipline and greater student guidance.

Five honor schools have been selected to act as models to guide administrators in their new duties.

At the Junior level.

224 schools have active student government groups.

120 schools have organized homerooms.

Deans in each school have received six-months' training.

5 honor schools have been selected as administration experimental centers.

A special groups of outstandingly progressive and about group have formed a Koyasan Conference groups which acts as a special advisory and experiments group for Civil Education.

At the Senior high level.

Over half the schools are now comprehensive.
73 offer technical training.
Deans have been trained for all schools.
Administrative records have been reorganized.
Student government is active in all schools.

The teachers union in the past six months has been changed from two waring groups into one union. They publish a teacher education magazine and a parent education guide. Recently they issued a remarkable White Paper which was a scientific study of edudational problems in this area. They have also taken self-regulatory measures concerning PTA contributors and the school board election.

For Youth.

80 youth leadership conferences were held which resulted in the selection of individuals as Osaka Honory Youth Leaders. This group now publishes a paper and is directing a try-out school-centered recreation program.

For Adults.

Over 900 democratic PTAs have been organized with special try-out groups, PTA consultants, a PTA council.

These groups are sponsining school lunch programs in over 360 schools and are now being organized for an adult education program.

In addition, over 100 women's groups and numerous university and cultural groups have accepted program suggestions and activities.

Feb 49

Opinions re the Control of Senior High Schools in Osaka City

I. Of the 60 senior high schools in Osaka City, there are only 31 with independent school buildings. Also, there are 23 primary schools (277 classes) which are still carrying on with double shifts. In the future when the population of Osaka City increases, the building of primary and junior high schools will be a great burden on Osaka City. It will be an impossible situation to try to finance the senior high schools while the compulsory years are still left without completion.

II. The salaries of the prefectural senior high school teachers in Osaka City alone will be more than ¥200,000,000. If Osaka City has this much money to bear this expense, it is better for them to use this money for the betterment of junior High Schools. Osaka City is planning on the establishment of a Municipal University, but there are opinions on many sides that this is bad to spend such a huge amount of money for the university while the betterment of the Junior High Schools are not complete. It is only right to try to avoid the great expenses of the Senior High Schools on top of this. Osaka City's financial situation is now at a very critical point.

III. The local decentralization of education is a fundamental rule which we approve, but it must not be a local decentralization in form alone. It is thought that this is the same reason that the Education Ministry could not transfer the control of the national universities to the local regions.

IV. At the beginning of the school year in April, there will be 12,000 senior high school students going to the prefectural senior high schools in Osaka City while there will be 8,000 students going to the Osaka Municipal senior high schools. It is possible to hold all of these students in the 17 prefectural senior high schools in Osaka City. But out of the 17 schools 3 of them have been lent to the junior high schools so we could use the municipal senior high schools to equal these. In the future there will be an increase of senior high school students but at present this will be enough room.

V. There might be an argument that if the Osaka Prefectural School Board took over the control of the schools in Osaka City they would not establish an educational system based on the situation appropriate for Osaka City, but we are planning to listen carefully to the opinions of the city school board and establish a school districting system and comprehensive curriculum suited for Osaka City.

VI. In the future, we think that the municipal senior high schools with Osaka City controlled directly will be able to satisfy the citizens of Osaka City better than the prefectural high schools. The general public in Osaka City are strongly in favor of their children's entry to the prefectural senior high schools. Also, many of the parents of the students

in the prefectural high schools are worried for fear that the standards of education will be lowered if the control of schools is left in the hands of the city. We are thinking of raising the standards of the municipal senior high schools to that of the prefectural senior high schools.

VII. According to the School Board Law, the control of the schools should be decided on an agreement between the prefectural and municipal school boards but according to the Local Autonomy Law, the management of the school buildings and equipment (local public property) is left to the authority of the local assembly. Consequently, the converting of the prefectural senior high schools into municipal senior high schools can not be decided by the school board alone.

VIII. One cannot make a division between the living conditions inside and outside of Osaka City. From the standpoint of the treatment of teachers, the school and equipment, it is better to have both the senior high schools in Osaka City and those outside of Osaka City controlled by the prefectural school board.

(end)

Presented to our office 24 Feb 49.

1949

HEADQUARTERS
OSAKA MILITARY GOVERNMENT TEAM
APO 25

6 May 1949

SUBJECT: Educational Administration of
Senior High Schools

TO: Osaka Prefecture and City School Boards

1. In your study of the problem of educational control of senior high schools there are two facts that must be remembered.

a. The new junior high schools are not just an extension of the elementary schools. They are the first three years of secondary education. The senior high schools are the last three years of secondary schools - they are not the first years of college training. Any solution that separates junior and senior high schools from the same administrative controls would seriously harm the proposed junior high school program. The basic purpose of the 6-3-3 system was not to give every one three more years of elementary school but to give every citizen the first three years of secondary education.

b. Economy is important always and especially now. But we should attempt to secure it through greater efficiency not by curtailing needed educational services. At a time of great change education alone can give direction to those changes. We know that more students should have the opportunity for six years of secondary education. I feel certain that as the comprehensive curriculums become established and the upper three years of the secondary schools can offer training of immediate value rather than just preparation for college more citizens will desire such training. This is especially true in the area outside of Osaka City.

2. All of us seem to agree that the existing situation in Osaka City is not efficient either educationally or economically. Educationally it interferes with the proper development of junior high schools, the proper use of equipment and staff and prevents the development of a community educational program based upon service to the local group. Economically it requires a duplication of supervisory staffs, requires more buildings and equipment. In addition it creates a situation where some schools are considered superior to others and the graduates of one school are considered less honorable than those of another. How can the Japanese constitution ever have real meaning as long as these ideas are fostered by a public education program?

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2. All of us seem to agree that the existing situation in Osaka City is not efficient either educationally or economically. Educationally it interferes with the proper development of junior high schools, the proper use of equipment and staff and prevents the development of a community educational program based upon service to the local group. Economically it requires a duplication of supervisory staffs, requires more buildings and equipment. In addition it creates a situation where some schools are considered superior to others and the graduates of one school are considered less honorable than those of another. How can the Japanese constitution ever have real meaning as long as these ideas are fostered by a public education program?

Ltr, Hq Osaka Mil Govt Team, APO 25, subject: "Educational Administration of Senior High Schools" dtd 6 May 1949

3. There are many other factors which we have discussed. Certainly postponement and especially postponement without purpose is not the solution. It is my hope that a solution toward which we may work can be developed soon by the mutual cooperation of your groups.

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Civil Education Officer